



# Burke Mountain Academy 2016-2017 Handbook

*A Guide for Students, Parents, Faculty and Staff*

**PASSION FOR SKIING. LEARNING FOR LIFE.**

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# BURKE MOUNTAIN ACADEMY HANDBOOK

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**Burke Mountain Academy**  
**Acknowledgement & Receipt Page**

I have received, reviewed and understand the 2016-2017 Burke Mountain Academy Handbook.

Student printed name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*BMA uses photographs and videos of students in its marketing materials, including printed materials and electronic materials that may be distributed via email and/or posted on BMA's website, blog, facebook page and/or other social media outlets.

I have read the Honor Code on page 6 of the Burke Mountain Academy 2016-2017 Handbook. My signature below attests to my clear understanding and commitment to the Honor Code.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*BMA uses photographs and videos of students in its marketing materials, including printed materials and electronic materials that may be distributed via email and/or posted on BMA's website, blog, facebook page and/or other social media outlets.

I have read and agree to the Acceptable Use Policy for the computer network at BMA on page 39 of the Burke Mountain Academy 2016-2017 Handbook.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*BMA uses photographs and videos of students in its marketing materials, including printed materials and electronic materials that may be distributed via email and/or posted on BMA's website, blog, facebook page and/or other social media outlets.

**Photography/Video Release**

BMA uses photographs and videos of students in its marketing materials, including printed materials and electronic materials that may be distributed via email and/or posted on BMA's website, blog, facebook page and/or other social media outlets.

I agree that BMA may use my child \_\_\_\_\_ [child's name]'s photograph or video used as outlined here.

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Burke Mountain Academy | 2016-2017 CALENDAR

6/15-6/29 – U16/U14 - France  
 6/15 – 6/24 – FIS Group (6) - France  
 6/26 – 7/1 – FIS Conditioning at BMA  
 7/29 – 8/13 – FIS W – Chile  
 7/30 – 8/10 FIS M - Switzerland

## CALENDAR DATES SUBJECT TO CHANGE

1<sup>st</sup> Semester: 8/1/16-1/6/17  
 Winter Term: 10/31/16-3/31/17  
 2<sup>nd</sup> Semester: 1/9/17-6/2/17

7/30-8/10 or 13: FIS M&W Camp  
 12 Staff Meeting  
 14 Opening Day  
 15 Classes

AUGUST 2016						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

11 ACT Test Date  
 17-21 February Break\*\*

\*\*may be adjusted due to race schedules

5 Labor Day – classes  
 10 ACT Test Date  
 11-10/3 FIS M&W Camp-NZ  
 11-17 U16 Community Service Week  
 18-10/4 U16 Camp-Chile

SEPTEMBER 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3-7 VARA U14 States  
 11 SAT Test Date  
 31 End of Winter Term

1 SAT Test Date  
 3 or 4 Travel for Fall Break  
 3-8 Fall Break  
 9 Return Travel Day from Break  
 15-16 Parents' Weekend  
 22 ACT Test Date  
 30 Winter Term Opening Day

OCTOBER 2016						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

8 ACT Test Date  
 8 Spring Break Travel Day  
 9-22 Spring Break  
 23 Return Travel Day from Break

5 SAT Test Date \*\*  
 6-22 Colorado Camp – ALL  
 23-27 Thanksgiving Break  
 24 Thanksgiving Day  
 26/27 World Cup at Killington  
 27 Return Travel Day From Break  
 \*\* test takers will leave on 6<sup>th</sup>  
 others will leave on 5<sup>th</sup>

NOVEMBER 2016						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2017						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

6 SAT Test Date  
 13-19 Camp for ALL  
 28-29 GMR  
 29 Memorial Day

3 SAT Test Date  
 2-10 Camp for All  
 10 ACT Test Date  
 16 Christmas Break in pm  
 17-19 Development Camp  
 17-1/1 Christmas Break  
 25 Christmas Day

DECEMBER 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2017						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

3 SAT Test Date  
 4 Graduation  
 10 ACT Test Date

1 Return Travel Day  
 2-5 Nor-Am races at Burke  
 28 SAT Test Date

JANUARY 2017						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JULY 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

BURKE MOUNTAIN ACADEMY  
**BOARD OF TRUSTEES 2016-2017**

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Jonathan Biele	Woodstock, VT
Willy Booker '96	Hanover, NH
Kim Butler	St. Johnsbury, VT
Charles Christianson	Hanover, NH
Jack Dator	Fall River, MA
Ken Graham '81	Phoenixville, PA
Jonathan Katz	Brookline, MA
Jayne Mullen-Sampson	East Dennis, MA
Corinne Prevot '09	Burlington, VT
Anne-Marie Regan	Newton, MA
Tom Rolfs	Nashotah, WI
Renny Smith	Dedham, MA
Trace Smith '10	Dedham, MA
Sandy Williams '82	Rochester, NY

## Burke Mountain Academy MISSION STATEMENT

Burke Mountain Academy provides passionate ski racers the opportunity to pursue their limitless academic and athletic potential in a community based on trust.

We embrace an ethos in which hard work is held in the highest esteem, and believe risking failure and learning from success are exceptional preparation for life beyond Burke.

## Burke Mountain Academy HONOR CODE

Burke Mountain Academy is a community based on trust. As a member of this community, I understand that we all live together. I promise to respect and be courteous to every member of the BMA community, students as well as staff. I also understand that signing the Honor Code means accepting the responsibility to address acts that violate it.

I pledge my support of and accept the standards, expectations, and rules of Burke Mountain Academy, as articulated in the Student Handbook. As a BMA student, I agree to live by these standards, expectations, and rules, whether on the BMA campus, at a BMA-sponsored activity, or on trips or in competitions that reflect upon Burke Mountain Academy.

I recognize that my personal commitment to support these standards, expectations, and rules contributes to the strength, openness, and trust of the entire BMA community.

## **The BMA Process: The Three Legs of the Stool**

When students arrive at BMA they are welcomed as members of our community. They have chosen to take part in a rigorous academic and athletic program and are given the respect and freedom to shape their own Burke experience. The demanding program of BMA requires hard work. Freedom and trust require students to act with respect, honor and responsibility in order to build and maintain the program and the community. Students are encouraged and ultimately required to take risks and expand boundaries as they struggle and work hard to not only negotiate but also define the responsibilities and values of the three legs of the stool: athletics, academics and community. When students are granted the trust, respect and freedom to create and sustain the values that define their program they work much harder to continually strengthen them. It is an environment in which students thrive.

The process is not linear and is intentionally challenging. It involves engagement, reflection, adjustment, and improvement. The rigors and freedoms of BMA provide students the opportunity to push themselves beyond their perceived limits. When fully engaged in this process, periodic failure is likely. In the Burke context, failure is not fatal and is to be embraced as key catalyst to long term success. The strength of the community provides the support to rebound from failure and grow.

The struggles and triumphs are emotional for students, parents, and staff. Hard work is inspiring and rewarding while also frustrating and tiring. Trust is a huge responsibility that when combined with compassion grows stronger. Freedom for students is daunting for adults but results in ownership, confidence and leadership. Like muscle, damage and recovery make the community and the individual stronger so all of us can withstand higher loads and be more resistant to injury.

The BMA process results in an individual who values community, takes ownership of the process, sees hard work as a path to growth, and is resilient. This is exceptional preparation for life.

## The Role of Parents and Staff in the BMA Process

### What parents can expect from Burke Mountain Academy:

1. Parents can expect that staff will provide students with an environment where all student-athletes can “pursue their limitless academic and athletic potential.”
2. Parents can expect that staff will approach all students with a growth mindset that embraces the BMA “ethos in which hard work is held in the highest esteem, and believe risking failure and learning from success are exceptional for life beyond Burke.”
3. Parents can expect that the BMA staff will embrace and model the BMA Process, Mission, and Honor Code.
4. Parents can expect regular communication about their children from BMA, including academic progress reports, semester narrative reports, coaching evaluations, and informal messages (via phone, e-mail, or in person) about successes and areas for growth during the school year.
5. Parents can expect that staff will work directly with student-athletes to support and direct their effort in all aspects of our program. In addition, parents can expect to be part of the process and to collaborate in follow-up plans and strategies to ensure student growth in all areas of the school.
6. Parents can expect to be informed directly when there is a major violation of the Honor Code that impacts or involves their child.

### What BMA can expect from parents:

1. BMA can expect parents to support and encourage the ethos of personal responsibility and accountability embodied by the BMA Process, Mission, and Honor Code.
2. BMA can expect parents to encourage and support their children in learning the critical skills of self-advocacy and direct communication.
3. BMA can expect parents to support their student’s participation in the full complement of duties, events, and programming offered throughout the academic, athletic and community realms. BMA expects full student buy-in to all aspects of the BMA program and parental support is critical in this process.
4. BMA can expect that parents will model the ideals put forth in the Honor Code and support both their children and the school during violations of the Honor Code.
5. BMA can expect that parents to bring forth their concerns about their children’s experience at Burke in a way that honors the belief that direct communication between the parties impacted is the best practice. The first contact should be with the teacher, coach, or dorm parent.

### Proper lines of communication:

- First contact the individual teacher, coach, or dorm parent.
- Next contact, as relevant:
  - Athletics: Tomas Karlsson, Alpine Program Director
  - Academics: Jon Rice, Director of Academics
  - Student Life: Jory Macomber, Head of School
- Last contact, as relevant: The Head of School, Jory Macomber



## MEET THE STAFF

### **JORY MACOMBER – HEAD OF SCHOOL**

BA, Dartmouth College, 1985. MAT Brown University, 1991, MEd. Columbia University, 2005. Vice-President at USSA, 2103-2016. Associate Head of School, Director of Snowsports, teacher, alpine coach, and dorm parent at Holderness School, 1992-2013. NCAA All-American skier 1983-1985. BMA class of 1980. BMA trustee 1985-2000 & 2003-2005.

Jory and Martha Cornell Macomber have three children: Sam-23 (Dartmouth Ski Team Captain 2016 & BMA PG 2012), Clark-20 (St. Lawrence University) and Anna-15 (Holderness School).

### **TORY AMORELLO – DIRECTOR OF ENROLLMENT AND FINANCIAL AID, U16/U14 COACH**

BA., Politics and Environmental Studies, Whitman College, MS., Information Science, Simmons College  
Tory began working at BMA in 2010. She has been the Director of Admissions throughout her time at BMA, and has coached a variety of U16 and U14 groups over the years. Tory grew up racing in northern New England at the Franconia Ski Club and the White Mountain School. She was a 4-year NCAA skier at Whitman College, and she worked part-time in the admissions office throughout college. After graduating from Whitman in 2006, she worked at the Colorado Rocky Mountain School in Carbondale, Colorado for three very busy years. In addition to coaching the ski team at CRMS, she was also the school librarian, a History and English teacher, a dorm parent, and a mountain bike coach. She moved back to New England in the fall of 2009 and spent one year working at Lyndon State College before coming to join the BMA community. Tory is married to Sam Damon, and they have a daughter named Cecelia. The Damon/Amorellos live in Sutton, Vermont with a house full of bicycles!

### **STEVE BERLACK – MEN’S U16 COACH**

BA University of New Hampshire 1981, USSA National Certified Alpine Coach (Level 400). 2015 USSA Development Coach of the Year.

Steve started at BMA in 1999. Steve has coached FIS men, FIS women, and U16 men at Burke. He also served as alpine program director for one year. Prior to coming to BMA Steve, and his family, lived in Europe where he coached for Poland with the Europa Cup and World Cup group. Steve and his wife Cindy (former BMA Junior Program Coach), and their daughter, Carolyn, live in Franconia, NH. Tragically their 20 year-old son, Ronnie (BMA ‘12 – USST 2014, 2015), was killed in Soelden, Austria in January, 2015. Steve is a former trustee and treasurer of the school. The family enjoys hiking, biking, and sailing their 42' ocean racing sloop "Arrowhead".

