

Burke Mountain Academy  
2020-2021  
Handbook

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

# BURKE MOUNTAIN ACADEMY HANDBOOK

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## Burke Mountain Academy

### **Acknowledgement & Receipt Page**

I have received, reviewed and understand the 2020-2021 Burke Mountain Academy Handbook (the “Handbook”). We understand that this Handbook is for informational purposes only, and is only meant to be used by those affiliated with the school community. It is not intended to create, nor does it create, a contract or part of a contract in any way, including but not limited to, between the school and any parent, guardian or student affiliated with or attending the school. We understand that the terms and conditions of the Enrollment Contract signed by us determines our relationship with the school. We further understand that the school reserves the right, in its sole discretion, to add, revise and/or delete school policies before, during and after the school year and such updates need not be in writing or incorporated into this Handbook.

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

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

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

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I have read the Honor Code on page 5 of the Handbook. My signature below attests to my clear understanding and commitment to the Honor Code.

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

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I have read and agree to the Acceptable Use Policy for the computer network at BMA on page 42 of the Handbook.

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

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### **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, as described in the Student Media Policy on page 36 of the Handbook.

I agree that BMA may use my child \_\_\_\_\_ [child's name]'s Student Media Information as described in the Handbook policy.

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

## 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 has a special system of trust, values and goals. I understand that we all live together, and I will respect and be courteous to other members of the BMA community including staff and other students. Even though there are few specific rules, I understand that I am trusted to act in the best interest of the BMA community.**

**I support the standards of the Burke Mountain Academy community as set forth by the Head of School and as stated in the Guide to Philosophy and Community Values, and the Student Handbook. I pledge my commitment to live by these standards both on the school campus and wherever I am identified as a BMA student/ athlete.**

**I understand that my personal support of these standards is important to the strength, openness, and trust of the entire BMA community. I acknowledge that any failure to sustain these standards shall be just cause for my dismissal from the school.**

**My signature, dated below, promises my commitment to these standards now and in the future, and attests to my support of them in the past.**

### **A Note About this Handbook**

Please understand that no set of rules or guidelines can cover every conceivable situation that might arise at a school. The rules, policies, and procedures set forth in this handbook are intended to apply under normal circumstances. However, from time to time, there may be situations that require immediate or nonstandard responses and the Head of School may designate another administrator to make decisions on his behalf. This handbook does not limit the authority of the school to deviate from the normal rules and procedures set forth in this handbook and to deal with circumstances as they arise in the manner deemed most appropriate by the school (including but not limited to with regard to student discipline), taking into consideration the best interests of the School, its faculty, employees, students, and community. The policies may also be revised or updated periodically, even during the current academic term. You will be advised of any substantive changes as they are made.

## **Non-Discrimination**

The school admits qualified students of any race, color, national or ethnic origin, ancestry, sex, religion, mental or physical disability, gender identity, or sexual orientation to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, national or ethnic origin, ancestry, sex, religion, mental or physical disability, gender identity, or sexual orientation, or any other status protected by applicable law in the administration of its educational, admissions, financial aid, athletic and other policies and programs

## **Inclusivity and Gender Identity**

The school strives to provide a safe and supportive environment that will help students succeed academically and socially. To that end, the school promotes respect for all people, and will not tolerate harassment or bullying based on gender identity or expression that impacts a student's experience at the school (whether the bullying or harassment takes place on or off campus), including cyber-bullying through the use of electronic technology. Particularly with respect to transgender and gender non-conforming students, the school will work closely with students and their families to strive to honor their wishes with respect to use of school facilities, participation in athletics, accuracy of student records, use of preferred name and pronouns, and privacy, in accordance with applicable law, and to the extent that the school's campus facilities reasonably permit.

## **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 not only to 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 a 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 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 aims to nurture and support 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 closely 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 help to ensure student growth in all areas of the school.
6. Parents can expect to be informed 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: Athletic Director
  - Academics: Director of Teaching and Learning

- Student Life: Advisor, the Director of Residential Life
- Last contact, as relevant: The Head of School

## MEET THE STAFF

<b>ATHLETIC DEPARTMENT</b>	<b>ACADEMIC FACULTY</b>	<b>ADMINISTRATION</b>	<b>Health and Wellness</b>
Felix McGrath, Sporting Director	Tom Bojko, Director of College Counseling and Humanities	Willy Booker '96, Head of School	Abbie Montgomery (RN), School Nurse
Brad Wall '97, Athletic Director and Head U14 M & W Coach	Elizabeth Duffy, Director of Teaching and Learning and Director of Residential Life	Mardi Haskell '12, Director of Enrollment and Financial Aid	Bethanie Waryas (RN), School Nurse
Darrell Gray, HP Director, FIS Women	Ida Sargent '06, Science and Math	Jodi Flanagan, Director of Development and Communication	Judith Markey, Mental health partner
Chad Wolk, Lead Coach Men's FIS Group 1	John McKinnon, Science and Math	Jenny Bruell Fisher '01, Director of Donor and Alumni Relations	Patrick Anderson (PA) Northern Counties Healthcare (NCHC), Primary Care Provider
Kyle Darling, Head Women's FIS	Ella McAndrew,, Science and Math	Garrett Quimby, Business Manager	
Thomas Erhard, Head Coach, U16 M & W	Jonathan Gerkin, English	Becky Armstrong, Executive Assistant	
Christine Booker, U16 M & W	Francesca DeLorme, Art	Marcia Berry, Director of HR	
Jeff Sirjane, Lead Coach, FIS Men Group 2	Beth Brodie, World Languages	Rob Johnson, Director of B&G	
Kraig Sourbeer '83, FIS Women	David Chamberlain, Humanities	Nate Maleski, Executive Chef	
Jimmy Whiteley, FIS Women		John Kimball, Chef	
Adam Perreault, Athletic Trainer			
Jamie Marshall, FIS Men Group 1			
Christian Herzog, U16 M&W			
Steve Berlack, FIS Men Group 2			
Jake Fisher, FIS Men Group 2			
Garrett Quimby, U14 M&W	Chris Peterson, GTC Manager		
Diann Roffe '85, Director of Junior Program	Ryan Markham '00, Training Venue Manager		

For a Complete List of the Burke Mountain Academy Board of Trustees and Staff, please visit the Burke Mountain Academy website: <http://www.burkemtnacademy.org> or visit the protected Parent Portal page within the BMA website.

## **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 and problem solving
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.

We also remind our families that although the school endeavors to provide the finest academic and athletic enrichment programs and assistance to students in helping them to achieve their academic and athletic goals and advancement, no particular student success is, or can be, guaranteed. These are primarily the result of the individual student's effort, ability and attitude.

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

In lieu of grades, at the conclusion of each trimester, 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: Core Academic Community Values, 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 and give feedback on the Core Academic Community Values and effort each student has developed. Students develop these values 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.

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, science and French/Spanish every year, history for three 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 boarding school setting provide ample, favorable opportunities for tutorial or extra-help sessions and special attention. However, at times, we insist on additional assistance (Learning Center and/or ESL Tutorial) 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 availability.

The 8<sup>th</sup> grade curriculum is based on English, social studies, math, science, and French/Spanish for either the entire year or for the winter term trimester. U16 athletes may apply for either full term or winter term and U14 athletes may apply for only winter term.

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 during the ski season.

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. In addition, there will be summer/August camp assignments in most classes to set up a platform from which to launch classes in the coming year.

## **ACCOMMODATIONS**

BMA does not discriminate against qualified students on the basis of learning disabilities that may be reasonably accommodated.

The School is committed to ensuring that students with disabilities are provided with equal access to the school's programs and services, in accordance with applicable law. For students who need additional support or curricular adjustments, the school requires documentation indicating that the student's disability substantially limits a major life activity. Students who present the school with appropriate documentation of disability will be granted those requested academic accommodations that are supported by the documentation and considered reasonable in this educational setting. Any adjustments to the academic program would be made through an interactive process between the student and the Head of School and the Director of Teaching and Learning. No waivers of academic graduation requirements will be granted to students.

Even after supportive services and accommodations have been put in place, a student may still not be able to fulfill his or her academic requirements satisfactorily. In such instances, the student's advisor, the Head of School or other support personnel may notify the student's parents that the accommodations put into place may not suffice to ensure the student's success at the school. At that time, the Head of School, the student (if age appropriate), and his or her parents will discuss whether it makes sense for the student to continue at the school. If there is a disagreement, the School will decide, in its sole discretion, whether to issue a re-registration contract to the student.