### **MARCIA BERRY – OFFICE MANAGER, DEVELOPMENT ASSISTANT**

Marcia is a Vermont native and came to the Northeast Kingdom to study Behavioral Science and Business at Lyndon State College. She has been at BMA since Feb. 2000. She has worked previously for the State’s human services divisions and for 14 years as an Agency Administrator for a financial services company. She has two grown children, Cory and Misty. Marcia enjoys snowshoeing, paddleboarding, and raising her white German shepherd dogs: Caribou, Outlaw, Pawnee and Spirit.

### **BART BRADFORD – FIS WOMEN’S COACH**

B.A. Johnson State College

Bart began his coaching career at the University of Vermont where he worked with the women’s team for six years before moving to Middlebury College where he became the director of the alpine program. He has extensive past experience at a number of ski academies and is a former USSA Eastern Regional Coach, most recently coming to Burke after serving as the PG/U21 Head Men’s and Women’s Alpine Coach for Team Summit in Colorado. Bart lives in Stowe, Vt. with his wife of 30 years, Beth. They have three children (Will, Heather, and Charlie) who live in various states out West.

### **VIVIAN BUCKLEY – MATH TEACHER**

MS Lyndon State College, 2001. BS Lyndon State College, 1993. BS University of Maine, 1989. After teaching twelve years in private and public schools, Vivian (who goes by "Viv") found her way to BMA in 2005 and considers her position at Burke to be the ideal job. She loves the pace, the multitude of ways to contribute, the small class sizes, and the opportunity to be herself in a community of dedicated and passionate students and staff. Viv continues to explore teaching and mathematics through a variety of pursuits and experiences including The AP Institute and the Anja S. Greer Conference on Science, Mathematics, and Technology. Viv and her husband, Dave built their own house and employ the principles of conservation to their 200 acre property in Waterford, Vermont. Waterford is the perfect spot because it lies between East Burke, VT and the White Mountains of NH, Viv's favorite places to hike, bike and ski.

### **DAVID M. CHAMBERLAIN – HISTORY AND ENGLISH TEACHER, DORM PARENT**

BA History, Providence College, 1998. MA American History, University of New Hampshire, 2000. David studied European history at Providence College and American history at the University of New Hampshire, which he attended on a James Madison Memorial Fellowship. He has also completed extensive postgraduate work in environmental studies through the Huxley College of the Environment at Western Washington University. Prior to coming to Burke, Dave taught history for six years at Kennett High School in Conway, New Hampshire. He and his wife Rachel are dorm parents in Heib. In their free time, they enjoy hiking and climbing throughout New England and around the world. In the future, Dave would like to dedicate more time to freelance writing. His previous work has been published in "Appalachia", "Environmental Practice" and "The History Teacher."

### **BENJAMIN CLARKE – FRENCH TEACHER**

**Certificate of Advanced Graduate Study in Educational Curriculum**, (22 credits post-MATESOL completed at present) St. Michael's College, Colchester, VT. **Master of Arts in Teaching English to Speakers of Other Languages**, August 1999. St. Michael's College, Colchester, VT. **Certificat Semestriel de Langue Française, Niveau Supérieur**, January 1989. Université de la Sorbonne, Paris, France. **Bachelor of Arts in English**, June 1989. Kalamazoo College, Kalamazoo, MI. **Foreign Study Semester Abroad, French Language, History and Architecture**, Spring 1987. Université de Caen, Caen, France. **Vermont Level I Professional Educator's Licenses:** Modern and Classical Language-French, Grades PreK-12 with Highly Qualified Teacher (HQT) status. English as a Second Language, Grades PreK-12 with Highly Qualified Teacher (HQT) status.

Benjamin Clarke was raised on skis in central and northern New Hampshire. He has over 20 years experience teaching languages including eight years teaching French at St. Michael's College and two years training language teachers in China on behalf of the U.S. State Department. He has also taught languages at Lyndon Institute and South Burlington High School. His international teaching experience includes living and working in Paris, France, Bogota, Colombia, Seoul, South Korea and Wenzhou, China. He is keenly interested in the psychology of language and language acquisition, intercultural synergy, music, creative drama and the somatic arts including yoga, chi gong and Chinese internal martial arts.

### **SAM DAMON – HEAD U16 WOMEN'S COACH**

B.A., History, Dartmouth College; Graduate Studies, Computer Science, Harvard University  
Sam grew up racing in New Hampshire, first at Pat's Peak and then at Waterville Valley. He grew up in Concord, NH, and attended Dartmouth College, where he was a four year member of the ski team. After college, he moved to Colorado for 5 years, where he first coached a mix of high school league and FIS/USSA athletes at the Colorado Rocky Mountain School, and then he spent a year traveling the Nor-Am and Europa Cup circuit. Sam came to Burke as a men's FIS coach, before spending two years coaching on the NCAA circuit first with the Harvard Ski team and then with the Colby-Sawyer ski team. Sam is now happily back in the BMA community with his wife, Tory Amorello, their daughter, Cecelia, their cat, a bunch of bikes, kayaks, and canoes to fill the off-season, and a lot of excitement and passion for ski racing.

### **FRANCESCA DE LORME - ART TEACHER**

B.A. University of California Santa Barbara, Post-Graduate Studies National University & Goddard College  
Francesca has over 25 years experience working with educational programs and the arts. Her personal work, focusing on mosaic, glass, fiber and graphic design, can be viewed in galleries, residences, and businesses nationwide, and one of her pieces was selected for inclusion in the National Mosaic Exhibit. She has a special interest in creativity, brain development and applied arts. She lives in East Burke with her husband in a home they built out of 60% recycled materials.

## **BRAD FARRELL – MEN’S FIS COACH, MEN’S SOCCER COACH**

B.A., St. Michael’s College

Originally from West Windsor Vermont, Brad will be entering the Burke community as a first year coach with a long background in competition. He began skiing at Cochran’s Ski Area in Richmond Vermont and has since competed through numerous programs throughout the state of Vermont. In 2010 he was a member of the University of Vermont men’s soccer team as a goalkeeper. After returning to ski racing he competed with Mount Mansfield Ski Club before transferring to St Michael’s college where he was a 2014 NCAA championship qualifier. When not coaching, you can find Brad biking, swimming, or partaking in any number of outdoor activities. He is a dorm parent in Woods House.

## **JEFF FERGUS – HEAD WOMEN’S FIS COACH**

B.S. Psychology, St. Lawrence University

Ferg, a level 500 coach, is entering his 22nd year of coaching. Ferg joined BMA in 2015. His coaching career started with two years at Heavenly Mountain followed by nine years with the Park City Ski Team and then eight years with the Women’s US Ski Team. He has worked with the Development Team, Europa Cup Team, World Cup Speed team and spent three years running Lindsey Vonn’s program. Ferg was part of the coaching staff for the 2014 Sochi Olympic games, and the 2013 and 2011 World Championships in Garmish-Partenkirchen, Germany and Schladming, Austria. Ferg lives with his wife Cacey and their two girls Gracie 14, and Ashley 8, in Ogden Utah.

## **JODI FLANAGAN – DIRECTOR OF DEVELOPMENT AND COMMUNICATIONS**

BA, Political Science and French, University of Vermont, 1992

Jodi joined the Development Office at Burke Mountain Academy in 2007. She serves on the boards of both the Burke Recreation and Education Fund (commonly known as Kingdom Kids) and Kingdom Trails and is also a Corporator for Northeastern Vermont Regional Hospital. Jodi grew up skiing at Burke Mountain and continues to enjoy the sport with her family; husband Dan and sons Yale (18) and Gray (15). Yale is a 2016 graduate of BMA and Gray is BMA class of 2020. They reside in West Burke right off the Kingdom Trails where they spend a great deal of time pursuing their second favorite sport, mountain biking.

## **ROLF GIDLOW - FIS MEN’S COACH, DORM PARENT**

1993 USST Domestic Coach of the Year

Rolf began coaching in 1972 in his home state of Minnesota and he came to BMA in 1989. Except for stints working at GMVS (4 years) and Stratton Mountain School (2 years) he has been at BMA since then. At various times during his tenure at BMA, in addition to his alpine coaching duties, he has coached men’s and women’s soccer, golf, and has helped students with guitar, piano, and music theory, and has guest lectured on various aspects of music. Rolf was trained as a musician and majored in Music Theory and Composition and Piano Performance at the University of Minnesota, and he performed extensively before becoming a full time ski coach. He plays several instruments and several different styles of music. For the past 6+ years his main focus has been Irish Traditional Music, which he plays on an anglo concertina. He spends a week every summer in the New York Catskills studying with Noel Hill, Ireland’s preeminent concertina master. He is also an avid reader of literature and poetry, he loves watching and feeding birds, and tends to a variety of plants.

## **DARRELL GRAY – HIGH PERFORMANCE DIRECTOR, DORM PARENT**

BS, Appalachian State University 1986; Graduate Studies, North Carolina State University 1988-89

USST Domestic Coach of the Year, 2006, NSCA – Certified Strength and Conditioning Specialist, USA Weightlifting Sport Performance Certification, USSA Level 400 Certification.

2016-17 marks Darrell’s 20th year at Burke Mountain Academy. “If you love what you do, you will never work a day in your life! I have been blessed that most days at Burke truly reflect that statement. The NEK is a beautiful place to live. The staff is hard working, adventurous and dedicated to making the most of their talents and abilities in guiding, teaching and instructing young people onto paths of self- discovery and personal growth. The resulting environment is highly contagious and positively addicting!” Darrell and his wife Lisa are dorm parents in the Willoughby House. The Grays have three children; Haley – Married (25), Zach – a recent graduate of the University of North Carolina (23) and Kate (18).

### **STUART GUY – BUSINESS MANAGER**

BS in Business Administration & Major in Accounting, Norwich University

Before arriving at BMA in September of 2008. Stu was a treasurer of a small mutual insurance company. He previously worked at a non-profit hospital for three years. Stu says it is great to be living and working in the NEK at BMA. "I've had a lot of great dedicated coaches in the past and I have always tried to 'give it back'. Now living and working locally I can do it again." He and his wife, Sharon, live on Darling Hill in Lyndonville. His athletic accomplishments include: Nordic Combined Jr. Olympics; JR Nationals; VT State Jumping Champion; NCAA's (2); Hall of Fame Norwich U. (3) varsity sports; USSA Eastern Senior Nordic Team; Olympic trails 120 m ski jumping. Stu likes to golf, hike, kayak bike, fish and work with wood. Community service - Coach for local Bill Koch league, Treasurer for Burke Mountain Club.

### **DAVID IVERSON - SCIENCE AND MATHEMATICS TEACHER, RACE SECRETARY**

MS Physics Kansas State University, BA Physics University of Rochester.

2014 VARA Volunteer of the year, VARA Board of Directors 2007 - present. VARA Alpine Officials Chairman 2015-present.

Despite having Midwestern parents, and a degree from K-State, David was born and raised in Syracuse, New York. A lifelong nordic skier, David's first job out of graduate school introduced him to the concept of the ski academy. Twenty-one years later, he is excited to be returning for his ninth year at BMA. When he is not teaching or timing races, he will most likely be mountain biking, fishing, skiing, or generally off in the woods somewhere. His YouTube channels, BMAPhysics and SkiRaceHelp, feature video lectures on Physics, Calculus, Race Timing and Administration and assorted topics in math. He has posted in excess of 400 videos which have received over 135,000 views.

### **ROB JOHNSON – DIRECTOR OF BUILDINGS & GROUNDS**

It's always been a dream of Rob's to live and work in the NEK. So, after 45 years of denying himself this pleasure, his wife and family decided to follow his dream. He moved to Vermont in May of 2005 and started working at BMA full-time in Jan of 2006. Rob has been involved in nearly all aspects of the construction industry for over 30 years. He is a licensed electrician and has been involved in facility maintenance since 2003. Rob enjoys golf, fishing, kayaking, traveling, and skiing. Rob lives on Lake Parker, in West Glover with his wife, Teri, and their dogs: Bo-bo and Missy.

### **TOMAS KARLSSON- ALPINE PROGRAM DIRECTOR, MEN'S FIS HEAD COACH**

Special Coaching Sports program, Stockholm University 1987. First time when Tomas come to Burke was 78/79 as an exchange student. After that he worked as Women's Head Coach for six years and Program Director for four years for the Swedish National Teams. In 1992 he returned to Burke for two years as the Head Coach. He then went three years with the US Ski Team as the Men's Head Coach. He returned to Sweden and coached in his local ski club in Åre where his 2 boys grew up with ski racing. During this period he worked at the ski resort in Åre running the tickets sales, ski shops and ski school and as a hotel manager for three years. Tomas had a great time returning to Burke last year, after being on the World Cup circuit again as the Swedish Men's Head coach. Tomas wife Lena is also coming back to Burke this year.

### **MARTHA MACOMBER - STEWARDSHIP COORDINATOR**

Martha is the Educational Liaison between the University of Utah and the Ute Indian tribe. She owns and operates M-Squared Productions which focuses on visual messaging for non-profits. She has taught high school and college history, and she has a Masters of Social Work. Martha has served as the school board chair for the town of Holderness, NH and as the board chair for the Circle Program in Plymouth, NH.

### **RYAN MARKHAM – U14 COACH**

Alumnus and former BMA staff member Ryan Markham returned to BMA in 2014 after a lengthy stint as the head coach at Jay Peak Ski Club. Ryan graduated from BMA in 2000, was assistant women's FIS coach and responsible for boot fitting when he was at BMA.

### **AMBER MCHUGH- MEN'S FIS COACH, MEN'S STRENGTH AND CONDITIONING COACH**

BS Saint Michael's College. Amber has been working at BMA since 2007. She is a native of Southern Vermont where she grew up ski racing and playing soccer. Amber came to Burke after coaching with the Mount Washington Valley Ski Team in New Hampshire.. She has experience coaching at both Eastern and USST National Development System camps and competition trips. Amber has worked with FIS aged athletes from development up to national levels. In her free time Amber enjoys a variety of activities and being outside with her dog.

### **MATT MCKENNA- DIRECTOR OF ALUMNI RELATIONS, U16 WOMEN'S COACH**

BA Colby College

Matt grew up racing at Suicide Six in Woodstock VT before attending BMA. Matt graduated from Burke in 2009. He then went on to race for Colby College, where he started every carnival in his four years and was team captain his junior and senior years. Matt graduated with a degree in History and a minor in Fine arts.

### **CLARK "COREY" MCKIM – WOMEN'S FIS COACH, WOMEN'S SOCCER COACH**

Corey is entering his 25th year of coaching and his 5th at BMA. He has enjoyed coaching at every age group from U14's to FIS level. Corey moved to the NEK three years ago full time to pursue is coaching passion and be around his three boys Liam 17' Shamus 18' and Killian 21' who all attend BMA. Corey lives in the Burke area with his wife Christine.

### **JIM NORTON - ENGLISH TEACHER, DORM PARENT**

BA Oberlin College, 2000. MTS Harvard University, 2006.

After beginning his career in Outdoor Education, Jim has taught English and Religious Studies and Philosophy at public and private schools in California, Massachusetts, and New Hampshire. He considers the study of reading and writing to be both enlightening and essential to life. He has also coached Field Hockey, Soccer, and Lacrosse and is really enthusiastic about participating in community service with his students. He is a member of the board at The Frost Place Museum and Poetry Center and is currently completing an MA in English from The Breadloaf School at Middlebury College. He enjoys biking, fishing, backpacking, writing, and building wooden boats. Jim, his wife Rachel, and their brand new daughter, Miriam will be living in Woods House and are very excited to be joining the BMA community.

### **ADAM PERREAULT – ATHLETIC TRAINER, DORM PARENT**

BS Kinesiology: Athletic Training, University of New Hampshire 2004. MEd Athletic Training, University of Virginia 2007. Adam joined BMA in 2014. Previously, Adam travelled on the World Cup Circuit for the US Ski Team. As a part of the Sports Medicine, and the High Performance Department at USSA, Adam worked with the Nordic Combined team. Before that he traveled with the Men's Alpine team. Adam began his career in the ski industry working ski patrol in Southern Vermont at Mount Snow. Originally from New Hampshire, Adam has lived in Massachusetts, Vermont, California, Virginia, New York, and Utah. He lives in Woods House with his wife Alexandra, their baby girl Mabel, Tasman their dog, and Sula their cat.

### **SOHIER PERRY – MEN'S FIS COACH**

B.A. University of Vermont

Originally from the Upper Valley of Vermont, Sohier has been coaching for the last eight years. He began his career at Ford Sayre coaching U16s before moving onto the University of Vermont. During his three years at UVM, the ski team won the 2012 NCAA Championships. Sohier most recently worked at GMVS primarily with the PG men. When not coaching skiing, Sohier enjoys mountain biking, fly fishing, and sugaring. He is a dorm parent in Witherell House.

### **JON RICE – DIRECTOR OF ACADEMICS, HISTORY TEACHER**

BA History, University of New Hampshire, 1998; MA American History, University of New Hampshire, 2006

Jon began working at BMA in the summer of 2013. After a three-year stint coaching rowing at the University of New Hampshire, highlighted by gold medal performances in the Men's Novice Eight at the New England Rowing Championships and the Champion International Collegiate Regatta in 1999, Jon relocated to the Northeast Kingdom in 2001 to teach history at St. Johnsbury Academy. Over his twelve years at St. Johnsbury Academy, Jon held numerous responsibilities including Social Studies Department Chair, head dorm parent, and the Director of the Outing Club. His family, including wife Jen and son Liam, currently live in East Burke. Jon's other interests include reading, mountain biking, telemark skiing, and spending time with his family exploring the wilds of New England and beyond.

**JEFFREY SIRJANE – HEAD U16 MEN’S COACH**

A native Vermonter Jeff is excited to be back at Burke for another season. A BMA weekend coach for several years he was also a coach and equipment technician at BMA from 1980-84. After leaving Burke he worked in a variety of race department positions at Salomon; providing Jr. Program support as well as World Cup Service from 1984-1996. In 1996 he joined the staff at World Cup Supply working in sales and providing safety installations for World Cup Events, US Alpine Championships, X-Games and several Red Bull Projects. Jeff and his wife Penny (BMA '81) live in Thetford Vermont; they have two daughters, a pit bull a cat and honey bees. In his free time Jeff enjoys exploring the country on his motorcycle.

**LAUREN STRUCK – DIRECTOR OF COLLEGE COUNSELING**

BA Colgate University, MTS Harvard University Lauren grew up in the Midwest, but has been living and teaching in the Northeast Kingdom since 2000. Lauren joined the BMA community in 2004, teaching science, directing college placement, and assisting in the timing building. Lauren has come to appreciate the passion and dedication of students and staff at BMA – “there’s no better place to work.” She currently lives in Sutton with her husband, Jamie, and two children – McKinley and Holden. In between her responsibilities at Burke and at home, Lauren can be found doing yoga, or exploring the mountain on her telemark skis or her mountain bike.

**RANDA TESCHNER- WOMEN'S FIS COACH, WOMEN'S STRENGTH AND CONDITIONING COACH, DORM PARENT**

BS Kinesiology: Athletic Training, University of New Hampshire 2016  
Randa grew up skiing in Petawawa, Ontario, Canada before racing for the Ontario Ski Team. From there, she went on to race for the University of New Hampshire, where she competed in NCAA Championships all four years. Randa was captain her senior year and a 3 time All-American. Her other interests include golfing, soccer and playing guitar, ukulele and banjo.

**LINDLEY VAN DER LINDE – SCIENCE and MATH TEACHER**

MS Environmental Science Portland State University, 2003. BA Williams College, 1993. All-American Nordic skier, World Juniors (1991), Team Rossignol (1988-2006), Craftsbury Marathon winner 2005, 2006. Lindley joined BMA in 2012. Previously, Lindley lived and worked at Holderness School where she taught Chemistry and Environmental Science and coached Nordic skiing and cross-country running. She, her husband Tiaan, and two young children, Linden and Stella, have enjoyed their home in Burke Hollow since 2007 and love being a part of BMA. Lindley’s other interests include telemark skiing, mountain biking, trail running, and ski-joring with their dog Digby.

\* \* \* \* \*

## **THE ACADEMIC PROGRAM**

### **BURKE MOUNTAIN ACADEMY'S EDUCATIONAL PHILOSOPHY**

Burke Mountain Academy's academic program is college-preparatory in nature, but our objectives encompass a larger vision and a broader horizon, stretching beyond college and into one's fuller, later life. We strive to instill both the confidence to take intellectual risks and the passion to pursue them.

Certain distinguishing characteristics of our program both reflect and reaffirm our educational philosophy. Since its founding, BMA has never given grades to mark the completion of courses in our curriculum. Indeed, we believe that the primary motivation for academic work must come from within our students. Working toward some arbitrary measure of performance can undermine a central community value of BMA: learning for learning's sake. We think that, all too often, grades may cause students to work for the wrong reasons. Instead, what we strive to foster is an atmosphere best described by the idea of students having true dialogues with teachers, both in and out of our classrooms.

The academic component of Burke's educational philosophy seeks to develop a personal commitment to life-long learning. Three fundamental principles define the core of our academic program:

1. Stimulating intellectual curiosity
2. Developing critical skills
3. Building content and conceptual understanding

These principles provide both an end and a means for determining our curricula, gauging our teaching methods, and providing a backbone for the dialogues we have with our students. We look for "teachable moments" both in and out of the classroom. The best learning that happens here is more a voyage than a destination. The objectives that our students set for themselves often extend far beyond the Burke classroom. In their own ways, students gradually begin to recognize some of our intentions and designs as educators.

### **BURKE MOUNTAIN ACADEMY'S EVALUATION PROCESS**

In lieu of grades, at the conclusion of each semester, our teaching faculty writes comprehensive evaluations of each student's progress in every course. This process of assessment encourages students to recognize individual challenges and opportunities and to work toward self-improvement – which is, in our eyes, the real purpose of education. We are convinced that continuing growth is always possible.

There are three components to Comprehensive Evaluations: Intellectual Character traits, Course-Specific Narratives, and Course-Specific Subject Competencies. The Course-Specific Narrative and Competencies are written by individual teachers regarding the learning that has occurred within their course. In addition, all the BMA teachers discuss the character and effort each student has developed. Students develop these character traits throughout their time at Burke, and different teachers glimpse different aspects of each student's intellectual character. We define character in terms of respect for the classroom community, responsibility, self-awareness, drive, and curiosity. For a comprehensive description of the character traits we seek to engender, please see a sample Evaluation in the appendix.

Beyond this assessment process, our students write their own self-evaluations, in which they take personal stock of their recent past, articulate their current state of mind, and set individual goals. Writing these “term-ends,” as we call them, is a cornerstone of the educational foundation that we are attempting to build.