## **THE SCHOOL YEAR**

We have a trimester calendar, with year-long courses. 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 8th graders that runs during the winter trimester. The dates of the academic semesters for 2020-2021 are as follows:

1<sup>ST</sup> Trimester: 8/17/20 - 11/6/20

2<sup>ND</sup> Trimester: 11/9/20 - 4/2/21

3<sup>RD</sup> Trimester: 4/26/21 - 6/4/21

Please note, for the 2020-2021 school year, trimester start and end dates are subject to change slightly based on adjustments in light of the evolving Covid-19 Pandemic.

## **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.

8<sup>th</sup> Grade: Full Year or Winter Term

English 8  
Math (Pre-Algebra or Algebra 1)  
Science 8  
French/Spanish  
Social Studies 8

9<sup>th</sup> Grade:

English 9  
Math (Algebra 1 or 2)  
Biology  
French/Spanish  
World History  
Economics

10<sup>th</sup> Grade:

English 10  
Math (Algebra 2 or Geometry)  
Biology/Science Elective  
French/Spanish  
U.S. Government and

11<sup>th</sup> Grade:

English 11  
Math (Geometry or Pre-Calculus)  
Chemistry  
French/Spanish  
United States History

12<sup>th</sup> Grade:

English 12  
Math (Pre-Calculus or Calculus)  
Physics  
French/Spanish  
Senior Elective

Each entering student is placed into courses by the Director of Teaching and Learning and the Director of College Counseling, 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 Teaching and Learning and may involve parents and homeschooling.

**Missing Classes and Late Work Understanding**

At BMA, we believe that students take an active role in making the most of their academic experience. Part of that responsibility is completing academic work in a timely fashion and meeting deadlines as set by the teaching faculty. During the year, it is the responsibility of every student to communicate all ski and athletic related travel with the teaching faculty. Students must communicate with their teachers well before anticipated trips and then access missed learning opportunities by accessing their academic assignments via our learning management system, Canvas. Students are encouraged to be proactive in how they manage their time and work ahead when appropriate. If a student falls behind in his or her academic program, the student should schedule a conference with the individual teacher. To ensure communication between the student, the teacher, the coaching staff, and parents, the following steps will generally be followed if a student falls behind in their academic program:

1. The student will conference with the individual teacher and create a plan of action.

2. The teacher will email a follow-up to the student, Director of Teaching and Learning, and the lead coach with the plan of action.
3. If the student fails to uphold the plan of action by the agreed upon timeline, the teacher will follow-up with the student. In addition, the teacher will call the parents to discuss the issue. The teacher will then send a follow-up email to the student, parent, Director of Teaching and Learning, and the lead coach.

It should be understood from the outset that athletic participation can be withheld due to a lack of responsibility to follow through with the plan of action created by the student and teacher.

## **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.

## **STUDY HALL**

Study hall will be held Monday through Thursday night in the Frazier classrooms for all boarding 8th and 9th graders from 7:30 pm to 8:30 pm. 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. Students will be assigned to a 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.

## **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 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. Ensuring 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 ensures 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.

## **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 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders at Burke each fall. No pre-registration 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 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 1250 on SAT, and a 28 on the ACT. Such a minimum would be the expectation for an excellent ski-racer. 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 students use private tutors or small group classes. Integrated internet study via College Board/Khan Academy or simply purchasing books and other study materials from a local bookstore represent other, are less expensive options. We highly recommend that students make the commitment to study for standardized tests early and often and work with the academic staff to craft individual test-preparation plans during the 10<sup>th</sup> and 11<sup>th</sup> grade years.

## **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. Burke athletes typically 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 receive 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.

### **Physical Test Standards**

A commitment to physical fitness is an essential component of a student's enrollment at the School. In the first few days of school, Burke students participate in physical testing day. At this time, the student's relative strengths and weaknesses will be assessed so that individualized training programs can be created for the remainder of the fall if needed. Burke maintains minimum physical test standards and expects that students will endeavor to meet the minimum test standard set for their age group each fall. If students fall short of the standards, the athletic staff may prescribe remedial and/or additional physical training to help the students get to the minimum standard. In the event that a returning student's physical test scores demonstrate a clear lack of commitment or effort to meet the minimum standards, the Head of School, the student (if age appropriate), and his or her parents will discuss whether it makes sense for the student to continue at the school. If there is a disagreement, the School will decide, in its sole discretion, whether to allow the student to continue at the school.

**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 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 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.**

**Cut Resistant Leggings: All BMA athletes are required to wear cut resistant leggings that meet the European standard for cut resistance in textiles (EN388) at a minimum of level 2, but recommend level 4 or 5. The rating scale is 1-5 with 5 being the most resistant.**

**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; water bottles 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.

# **STUDENT HEALTH PROCEDURES**

## **Health Information Sharing**

Parents and students agree, as a condition of enrollment at BMA, to consent to the release of any of the student's health-related information, including information relating to drug treatment, testing, medical and mental health condition or records, to employees or agents of the school to meet the academic, social, medical and/or safety needs of the student and the community or the legal responsibilities of the school. Burke will maintain appropriate administrative, technical, and physical safeguards to protect the security of all health-related information within its care or custody. While it is the obligation of the school to safeguard student medical information, the school must also balance matters of privacy and confidentiality with safeguarding the interests and well-being of our students and our community. Thus, parents and students consent to allow employees and agents of the school who have a need to know to access medical and/or psychological information necessary to serve the best interests of the student and/or the community.

With regard to student illnesses, parents will not be routinely notified of minor illnesses. However, the school encourages students to discuss any illness or injury with their family, and it welcomes calls from concerned parents. In the event of a serious illness or injury, the school will make every reasonable effort to contact the student's family in a timely fashion.

## **Confidentiality**

Members of the school community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to the Head of School, appropriate administrators, outside professionals, law enforcement officers, parents/guardians and others when there is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about an individual's ability to function academically, emotionally, physically, and/or mentally within the school environment, or when legal requirements demand that confidential information be revealed.

**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. As mentioned in the Health Information Sharing policy, it is critical that we are aware of any existing or potential physical problems that will require individualized attention and care.

**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.

**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.

**Illness:** 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 overtired 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 away. The dorm parent will update the student's status in Reach Boarding to "in-dorm-sick" then the student should make arrangements to be seen at the school Health Center. The Health Center will be responsible for setting up necessary appointments and the person on duty that day will be responsible for transporting the student. The student's parents will be contacted promptly. Basic first aid supplies are available in the Health Center 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 or the Health center so that proper health care is received. Please contact the Health Center if you are concerned with your child's health or question whether they have communicated such concerns. In many cases, we find that students are more comfortable recuperating at home, and request that local parents house students under these circumstances when possible.

**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.

**Injury Procedures:** 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.

**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 beginning of the school year evaluation.**

**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.

### **Communicable Illness**

The school may exclude from school any student who has a communicable illness or has been exposed to an infected person if the school determines, in its sole discretion, that such exclusion is appropriate for the welfare of the student who is excluded from school and/or the welfare of other students or employees at the School. In reaching the decision to exclude a student from the school, the school may consult with appropriate medical professionals and/or the Vermont Department of Public Health. Students may return to campus if they have been immunized or have cleared the illness.

Parents are asked to provide the school with immunization information to comply with state immunization laws.

If and when appropriate, the school will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the school may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. Of course, we encourage all parents and guardians to contact their own medical professionals with any questions or concerns about communicable illnesses or immunization issues.

### **Food Allergies**

Our goals are to provide a safe and respectful environment for all students, to educate the school community about the nature of food allergies, and to provide support and encouragement as our students develop good decision-making skills and learn the critical lessons of managing their allergies. We hope to foster self-confidence, self-respect, and self-advocacy in our students, and to support families as they help students learn to appropriately manage their allergies. For students without allergies, our goals are to increase their awareness of food allergies, and to encourage the development of empathy and the skills needed for them to become supportive allies for their peers. As a school, we strive to help our students graduate with the skills and confidence to advocate for their own and others' health and physical safety. Please note that BMA is not a nut-free environment.

The school is committed to providing a safe and inclusive environment for all students. Parents of students who have severe allergies with the potential for developing anaphylaxis must meet with the

School Nurse to develop an Action Plan *prior to the start of the school year*. This plan must be reviewed prior to the start of each school year.

### **Medical Leave**

A student may take a medical leave in the case of serious illness, bodily injury, or mental health condition, as determined by objective medical evaluation. A student's family may request such a leave at the recommendation of medical professionals. Additionally, if in the school's judgment, a student is exhibiting symptoms that make the student unable to participate in required academic or athletic activities without imposing an undue burden on the school's resources, the school may recommend that the student be evaluated and subsequently placed on a medical leave.