## **STRUCTURE OF THE CURRICULUM**

The four-year, 9<sup>th</sup> grade through 12<sup>th</sup> grade curriculum is based on English, mathematics, and French every year, science for three years, history for two years, and art at a half-credit. These are the basic requirements, though individual student schedules vary, based on ability and background (approximately half of our senior class starts at Burke in the 9<sup>th</sup> grade). Because we do not build our entire class in the 9<sup>th</sup> grade, despite considerable admissions selectivity, we are often faced with divergent competencies and preparation on the part of our students – from reading and writing skills to widely differing mathematical understanding based on variably integrated curricula. We rely heavily on our small size to wrestle with these individual student challenges. Our average class size of twelve and our boarding school setting provide ample, favorable opportunities for tutorial or extra-help sessions and special attention. However, at times, we insist on additional, outside assistance (private tutors) and even require summer remedial work elsewhere, in certain circumstances. In the same vein, our small size also affords room for student enrichment, often beyond the bounds of our regular curriculum structure, based on student interests, abilities, and accelerated preparation. In addition, if the established curriculum sequence has been completed, motivated students can set up independent tutorials with teachers, contingent on the teacher’s load.

We work with two weekly class schedules, one for the fall and spring, and a different one during the winter ski season. We state quite clearly that we expect the “heavy lifting” in the academic program to occur during the fall and spring, when the typical class meets four days per week for fifty-minute periods and homework assignments anticipate an additional thirty to forty minutes of preparation per class per night. The winter schedule reduces the class meetings to three per week. The objective during the winter is to maintain continuity in the academic program, with realistic expectations.

Throughout the year, we try very hard to underscore the primacy of reading. Free reading periods, during which faculty advisors sit among their student advisees for forty minutes, are designed to encourage a quiet, contemplative time to learn and to begin to enjoy the pleasures of picking up and getting into a book that’s not required for a course. These reading periods meet several times per week in the fall and spring, and at least once a week during the winter. Also, each spring, we design a whole school summer reading selection and a reflective writing assignment that are due in the fall. In addition, there will be summer/August camp assignments in most classes to set up a platform form which to launch classes in the coming year.

## **THE SCHOOL YEAR**

We have a two- semester calendar, with year-long courses (except for Art). To earn credit in any given subject, students must successfully complete the course requirements for each term of instruction. We also have a Winter Term program for underclassman that runs for one semester, from mid-fall to mid-spring. The dates of the academic semesters for 2016-2017 are as follows:



1<sup>ST</sup> Semester: 08/01/16 – 01/06/17  
Winter Term: 10/31/16 – 03/31/17  
2<sup>ND</sup> Semester: 01/09/17 – 06/02/17

## CURRICULUM MAP

The following chart lays out the standard flow of courses that a student takes at Burke. Prior coursework may necessitate modifications to this schedule.

### 9<sup>th</sup> Grade:

English  
Math (Algebra 1 or 2)  
World History  
French  
Earth Science (1/2 credit)  
Art (1/2 credit)

### 10<sup>th</sup> Grade:

English  
Math (Algebra 2 or Geometry)  
Biology  
French  
U.S. Government and Economics\*  
Art (1/2 credit)

### 11<sup>th</sup> Grade:

English  
Math (Geometry or Pre-Calculus)  
U.S. History  
Chemistry  
French

### 12<sup>th</sup> Grade:

English  
Math (Pre-Calculus or Calculus)  
Physics  
French  
Art (1/2 credit)

\*Sophomore Elective

Each entering student is placed into courses by the Director of Academics, after a thorough review of the student's previous coursework and transcript. Any departures from the standard curriculum, including acceleration and/or changes in course load, need to be discussed with the Director of Academics and may involve parents and home schools, as well as the student.

The Vermont State Department of Education requires that all students complete four years of English and one year of U.S. History. Most colleges to which Burke students apply require at least three years of foreign language study, with the more selective schools recommending four years.

## MISSING CLASSES

It is the responsibility of every student to clear all ski race travel with the teaching faculty. Students must communicate with their teachers well before anticipated trips, in order to receive homework assignments and to get other details about what they will be missing in class. Students are encouraged to work ahead with their academic assignments. If that is not possible, then they must get caught up with missing work within the reasonable amount of time set by each teacher – or, if necessary, to meet deadlines established by the Director of Academics.

BMA no longer schedules college trips. We encourage students and parents to plan such trips during the summer or during vacation breaks.

### **CAMPUS QUIET HOURS**

Burke students have ample opportunity in the evening to study independently, to prepare homework assignments, and to learn to manage their time effectively. It is important that we foster an atmosphere during Quiet Hours 7:30 pm–9:30 pm Sunday through Thursday in which our students can work productively, at their own individual paces, without interruptions. To accomplish these goals, we have developed and articulated an understanding of what we call “Quiet Hours.”

Our expectation during Quiet Hours is that all areas of campus are quiet so that students can choose a productive place to study whether that is in their dorm room, a classroom, the library, student center, etc. It is expected that even outdoor spaces are quiet so that if windows are open, someone studying inside will not be interrupted. The only music listening option available during these hours is through headphones. Group study and other special study situations should take into consideration the needs of others and vice versa.

### **STUDY HALL**

Study hall will be held Monday through Thursday night in the Frazier classrooms for all boarding Winter Term 8<sup>th</sup> graders and all boarding 9<sup>th</sup> graders from 7:30 to 8:30. The goal of this study hall is to support our younger learners and model the study habits that are necessary for future success. The on-duty staff member will supervise this study hall.

### **STRUCTURED STUDY HALL**

Structured study hall will be held Saturday and Sunday from 3:00 pm to 5:00 pm in the Frazier classrooms. Students will be assigned to structured study hall if they are behind in their course work. The on-duty staff member will supervise this study hall.

### **ACADEMIC HONESTY**

The Burke community is as strong as all of us working together; and it is as weak as the one person who defies right in favor of wrong. Our Honor Code articulates the premises by which we choose to live here. One of the most central of these premises is academic honesty.

We try hard to develop and encourage a sense of and commitment to intellectual curiosity at Burke. It depends on independence of thought as well as research. More deeply, this sense of inquiry rests on the foundation of recognizing the difference between this independence of thought and outside research. Teachers at Burke do not expect their students to break new ground in quantum mechanics or to revise current theories on the causes of the French Revolution. Our students are here to learn how to learn, and teachers are here to guide them in these efforts.

Given the stresses and strains of homework assignments, travel, race competition, and everything else that goes into the mix of Burke life, the temptation to cut corners academically or otherwise will always be present. We take this ethical crossroad most seriously. Plagiarism – or, for that matter, ANY attempt by a Burke student to portray someone else’s work as his or her own – is simply not tolerated. It is a clear violation of the Honor Code and subjects the offender to our gravest disciplinary measures, including expulsion. Offenses may be as sloppy as the failure to document sources properly in a paper or they may be more malevolent. However, there are no excuses. Academic honesty is a pillar of Burke’s foundation.

### STANDARDIZED TESTS

BMA recognizes the importance of standardized test scores in the college admissions process and acknowledges the concerns that students and parents have about SAT’s and ACT’s. The PSAT will be administered to all 10th & 11th graders at Burke each fall. No preregistration is necessary by students. BMA takes responsibility for transporting students to the SAT and Subject Tests in St. Johnsbury and the local test center for ACT (Barre, Newport, Bethlehem). Students who sign up for different test centers will be responsible for their own transportation. The schedule of College Board test dates for the upcoming year is:

**PSAT Wednesday Oct. 14, 2016**

#### ACT Test Dates 2016-2017

Test Centers Vary: Bethlehem, NH, Newport, VT, Lyndonville, VT

Registration can be done online at [www.act.org](http://www.act.org)

**Be sure to register five weeks prior to test.**

#### SAT Test Dates 2016-2017

Test Center: St. Johnsbury, VT # 46195

Registration can be done online at [www.collegeboard.org](http://www.collegeboard.org).

**Be sure to register five weeks prior to test.**

ACT	ACT Test Date	Test Center recommended
Class of 2017	Sept. 10, 2016	Test Center: (45. min.) Bethlehem, NH: Profile #216050 Parents Weekend
Class of 2017	Oct. 22, 2016	Test Center: (45. min.) Bethlehem, NH: Profile #216050
Class of 2017	Dec. 10, 2016	Test Center: (1 hr.) Bradford, VT:Oxbow #244250
	Feb. 11, 2017	Test Center: (1 hr.) Canaan, VT #215420
Class of 2018	April 8, 2017	April Break - home
Class of 2018	June 10, 2017	Summer Break - home

SAT	SAT Test Date	Test Center recommended
Class of 2017	Oct. 1, 2016	Santiago, Chile # 84765 Christchurch, NZ # 92519
Class of 2017	Nov. 5, 2016	Test Center: St. Johnsbury, VT # 46195 <i>Depart for camp AFTER</i>
Class of 2017	Dec. 3, 2016	Test Center: St. Johnsbury, VT # 46195
	Jan. 28, 2017	Test Center: St. Johnsbury, VT # 46165
	Mar. 11, 2017	Test Center: St. Newport, VT # 46195
Class of 2018	May 6, 2017	Test Center: St. Johnsbury, VT # 46195
Class of 2018	June 3, 2017	Test Center: St. Johnsbury, VT # 46195 Graduation

<https://collegereadiness.collegeboard.org/sat/register/dates-deadlines>

The Director of College Counseling will give students information on test dates and sign-up procedures. However, it is the student's individual responsibility to take care of his or her actual sign-up. Anticipating the college application process, families should be aware that the most selective schools (for example, Williams, Middlebury, and Dartmouth) looked for a minimum combined score of 1200 on SAT, and a 28 on the ACT. Such a minimum would be the expectation for an excellent ski-racer who would receive assistance in the admissions process from a college coach. The average combined SAT score at the most selective schools is approximately 1400. Clearly, it is important to recognize that our students owe it to themselves to do the best they can on these tests. Options for summer programs in test preparation are numerous. Some Burke students have worked with private tutors. Princeton Review and Kaplan courses are offered in many locations across the country. Internet study or simply purchasing books and other study materials from a local bookstore represent other, less expensive options. We highly recommend that students make the commitment to study for standardized tests early and often. We ask parents to support us in this effort, understanding the rigorous demands of Burke's program and schedule.

## COLLEGE COUNSELING

College acceptances at Burke have, historically, been very successful. Given BMA's status in the world of ski-racing, we are, in essence, a feeder program for the top collegiate alpine and Nordic programs in the country. By the same token, our very specific mission to develop competitive student-athletes dramatically narrows the number of colleges and universities to which our students generally apply. Approximately 25 colleges in the country run competitive ski programs, and about a dozen of these are consistently considered by our seniors. Our college counseling process begins in earnest during the spring of the junior year. At that time, students meet with the counselor in order to gather basic information while also stimulating some reflection on development, accomplishments, and goals. Parents are encouraged to share insights and ideas about what kind of college might be the best match for their son or daughter. Insuring that objectives are realistic is at the heart of these conversations. Action plans are generated from these meetings, including suggestions for reading, themes for development of the college application essay, SAT prep strategies, and a list of colleges to research. Increasing student awareness of particular, individual strengths and weaknesses is another important component of these discussions. Students are encouraged to work on the application during the summer, and throughout the senior fall, essays are written and revised, applications are completed, and another SAT is usually taken. Parents are asked to coordinate college visits as early as sophomore year, and into the junior year. Given that the fall is our most intensive and productive academic period, no college trips during class days insures fewer interruptions in our program. The College Counselor then develops each senior's comprehensive BMA school recommendation. Because of our non-graded philosophy, this document assumes increased importance in admissions candidacy. The formal recommendation offers information and insights from a variety of sources. The final draft is a 4-5 page, in-depth narrative that profiles each student's journey through Burke. Considering options to defer matriculation to college is another part of our



counseling process. A post-graduate year focused on ski-racing is often a possibility. Throughout such discussions, parents have an open line of communication with the college counselor. The Parents' Weekend college placement presentation provides the initial platform to begin such conversations. Most Burke students gain admission to college during the first year in which they apply. As individual student plans change, though, both students and parents should rest assured that BMA's college placement resources remain available to them in later years, should the need present itself.

## **ATHLETIC LIFE**

The athletic life of a Burke student is an integral part of Burke's overall philosophy of striving for excellence. Burke's athletic program is both supportive and demanding, innovative and traditional, individually oriented and team oriented. Each student is asked to push the limits of his/her comfort zone in a variety of different ways. From fall dryland training to on-snow competition, each Burke athlete explores new depths of conditioning and competition. All Burke athletes should experience a dramatic growth in self-esteem, confidence, coordination and conditioning.

### **Preparation Period**

All Burke students will receive strength and conditioning programs during summer vacation. New Burke students will receive a more general plan, and will get more specific training, coaching, and preparation when they arrive at Burke. The goal for all Burke athletes is to begin the fall conditioning program with a strong base, as ready as possible for the challenges of fall dryland.

Part of becoming a Burke athlete is switching from a part-time competitor to a year-round program of regular training, including a variety of sports, and specific rest periods. It takes time to learn how to make both the physical and psychological commitment required to reach one's goals. Nevertheless, the sooner one begins to develop the necessary self-discipline, work habits, and love of training, the better.

**Fall Sports:** BMA belongs to the Vermont Principals Association, the governing body for Vermont high school sports. Both men and women at Burke participate in soccer. Team competition is just one part of a complete, intensive, and well designed fall conditioning program. In addition to soccer, typical Burke workouts during the fall involve mountain biking, weight lifting, gymnastics, hiking and outdoor strength circuits.

**Winter Ski Program:** A notice outlining the specifics of each program will be sent from the Alpine or Nordic Head Coach.

**Spring Sports:** The spring at Burke is a transitional time from the winter's competition period through the new training year which begins in May. During this time students are encouraged to participate in a myriad of available activities and sports here on campus. In



recent years BMA has fielded teams for Road and Mountain Biking. Formal training focuses aerobic and strength base building through morning runs, hikes and bikes; and afternoon strength sessions two to three times a week in the gym or outdoors.

**Green Mountain Run:** The spring also involves the entire student body preparing for the annual Green Mountain Run (GMR), the 24-hour, 200-mile, south-to-north run of Route 100. The GMR symbolizes all that can be accomplished through one common will, overwhelming energy and determination. The community is strengthened and friendships are renewed after the long winter, as staff and students alike pull for one another. Without question, this is one of the major highlights of the year.

**Athletic Evaluations:** Each student will receive an athletic evaluation after each training camp, and at the end of the season. Coaches' evaluations will be distributed to the students and parents, and kept on file at BMA. The evaluations are intended to be a useful communication tool between the coach, athlete, and family to help focus the direction of the athlete's development. Evaluations will cover topics including technical and tactical skills, attitude and motivation, physical conditioning, equipment, etc.

**Ski Equipment:** BMA has a close working relationship with all the major ski equipment manufacturers. Equipment ordering should be done in concert with your coach, and is generally completed in the spring or summer. Sponsorships (largely merit-based) are determined by the companies. Questions should be directed to the Head Alpine and Nordic Coaches.

The amount of equipment that must be gathered and organized prior to the first day on snow is significant. Please be sure to contact us immediately if something is not properly attended to.

All racers, either on loan equipment or special purchase, should demonstrate their appreciation for this special relationship between the company, BMA, and themselves. Each athlete is responsible for representing the product favorably, caring for and maintaining the equipment. A year end "thank you" and mid-season updates from the athletes are great for maintaining this vital relationship. **Company support is a privilege.**

**Ski helmets are to be worn at all times for training, racing, and free skiing. Chin guards (face protection bars attached to the helmet) are to be worn for all SL training and racing.**

**Back Protectors: All BMA athletes are expected to wear back protectors for all speed training and racing.** Additionally, we encourage the use of a back protector in all disciplines and free-skiing. Back protectors are made by several different manufacturers and come in a variety of styles. Talk to your coach about which will work best for you. Back protectors provide protection from impact, add both warmth and stability, and help with aerodynamics in speed. They are becoming more and more prevalent at all levels of competition and in all disciplines (they're not just for speed!)



**Winter term students** will be contacted during the fall with regard to their equipment needs.

**Non-Ski Sports Equipment:** Burke provides some of the sports equipment for team sports, but there are personal items that must be provided by the students for competition and training. Burke operates a school store where some equipment and clothing can be purchased. However, the student must bring the following athletic equipment, broken-in and ready to use!

1. **Cross-country Mountain Bike is required!** Flat pedals with no clips or straps are great for those just starting out, and students can move to clip-in pedals when they are more comfortable on the trail. The terrain around Burke is ideal for mountain bike riding, training, and competition. A mountain bike is also perfect as a rehabilitation tool for those injured or who are unable to run. You must have a bike helmet to be worn at all times for riding. **Also required:** bike shorts with good chamois pad; full- or half-finger mountain bike gloves; quick-dry bike jersey and long-sleeved shirt for riding; basic bike repair kit including tube, pump, tire levers, and multi-tool; waterbottles or Camelbak for riding.
2. **Athletic Shoes:**
  - a. soccer cleats – broken in!
  - b. one pair for running, new or in good shape.
  - c. one pair or older running shoes for hiking & obstacle courses in the dirt and mud – knobby soles & tough (trail running shoes) are best but not necessary.
  - d. one pair of shoes not for training but to save the good ones
  - e. one pair of warm boots for the snow (good for gatekeeping!)
  - f. roller skis and poles (nordic only)
  - g. though not mandatory we strongly encourage students to purchase weight lifting specific shoes. If not, they must at least have a pair of suitable shoes to be used only in the training center.
3. **Clothing**
  - a. rain coat/suit, good year-round!
  - b. several changes of dryland training gear – the outdoors is our gym
4. **Heart Rate Monitor and Watch**

Each athlete should have a heart rate monitor and/or sports watch. It does not need to be fancy. The basic \$50-\$60 dollar versions are just fine.



## MEDICAL PROCEDURES

**A. Physical Exam:** Every Burke Mountain Academy student is required to have a complete physical examination prior to departing for the August ski camp or the beginning of the school year. The benefits of our dryland conditioning, ski racing, on-snow ski camps and fall competitive sports are integral to our ski academy program. It is critical that we are aware of any existing or potential physical problems that will require individualized attention and care.

**B. Medical Forms:** To be filled out and signed:

1. Physical Examination form - must be signed by physician
2. Immunization Record – VT State Law requires accuracy
3. Medical History form – may be a re-evaluation form for returning students
4. BMA Medical Release form
5. Influenza Vaccination
6. Concussion History form
7. Impact Permission
8. Insurance Cards

Please make certain that the forms which were sent in a prior mailing are **filled out completely and accurately**. The signed medical release form is critical to obtain medical care in the case of an emergency. BMA will work very closely with the Vermont Health Department and local physicians to see that the best health care is provided.

**C. Dental Appointments:** Please have your dental work done before you come to Burke or when you are home during vacations. In case of an emergency, we have established a strong relationship with a dentist in St. Johnsbury.

**D. Illness:** Given the nature of a boarding school combined with the amount of travel and intensity of athletic training creates a situation where we have very healthy student/athletes who are also susceptible to become sick when overly tired and readily exposed to other students who might become ill. If a student is feeling ill or is injured on campus during a non-sport related activity, they should inform their dorm parents and/or duty person right way. The dorm parents will email the rest of the staff (or contact Marcia for assistance). The person on duty that day will be responsible for setting up and transporting the student to any necessary appointments. The student's parents should be contacted ASAP. Basic first aid supplies are available on the taping bench in the training room to treat minor cuts, scrapes, blisters, etc. There may be occasions when the parent will know before staff that the student is not feeling well and the parent should urge the student to contact the dorm parent so the proper health care is received. Please contact us if you are concerned with your child's health or question whether they have communicated such concerns. In many cases, it is desirable for a student to go home for a few days as our campus is not generally comfortable when a student is sick. Obviously if this is





impractical or impossible, accommodations can be made but we ask nearby families to consider picking up their student if ill.

**E. Sports Injuries:** Our athletic trainer is responsible for the prevention, evaluation, management, and rehabilitation of athletic injuries at Burke. BMA has a well-equipped athletic training room that allows proper management and rehabilitation for many different injuries. BMA will provide medical coverage for most fall athletic events, many winter races and spring athletic events.

**F. Injury Procedures:** When present, injury evaluation and treatment will be handled by the athletic trainer. In the athletic trainer's absence, the BMA coaching staff will provide basic care. Based on the athletic trainer's evaluation, the decision will be made whether the athlete needs to be referred to a physician or the emergency room. Most often these referrals are encouraged, whereupon we will travel to either Littleton or Plymouth, NH to an Orthopedic and Sports Medicine Specialist. Parents will be billed for these additional transportation expenses. Parental notification is our policy in all injury and medical cases with the understanding that our primary concern is to address medical issues as permitted by the medical release form if the parent(s) cannot be contacted.

**G. Injury Limitations:** Every student/athlete will be expected to perform all of the physical standard tests on opening day unless restricted by a physician, and more specifically an orthopedist, where applicable. **These restriction notes must be presented to the athletic trainer prior to opening day, and specified as part of the 2016 evaluation.**

**H. Drug Policy:** The athletic trainer **MUST know of ANY and ALL medications** both prescription and over the counter that a student is taking or will bring to school. This requirement continues throughout the entire school year (i.e., if a student returns from Thanksgiving vacation with a medicine, we must know) in order to ensure proper care and a safer living environment for all. The athletic trainer or designated staff member will control ALL medications. Please indicate such medications on the medical report form. Please call with any questions at: 802-274-4310. Prescription drugs are intended to be used only by the person for whom it was prescribed. Misuse of prescription drugs will be consistent with a violation of the alcohol, drug, and tobacco policy (refer to School Life section).

One final note: we strongly encourage good habits regarding nutrition, hydration, sleep, active rest and disciplined rehabilitation with the belief that neglect in any of these areas can lead to illness and injury. We will continue to assist those who are sick and/or injured to return to normal activity as quickly as possible.



## **COMMUNITY LIFE**

Along with academics and athletics, the Burke community is the very core of the school. To be part of a community requires that certain sacrifices are made for the good of all and in turn many rewards are gained. Burke was founded on the premise that adults and teenagers alike could share and commit to a common set of values, morals and goals. Every member of the Burke community becomes an integral working part of a tradition of striving for the very best in the human spirit. Through both pain and joy, the community shares the complex and difficult tasks of education, athletics, and personal growth.

The core values and guiding principles of the Burke community are set forth below and in additional materials that each student will receive throughout the school year.

### **DAY STUDENT EXPECTATIONS**

Burke Mountain Academy was conceived and designed as a residential school, and full commitment to on-campus life is an integral part of the Burke experience. Taking responsibility for your own things, space, behavior and care is of central importance to learning to be an elite athlete, an accomplished student, and most importantly, a person of strong character. We require work of all our students in our academics, and our athletics, but we also require work of each individual on our campus (students AND staff) to continue to hone and strengthen each of our character. This work takes the form of caring for each other and our physical spaces, and requires a physical presence. The number of day students enrolling at BMA is a challenge to our community, and we ask your help – as day students, but also as important members of the Burke community - in managing it.

The expectations listed below should be seen as the base-level obligation. As with all things at Burke, meeting the expectation is rarely enough: your goal should be to surpass these expectations and demonstrate true engagement and pride in all aspects of our community.

**DURATION OF THE DAY:** Day students are required to be on campus from the beginning of their first commitment (Morning workout, first class, or training) until the conclusion of their final commitment (end of academic day, end of workout, or dinner). Day students are required to eat lunch on campus, and encouraged although not required to eat breakfast and dinner on campus. However, we do require day students to depart campus following study hall at 8:30 pm and to uphold quiet hours (7:00 pm - 9:00 pm most days; 7:30 pm – 9:30 pm when there is dorm clean. Day students who are on duty will complete dining hall duty for any meal they are present for.

**DRIVING AND DROPOFF:** There will be no day students coming and going from campus during the day, including between the academic day and workouts, or during meals. Each day, day students should bring all the required equipment, changes of clothing, and toiletries to allow them to be on campus for the full academic and athletic program. There is a shower building for use for day students behind the science



center, and day student lockers in Witherell and Frazier: these areas are the responsibility of the day students to maintain and clean, just as the dorms are the responsibility of the boarding students.

Day student drivers are allowed to drive to and from campus (with siblings, if relevant) but are not allowed to drive boarding students unless permission is given from both students' families, and the Head of School. There should be no driving during the academic day, as stated above.

In the winter, day students should arrive on **campus** and get to the training hill in the same method as the rest of their ski group (i.e., walking up or driving in the vans): no day students should be dropped off or picked up at the Mid-Burke lodge by parents, or be driving themselves.

**WEEKENDS:** On weekends, day student drivers should follow the same principles: driving to campus is allowed, and again, we encourage day students to feel at home on campus and to center their social life around the school community. However, day students, much like boarding students, should not be coming and going throughout the weekend. Driving with boarding students is not allowed unless permission is given by both sets of parents and the Head of School, and in most cases the preferred option is to have a staff member drive students on errands whenever possible so that trips are more efficient.

**OFF-CAMPUS INVITATIONS FOR DINNER:** One of the joys of living close to campus is the ability to open your home to boarding students. The best nights to invite boarding students to dinner or for an off-campus sleepover is either Friday or Saturday night. We would ask that all boarding students eat meals in the dining hall Sunday through Thursday night.

**SLEEPOVERS:** If a day student wishes to have a sleepover on campus on a non-school night, this must be cleared by **both** of the following people: the dorm parent(s) in the dorm they'll be sleeping in and the duty person. The reason for this is not to create additional burdens, but to make sure people who will be in charge in case of an emergency actually would know who is present in each dorm. Additionally, this permission must be given by dinner (6PM) on the evening in question, simply as a matter of courtesy to the staff. Sleepovers on school nights, as is the case among the boarding population, are not allowed.

## PHILOSOPHY AND COMMUNITY VALUES

The following is a brief summary of the major principles of the community, guiding student behavior in all areas of their Burke life.

- **Freedom equals responsibility at BMA.** Students have fewer rules here than at most other private schools because we believe that self-disciplined, motivated, and committed student/athletes deserve more freedom to handle their individual training and racing careers. Preparing for college, a possible National Ski Team career, and the rest of one's life means that all our students must take a greater responsibility for the day to day challenges and opportunities confronting them. Each person plays a vital role in the success of the BMA program and therefore must be an active and willing member of the Burke community.



- All students are expected to support the Honor Code. The Honor Code embodies the values and principles by which we live.
- All students are expected to look for the positive in other people and focus on it. Be patient, tolerant, compassionate, and supportive of other students and faculty. Good manners, courtesy, and thoughtfulness will win you friends and respect from others all your life.
- Each student is expected to grow stronger every day as a person, a student, and as an athlete. Each student can be a leader and should exercise responsibility for him or herself and for other members of the community.
- All students are expected to take pride in the BMA campus, including the buildings and equipment.
- All students are expected to actively participate in community life through discussions of our basic values and the principles by which we live. BMA is as much the students' school as it is the staff's or Board of Trustees'. The success or failure of BMA is directly related to the degree of understanding, commitment, and participation by the students.

## **MANDATORY REPORTING**

Burke Mountain Academy and its staff have a legal obligation to comply with state and federal laws that cover educational institutions. These laws require employees of educational institutions to serve as Mandated Reporters, who notify state authorities of the occurrence of any act covered under the law. This includes any act, or failure to act, which results in the risk of harm, death, serious physical or emotional injury, or sexual abuse that occurs to anyone under the age of 18. Any act of hazing that involves coercion, intimidation, and the potential to endanger the physical or emotional health of a child must be reported. Any act of sexual exploitation, or sexual behavior that constitutes Statutory Rape, is also covered by the law. The legal age of consent for sexual behavior in the State of Vermont is 16. Failure to comply with Mandated Reporting laws may result in criminal liability, prosecuted by state authorities.

## **DORM LIFE**

**Dorm return:** All students are required to be in their dorm at 10:00pm Sunday through Thursday or 11:00pm Friday – Saturday (in the fall and after spring break). All dorms will be quiet after 10:00pm. Dorm return for the fall and spring will be 11pm on Friday and Saturday night. During the competition season, dorm return will be 10:30pm on Friday and Saturday nights. No students may leave the dorm after dorm return without the permission of the dorm parent. Additionally, students are expected to be on their respective dorm floors (or in the case of Woods house, their respective sides of the dorm) after 10pm.



## See “Quiet Hours” under Academic Section

The goals and objectives of both the students and the school warrant a quiet, disciplined campus environment. Past experience has taught us all that its counterproductive to one’s health and long term goals to operate on less than eight hours of sleep per night. Many student athletes require an even greater amount and their needs have priority over other students’ needs.

Room Assignments: BMA will assign rooms based on a process where students are assigned different roommates each year and the age groups are mixed. Every student must realize that it is almost impossible to satisfy everyone’s desires. We all must remain open to change and opportunities to establish new friendships. Room changes, when appropriate, may only be made with the approval of the Head of School and Dorm Parents.

### THINGS TO BRING

[All rooms have limited space/storage]

1. ROOM: linens (regular twin bed), blankets, pillow, a good desk lamp (not halogen), heavy duty extension cord, wastebasket, storage containers for under beds, and other items (depending on how far you have to travel – there is a Wal-Mart in Littleton, about 40 minutes away, or other shops in St. Johnsbury or Lyndonville where you can get things you decide you need).
2. PERSONAL: towels, soap and other bathroom items, your own eating utensils for snacks. Laundry detergent (liquid) for machines in Woods Dorm.
3. All students must have an alarm clock! (Preferably electric and battery operated in case of power outage).
4. Sleeping bag, small backpack for overnight trips including races.
5. **NO electric appliances, candles or incense due to fire regulations (see acceptable room appliances in the BMA Handbook).**
6. Stereos allowed (no subwoofers), but please call your roommate(s) to see what they are bringing.  
Headphones, yes!
7. Bike – Mountain bike is required, and road bikes are also useful. Please be sure this is properly sized by a professional bike shop, not purchased at a department store. Bring appropriate tools for basic bike repair (fixing a flat tire, changing seat or handlebar position). We do a lot of biking in the fall and spring and you should be comfortable and competent on whatever bike you bring to campus. Contact the admissions office for additional questions about bike requirements.
8. Proper bike attire: helmet, bike shorts with chamois, long- or short-fingered bike gloves, non-cotton jersey and long-sleeved non-cotton shirt, waterbottles and bottle cages on your bike or a camelbak.
9. School supplies, such as binders, loose-leaf notepaper, notebooks, pens, pencils – we have a limited supply in the school store, but often students have specific methods that work for them. Get what works for you.
10. Laptop Computer – all students will be required, at some time, to submit word-processed papers. IF it is possible to bring a laptop to school, do so. While a laptop is not required,



we strongly urge everyone to have one; they are required by almost all colleges. (See “Computers at Burke” in the Academic Section of the Handbook)

11. USB Flash Drive for library computers and in order to print papers.
12. Cell phone recommended – we no longer have landline service in the dorms. If you are an international student, you may want to do research on this in advance.

The school expects students (and parents) to be able to judge basic clothing needs. Remember, we are located in a northern climate, subject to severe changes in the weather, usually on the negative side.

Dorm Duty and Clean-Up: Cleaning our campus and your personal space is an important part of the Burke culture: students must take ownership and personal responsibility for their spaces and their possessions. Everyone is expected to help take care of our school. Official dorm clean-up will be every Monday and Thursday. Each dorm parent will post a list of dorm jobs that will be rotated on a regular basis. All students are required to be on time and in their dorms for clean-up. At other times, all students are expected to maintain their rooms and keep the common areas as clean as possible.

Damages: Each student is responsible for damage to his/her room and for damage done to public areas in the dormitory. This includes cleaning of the student’s room at the end of the year. Please refer to “Damage Charges” in the “FINANCIAL POLICIES” section of this handbook.

Dorm Parents: Dorm parents are present to supervise the dorm and have complete authority. Students should realize that being a dorm parent to many students can be difficult, and also that their dorm parents are responsible for the students’ welfare and safety. The interests of the school may at times be different than a student’s immediate desires. Be prepared to compromise and follow the values of the school. Be respectful of the property of the dorm parent and their need for privacy.

Room Decoration: All students are free to decorate their rooms as they wish as long as the decorations are not offensive; safety standards are followed; beds and desks are not altered (that means NO graffiti on any surface) and nails screws and other hanging devices are not used. When in doubt, contact the dorm parent or the school maintenance director for approval. **Fire regulations prohibit any poster, tapestry, pictures, or other objects from being put on the ceilings.** Halogen lamps are not allowed because of the fire hazard they present. Doors and windows must also not be locked or restricted in any way. Seek the advice of your dorm parent for assistance in decorating your room. Please be considerate of your Burke property for future generations to come. Extension cords may be used but must meet the approval of the Director of Maintenance. If you are bringing electrical cords with you, bring the heavy duty models including the circuit breakers and not the thin, lightweight cords. Thank you!

Fire Drills and Procedures: There will be announced and unannounced fire drills during the year. At the sound of the alarm or when you detect smoke or fire, please do the following:

- ☞ If need be – sound the alarm
- ☞ Close the windows





- ☞ Turn on the lights
- ☞ Close the door when you leave
- ☞ Walk to the nearest exit
- ☞ Outside – contact your dorm parent and the Head of School immediately

Playing with fire extinguishers, smoke detectors, or fire alarms is a serious offense. **Nothing is to be burned in your room, including candles and incense.** Each dorm parent, the Head of School, and maintenance personnel has the right to inspect every room for safety and fire hazards.

Room Appliances: **No TVs, VCRs, DVDs, large monitors intended for gaming, Playstations (and such), hot plates, hot pots, coffeemakers or toaster ovens are permitted. Please do not bring any.** Small refrigerators and microwaves are allowed, but only one each per room, so check with your roommate. The school has enough video equipment to satisfy all the needs of the students.

Illness: (Refer to section on Medical Procedures) If you are too ill for training or classes, you or your roommate must report to your dorm parent before breakfast. Students recovering from an illness or injury are responsible for their rehabilitation or rest, with guidance from the staff. Too often, students have neglected the proper habits of good rest, diet, and rehabilitation. All doctor appointments will be made by the athletic trainer only.

Travel away from Burke:

If the student would like to leave campus (i.e., go to a friend or family member's house or return home for a weekend), the student must first have their parents contact Jon Rice, Director of Community Life, giving them permission, let their dorm parents know, get a substitute for dining hall duty (if on duty), then sign out in Frazier by the student mailboxes. It should be an exceptional circumstance for a student to leave during the week, as the days are full and meals are an important part of community life.

To leave the extended campus (ski area to Old Cutter Inn), for any reason, students must get permission from a staff member. On weekends, permission must be obtained from a weekend duty staff member. Missing meals, especially midweek, should be an exceptional circumstance: being present on campus is an important part of the community and our culture.

Sleeping Outside: Permission of dorm parents and weekend duty staff is required if you are to sleep anywhere but your own bed, which includes the school grounds and the ski area camping facilities.

Stereos: Stereos and headphones may be used only between 6:45 am and the beginning of classes and from the end of class to 7:00pm. After quiet hours until 10:00pm, use stereos at a low setting or use headphones. Headphones only may be used during quiet time. Stereos cannot interfere with others' rights to study, to sleep, or to peace and quiet.

TV and Computer: Television is not to be watched midweek, including television viewed over the internet. Television/DVD may be watched Friday night, Saturday and Sunday until 6:00 pm.



**TVs, DVDs, large monitors intended for gaming, and video game stations are not allowed in student dorm rooms.** BMA has always preferred active and participatory entertainment (dances, talent shows, board games, card games, athletic activity, etc.) over the passive consumption of movies and TV shows. With the development towards expanding the computer into a personal entertainment center, we have experienced an increasing role of personal computers as solitary entertainment machines. This use of the computer goes against the same principle of active and participatory entertainment as unrestricted TV watching, and we discourage it. This type of passive entertainment is counterproductive in a community that has ambitious academic and athletic goals.

## SCHOOL LIFE

Alcohol, Drugs, and Tobacco Products: No student, regardless of age, may consume alcohol, tobacco products, or drugs, including inappropriate use of prescription drugs, whether on the BMA campus, at a BMA-sponsored activity, or on trips or in competitions that reflect upon Burke Mountain Academy.

ANTI-HAZING POLICY: It is the policy of Burke Mountain Academy to provide a safe, orderly, civil and positive learning environment. Hazing and bullying have no place in BMA and will not be tolerated. It is unlawful to engage in hazing; solicit, direct, aid, or attempt to aid, or abets another person engaged in hazing; or knowingly fails to take reasonable measure within the scope of the person's authority to prevent hazing. The following policy and procedures to prohibit hazing ensure enforcement of this policy.

### Definitions

1. **Hazing** means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the School; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. "Hazing" also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts. Hazing may occur on or off school grounds.

Examples of hazing include:

- Any type of physical brutality such as whipping, beating, striking, branding, electrical shocks, placing a harmful substance on or in the body, or other similar activity; or
- Any type of physical activity such as sleep deprivation, exposure to the elements, confinement in a small space, or other activity that creates or results in an





- unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student; or
- Any activity involving consumption of food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects a student to an unreasonable risk of harm; or
  - Activity that induces, causes, or requires a student to perform a duty or task, which involves the commission of a crime or an act of hazing.

Hazing shall not include any activity or conduct that furthers the legitimate curricular and extracurricular program goals provided that the goals are approved by BMA and provided that the activity or conduct furthers those goals in a manner that is appropriate, contemplated by BMA and normal and customary for similar public or independent school programs. An example of this exception might be reasonable athletic training exercises.

2. **Bullying** means any overt act or combination of acts directed against a student by another student or group of students, which is repeated over time; is intended to ridicule, humiliate, or intimidate the student; and occurs during the school day on school property, in a school vehicle, or at a school-sponsored activity, or before or after the school day in a school vehicle or at a school-sponsored activity.

### **Reporting of Hazing**

Students who have reason to believe that an incident of hazing might or did occur shall report such belief to any coach, teacher, athletic trainer, counselor, or school administrator. Staff members who have received such a report from a student or who otherwise have reason to believe that an incident of hazing might or did occur should report the harassment to Jory Macomber, Head of School of BMA, or Jon Rice, Director of Academics. The report may be in writing or made orally. If the report is made orally, the receiver shall make a written record of the report.

### **Retaliation**

It shall be a violation of this policy for a person to retaliate or encourage or cause another person to retaliate against a student or other person for reporting a suspected incident of hazing or cooperating in any investigation or disciplinary proceeding regarding an incident of hazing.

### **Investigation of Reports of Hazing**

The Head of School, or designee, upon receipt of a report of hazing, promptly shall begin an investigation. The investigation shall be timely and thorough, and the findings and conclusions of the investigation shall be in writing. Absent unusual circumstances, the investigation shall be concluded within ten (10) school days.

### **Disciplinary Action**

In any disciplinary proceeding under this policy, it is not a defense that an individual consented to, or acquiesced in, the hazing activity.



1. If the investigation concludes a student committed an act of hazing or otherwise violated this policy, that student shall be subject to appropriate disciplinary action, including but not limited to suspension or expulsion from BMA. Any disciplinary action against a student shall be subject to any procedures set forth in student handbook and BMA policies regarding discipline.
2. If the investigation concludes that a staff person committed an act of hazing or otherwise violated this policy, that person shall be subject to appropriate disciplinary action.
3. Acts of hazing may also be illegal and may be prosecuted under state law.
4. Per BMA's legal obligation to comply with the Federal Child Abuse Prevention and Treatment Act, BMA will report confirmed acts of hazing to State authorities.
5. Nothing in this policy shall limit or preclude BMA from disciplining a student or other person affiliated with BMA under any other BMA policy as well as under the terms of this policy.

**ANTI-HARASSMENT POLICY:** Burke Mountain Academy is committed to providing all students with a safe, civil and positive school environment. Members of the school community are expected to treat each other with mutual respect. Harassment is a form of unlawful discrimination as well as disrespectful behavior that is prohibited and will not be tolerated.

### **Definition**

***Harassment*** means an incident or incidence of verbal, written, visual, or physical conduct based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources are creating an objectively intimidating, hostile, or offensive environment.

Harassment may include one or more of the following:

1. Sexual Harassment, which means conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual, or physical conduct of a sexual nature when (a) submission to that conduct is made either explicitly or implicitly a term or condition of a student's education or (b) submission to or rejection of the conduct by a student is used as a component of the basis for decisions affecting that student.
2. Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures,



threats, graffiti, display or circulation of written or visual material, and taunts on manner of speech and negative references to racial customs.

3. Harassment of members of other protected categories, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, sex, sexual orientation, or disability, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display or circulation of written or visual material, and taunts on manner of speech and negative references to customs related to any of these protected categories.

### Reporting Harassment

Any student who believes that he or she has been the victim of harassment should report the harassment to Jory Macomber, Head of School of BMA, or Jon Rice, Director of Academics.

### Retaliation

It is a violation of this policy for a person to retaliate or encourage or cause another person to retaliate against a student or other person for reporting harassment in good faith or cooperating in any investigation or disciplinary proceeding regarding a report of harassment.

### Investigation of Harassment

Unless special circumstances are present, the Head of School, or designee, upon receipt of a report of harassment, promptly shall begin an investigation no later than one school day from the filing of a complaint, and the investigation and determination shall be concluded no later than five school days from the filing of the complaint.

### Disciplinary Action

If the investigation concludes that a student or staff member violated this policy, that individual shall be subject to appropriate disciplinary action, including, but not limited to, warning, remedial training, education or counseling, suspension, exclusion, expulsion, transfer, termination or discharge.

### Independent Review

If a student is dissatisfied with the final determination or BMA's response, he/she may request an independent review in writing to the Head of School. Upon receipt of the request, the Head of School shall initiate an independent review by a neutral person. In addition, the Vermont Human Rights Commission can also receive complaints of harassment.

**POLICY ON SEXUALITY:** Burke Mountain Academy is supportive of meaningful student relationships with one another. Regarding student sexual intercourse (or other related sexual activity), the school's policy is abstinence.



Students who engage in sexual intercourse (or other related sexual activity) at anytime will be subject to a disciplinary process which may include expulsion. Parental notification is our policy in all such cases.

Education is essential in addressing issues related to sexual activity. BMA is committed to educating students and staff during the course of the year.

Under no circumstances are male and female students to spend the night in each other's rooms.

Automobiles: Boarding students are allowed to have a car on campus only based on special permission from the Head of School. This will generally only include seniors and the keys will be held by the Head of School. It is a safety issue first and foremost! Carpooling is also suggested for day families living on the same routes. Students may ride with brothers, sisters, college age relatives, and Burke alumni **only** with permission from the Head of School and parents.

Day students may drive to and from school to participate in all Burke activities. BMA is not responsible for, nor liable for, damages or injuries sustained while driving to or away from school. Day student driving privileges are the responsibility of the family. Please use the weight room parking lot.

#### **Driving Limitations of Day Students:**

- A. **No** boarding students may ride with a day student, unless the Head of School and the parents of both students give permission.
- B. Day students will leave their cars in the weight room parking lot during class and training hours.
- C. Use of day student vehicles for BMA transportation will not be requested.

Eating Out: Dining out will be limited to Friday and Saturday nights, permission is required to eat out at any restaurants off campus. You must inform the kitchen staff one meal in advance of your plans to eat out.

Free Time: It is free, but get your responsibilities such as homework, ski equipment, or job done before you play.

Food: Eat meals in the dining room only. No food is to be taken from the storage room, cooler, milk dispense, or serving areas. Please follow the diet guidelines discussed by the coaches. Day students may eat all three meals at Burke.

Weapons: No weapons will be allowed on campus, i.e., gun, bow and arrow, air gun, bb gun, slingshot, knives, or any other such device. **Any student having a weapon in his/her room will face possible expulsion.**

Hitchhiking: It is not allowed and not advised.



Jobs: TEAM CLEAN – The job program as outlined during the opening week of school for both the dorms and common areas are a shared responsibility for the cleanliness and smooth operation of the entire Burke community. All day students will be included in the regular job rotation with the boarding students, excluding dorm duties.

Roofs: Students may not go out on roofs.

Spending Money: Sending children to Burke is a sacrifice for many families and for Burke in terms of scholarship dollars given. Know the difference between what you want and what you need. Those who can afford more luxuries must be very careful not to pressure other students into spending beyond their means.

Sportsmanship: Courtesy, good manners, and good sportsmanship are expected of all students at all times. Respect officials' decisions. Control outbursts at races or at fields of competition. Because all sports require a large number of volunteers to execute a given event, it is very important to thank others who make it possible for you to compete.

Technology: The inappropriate use or theft of property extends to computer programs, software, electronic data files, copyrighted music and video files, and other so-called intellectual property which can be physically installed on school or student computers -- or accessed over the Internet. In many cases, such use or theft violates copyright laws, which are increasingly vigorously enforced against individual users.

Vans: Always clean vans when you return to school. Seatbelts must be worn at all times. Please take care of the vans for they will last only as long as you take care of them. **No student may drive a school vehicle at any time.**



## **DISCIPLINARY PROCEDURES**

Each disciplinary problem is handled on an individual or group basis, depending on the particular circumstances involved. The Head of School is the final authority at BMA and makes the final disciplinary decisions after consulting with the staff and Board of Trustees, if need be. It is very important for all students to understand and remember that it is their school and community to live, study, train, and compete in. Because of the self-discipline of past generations of Burke students, the level of trust is very high at Burke, resulting in a healthy atmosphere in which to grow. A thoughtful reminder from student to student will go a long way in making the Burke community the most positive environment to train and study in.

Minor offenses are treated on campus through a variety of duties and restrictions. Each staff member will determine, with advice, the appropriate action to be taken. In many cases, the advice of individual students will be used to aid in determining the correct disciplinary action.

Major offenses will result in suspension or dismissal after a thorough examination and discussion of the infraction in a disciplinary committee hearing. The Director of Academics will chair the disciplinary committee and members of the staff and student body will participate. The disciplinary committee will recommend a decision to the Head of School who will make the ultimate decision. Major offenses include the following:

- Inappropriate student behavior in relation to other students
- Stealing, cheating, and plagiarism
- Violation of alcohol, drug, and tobacco policy
- Lying
- Endangering the community safety through negligence, abuse of fire, or a weapon
- Illegal use of a vehicle

Students must realize that when they join a community certain rights are given up for the good of all. While individual needs and rights are respected, the community must maintain and expect certain levels of behavior from all its members. Violations will occur and will be dealt with in the appropriate manner.



# BURKE MOUNTAIN ACADEMY COMPUTER NETWORK

## ACCEPTABLE USE POLICY

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The use of the Burke Mountain Academy (BMA) Computer and Electronic Communications Network is a privilege. All members of the BMA community have full access to the Internet, including voice-mail, e-mail and the ability to access computers. In addition to the Internet, BMA users have access to library resources and approved software located on the file server. This privilege brings with it responsibilities. The Internet, by its nature, provides access to unlimited amounts and types of information. The student, by using the BMA Computer Network, or accessing outside information using the BMA Computer Network, accepts responsibility for appropriate behavior. BMA communication systems are not to be used in ways that are unlawful, disruptive or offensive to others. Under no circumstances may any transmission, communication, voice-mail or e-mail be used in a way that violates the letter or the spirit of BMA's anti-harassment policy. Any action performed or initiated through the network must reflect the integrity and honesty of the BMA Honor Code.

The following policies exist to ensure the ethical use of the BMA network. The network is defined as all BMA computers, devices and network connection (including connections to the network through private computers or remote connections).

- Interfering with the normal operation of the network is prohibited.
- Use of another person's access code without permission is prohibited.
- Users must respect the need of others for access. Academy use has priority over personal use.
- Using the network to harass others is prohibited. Students accessing the network are representative of BMA and are expected to behave accordingly.
- BMA network resources are considered property of BMA and may be inspected at any time. Accounts will be investigated when suspicious activities occur on the school network or originate from the network.
- Using the network for commercial purposes or in an attempt to penetrate computer or network security of any company or other system, or to gain unauthorized access (or attempted access) to any other person's computer, e-mail accounts or equipment is prohibited.
- Transferring files, downloading and/or distributing offensive or explicit material are prohibited.
- All members of the school community will respect the equipment and physical environment related to the network.
- Using the network to access pornography is prohibited.
- Using the network to carry any defamatory, derogatory, discriminatory, sexually explicit, harassing, offensive or obscene material is prohibited;
- Using the network in connection with any infringement of another person's intellectual property rights (e.g. copyrights) is prohibited;
- Using the network in connection with the violation or attempted violation of any other law is prohibited.

**VIOLATIONS OF THE ABOVE RULES WILL RESULT IN LOSS OF ACCESS PRIVILEGES AND MAY RESULT IN DISCIPLINARY ACTION, UP TO AND INCLUDING IMMEDIATE DISMISSAL.**





## STUDENT TRAVEL - VACATIONS

The official travel days are listed on the school calendar. Please respect those specific dates, travel times and requirements. **\*\*Parents will be responsible for making arrangements for any travel outside of our travel days, times and (pickup/drop off) locations. Parents will be directly responsible for any charges incurred.** Please note that some travel days may begin *after* classes end on that day. **Permission will ONLY be granted by the Head of School or Director of Academics to be away from school other than the days listed on the school calendar and must be requested in advance.** Those students who are returning on their own/with parents are required to be back on campus by dinner unless otherwise specified.

Approximately one month prior to the travel date you should receive an e-mail request for travel information for your child. We will provide vans to the [Burlington, VT](#) airport; Manchester, NH airport; and Lebanon, NH /White River Junction, VT bus/[train](#) stations. **PLEASE SCHEDULE YOUR CHILD'S DEPARTURES AND ARRIVALS TO COINCIDE WITH THE VAN SCHEDULES.** The approximate driving time to the Manchester and Burlington Airports is 2 ½ hours and 1 ½ hours to Lebanon, NH/White River Junction, VT area. Remember that if flying, your child will need to be at the airport at least one hour prior to departure, so please plan accordingly with van schedule.

**AIRPORTS:** We request that you use the **Manchester, NH or Burlington, VT airports** whenever possible to consolidate the number of van trips. The rates and flights are basically the same between Burlington and Manchester. Please keep in mind that Boston, MA is a seven hour round trip from BMA making pick-ups difficult to schedule. [We can arrange drivers to Boston within certain time ranges on designated travel days at a cost to families.](#)

**Amtrak:** has one train departing daily from and arriving in White River Junction. Amtrak's website is [www.Amtrak.com](http://www.Amtrak.com). Please check for any changes to their schedules.

**Bus Service:** We can provide transportation to White River Junction, VT (Greyhound) or Lebanon, NH (Dartmouth Coach) to connect with a bus service.

### TRAVEL DAY VAN SCHEDULES

These are the **approximate** times – times may vary slightly as needed

#### School Van Departures

**To** Manchester, NH/ Burlington, VT  
**Leaves BMA:** 8:30 AM  
(After class travel days 1:00 PM)

**To** Lebanon, NH/WRJ, VT  
**Leaves BMA:** 8:30 AM

#### School Van Pick-Ups (these times are approximate for scheduling purposes)

**From** Manchester NH/ BTV  
**Pick-up:** 4:30 PM – 6:00 PM

**From** Lebanon/White River Jct  
**Pick-up:** 6:30 PM

**\*\*IMPORTANT NOTE:** If transportation is required for dates, times, and/or locations outside those listed then you are responsible for the costs.





## FINANCIAL POLICIES

BMA has established a more formal structure in its many dealings with various organizations and groups with which it interacts. While many in our community may mourn the passing of an era of informality, we must be fiscally responsible. The policy statements below are general practices followed by a majority of independent schools and colleges.

**Registration:** The BMA Registration Contract for the new year is mailed to all returning students in March. The contract must be signed and returned to BMA with a non-refundable \$5,000.00 registration deposit by the date indicated on the contract.

All new students should refer to the reservation due date on their contract. The non-refundable \$5,000.00 reservation deposit is required of all students to reserve a space for the new year. The contract is counter-signed by the Head of School and a copy is returned to each student's family.

**Damage Charges:** Repair costs will be charged to the students responsible. Damage expenses that cannot be allocated to any one student will be divided among either roommates, dorm mates, or the student body as a whole. At the end of the year, students will be charged \$100.00 to clean any rooms that warrant it. A \$200.00 damage fine will be assessed for dismantled rooms.

**School Store:** Burke operates a store on campus containing books, school supplies, and clothing. **A \$500.00 deposit is encouraged before the student is permitted to charge their purchases to their school store account, otherwise payment is to be made in cash or by check.** An itemized billing statement will be sent home around the 15<sup>th</sup> of each month.

**Credit Card Usage:** The school will accept credit card payments for school store purchases and for the cost of school trips. If a credit card is used, there will be a 3% charge for processing.

**Student Checking Accounts:** Student checking accounts are required to meet personal needs for money, race entry fees, etc. Because students are not of legal age, banks have required that accounts be opened jointly with a parent. The monthly bank statements may be mailed to either the home address or to the student at BMA. Please indicate your preference. To reduce the number of bad checks written, BMA has instituted a \$10.00 penalty, as well as the bank's penalty for overdrawn accounts. Experience urges us to remind all parents to **please** help their son/daughter to be more responsible in dealing with a checkbook.

**Tuition Payments:** BMA has an established policy concerning the timely payment of tuition. A finance charge of 1.5% per month (annual rate 18%) on all unpaid tuition and school store balances will accrue after 30 days from the due date. At the conclusion of the fall or spring session, any outstanding tuition or school bills will result in the student receiving no credit for the work completed on his/her transcript and the loss of enrollment for the upcoming semester, unless satisfactory payment is received. For seniors, the transcript will be withheld and an incomplete



will be mailed to their college of acceptance. **We cannot accept credit cards for payment of tuition.**

**Tuition Refunds Due to Withdrawal or Dismissal:** Withdrawal prior to Opening Day will result in a refund equivalent to 40% of the total tuition paid. **There will be no refund of tuition due to disciplinary dismissal.**

**Financial Assistance:** BMA is proud of its long-term commitment to support students with demonstrated need. Families interested in applying for financial aid must request the necessary forms from the Head of School or admissions director. All financial aid requests must be completed and approved by March 1st, unless special exceptions are warranted.

All students receiving assistance should be aware of the sacrifices all members of the Burke community are making on their behalf. Scholarship dollars must be raised every year and thus the personal conduct of each recipient must demonstrate not only financial restraint, but community leadership, cooperation, and helpfulness.

All scholarships are subject to review for each school year. A student may lose his/her financial support at any time due to disciplinary action or failure to support the values of BMA. The sacrifices that the entire Burke community makes to support the scholarship program dictate that inappropriate behavior or attitude will not be tolerated.



## **A MESSAGE ON DEVELOPMENT:** **PARENT GIVING AT BURKE MOUNTAIN ACADEMY**

The BMA school community prides itself on the commitment of each student and member of the BMA community to participate and uphold the values that make BMA a unique and strong school. We are most grateful for your commitment and support of all our initiatives.

### **THE BMA ANNUAL FUND**

#### ***What is the Annual Fund?***

The BMA Annual Fund is the fundraising initiative to which our entire community- current parents, alumni, grandparents, parents of graduates, trustees, staff and friends- contributes annually. The purpose of the Annual Fund is to fund the “gap” between tuition and the real cost of educating a student at Burke Mountain Academy. At BMA the “tuition gap” is over \$5,000 per student. Annual Fund dollars support staff development, scholarship aid, and facility maintenance and other programmatic initiatives. Annual Fund giving supports numerous classroom and community initiatives throughout the school, including educational programs, professional development, financial aid and facilities enhancement. BMA has enjoyed outstanding support from the current parent body and in past years has achieved over 90 percent parent participation. Parent participation in the Annual Fund reflects a commitment to the school’s mission and values. Gifts to the Annual Fund are tax deductible and are typically made before the end of the calendar year. In the event you wish to make a phased payment, commitments are appreciated before December 1 and payments can be made prior to the end of the campaign year, June 30, 2017. Payments in full or monthly can be made on line, visit our website ([www.burkemtnacademy.org](http://www.burkemtnacademy.org)) to make your gift. Should you wish to donate gifts of appreciated shares of stock, please contact the Development Office for transfer instructions.

#### ***How much do parents give each year?***

BMA is proud of its tradition of strong parent support of the Annual Fund at all giving levels. We ask each family to participate in the Annual Fund at a level in which they are comfortable. In the fall, you will receive an appeal for a contribution by mail and a phone call from a parent annual fund volunteer. Our goal is to reach each family by the Thanksgiving holiday and have their commitment by the end of the calendar year. For those that prefer installment payment, pledges are not due until June 30<sup>th</sup>, the end of our campaign year. Evidence of parent participation in the Annual Fund is of the utmost importance when we seek support from foundations and corporations. Your contribution, whether large or small, is deeply appreciated and is critical to our success in other fund-raising areas.

#### ***Does your company offer a Matching Gift Program?***

Corporate matching gifts are a great bonus both to us and to your children. We are deeply grateful to those of you who take advantage of this important corporate opportunity and choose Burke as a recipient of your matching dollars. Please inform us if you will be utilizing this program so we can obtain the appropriate paperwork from your corporation.



***How else can I get involved?***

Volunteers drive our parent giving program and many of our other development initiatives. If you are interested in volunteering please contact the Development Office.

If you are interested in information related to gifts of stock or planned gifts of any kind, please call us. The benefits are many and varied both for you and BMA, and we are here to assist you.

**OTHER OPPORTUNITIES TO GIVE:**

***WISH LIST and GIFTS-IN-KIND***

During the year we will send out a “wish list” which may include anything from four wheel drive vehicles to vacuum cleaners. This list is a compilation of input from the entire school staff of items that the school needs, but which are not included in the school budget. There are some cases where a business supplies goods and services which could greatly benefit the school. Gift in kind donations received in the past have included items such as a snowmobile, dorm furniture, technology equipment, computer licenses and timing equipment.

***OTHER ENDOWED FUNDS***

Please contact the Development Office if you are interested in learning more about opportunities to give to specific Scholarship Funds and Restricted Giving initiatives.