Decisions about granting or requiring a medical leave, or reinstating a student who has been on leave, rest with the senior administrators, the school nurse, and the school counselor; they will be guided by the principal goal of a medical leave: to give the student the opportunity to regain health and thereby function consistently, productively, and safely at the school. In the absence of a treatment plan that meets these needs, in the view of school personnel, the school may require a student to withdraw.

Prior to a medical leave, plans should be in place for the student's return to the school. While a student on leave is excused from attending class, every effort should be made to keep as current as possible with school assignments (understanding that doing so may not always be possible). While the school will strive to minimize academic disruption, the school may require that a course be dropped and re-taken.

To return from a medical leave, a student must provide a thorough, written professional evaluation of the student's current medical or mental health condition from the treating physician or other health professional responsible for the student's care. The school's decision about reinstatement will depend on its confidence that the student will be able to participate in school life without unduly taxing the school's support resources.

### **Asbestos Hazard Emergency Response Act**

This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act). Asbestos Management Plans have been developed for the School. These plans are available and accessible to the public at the School's Physical Plant Office.

This notification is required by law and should not be construed to indicate the existence of any hazardous conditions in our school buildings.

## **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 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 are 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. Day students are expected to complete dining hall duty for any meal they attend.

**DRIVING AND DROP OFF:** Day students are not permitted to come and go 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 multiple 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 via Reach Boarding by the following people: the dorm parent(s) in the dorm they will 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 (6:00 pm) 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.

**COVID-19-** All day student procedures are subject to change to COVID-19 procedures during the COVID-19 pandemic.

## **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. For more information, please see Guide to Philosophy and Community Values.

- **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 report when the physical health, psychological growth and development or welfare of a child under the age of 18 is harmed or is at substantial risk of harm by the acts or omissions of his or her parent or other person responsible for the child's welfare. A child who is sexually abused or at substantial risk of sexual abuse must also be reported. We ask that families understand that any mandated reporter who reasonably suspects child abuse or neglect must report to the Vermont Department for Children and Families ("DCF") within 24 hours of the time the information was first received or observed by the reporter.

Given its partnership with the U.S. Ski and Snowboarding Association ("USSA"), under the SafeSport Act, BMA must also report any employee who engages in sexual misconduct toward a student to both DCF and the SafeSport Office in Colorado. The SafeSport Act defines "sexual misconduct" broadly, to include "intimate relationships" that encompass inappropriate emotional connections with students (also known as "grooming" behavior).

The Head of School (or designee) will review the situation and may consult with the school's physician or mental health consultant, and, if appropriate, the student's family. If appropriate, legal counsel and/or a consultant specializing in the care and protection of children may be involved in these reviews. The confidentiality of the student and his or her family will be protected to the extent appropriate. Please see the section on Hazing, Harassment, and Bullying Prevention and Intervention for a discussion of reporting concerns related to such misconduct.

## **DORM LIFE**

### **Dorm return and check-in:**

All students are required to be in their dorm at 9:30 pm Sunday through Thursday. All dorms will be quiet after 10:00 pm. Dorm return for the fall and spring will be 10:30 pm on Friday and Saturday night. During the competition season, dorm return will be at 10:00 pm 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 10:00 pm.

**COVID-19-** All dorm return and check-in procedures are subject to change to COVID-19 procedures during the COVID-19 pandemic.

## 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 it is 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, so students should be mindful to remain quiet if a roommate needs more sleep.

**Room Assignments:** 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 area shops where you can purchase 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). We highly discourage use of cell phone as alarm clock.
4. Sleeping bag and 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 the bike 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, water bottles and bottle cages on your bike or a Camelbak.
9. School supplies, such as binders, loose-leaf note paper, notebooks, pens, pencils – we have a limited supply in the school store, but often students have specific methods that work for them. Bring what works for you.
10. Laptop Computers are required with updated anti-virus software installed.
11. Cell phone required.

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 cold and inclement side.

Dorm Clean: 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 will be every Monday from 7 to 7:30 p.m. A list of jobs and the expectations for each job will be posted in the dorms, and each student will rotate through all of these jobs throughout the school year. All students and dorm staff are required to be on time and in their dorms for dorm clean. For the remainder of the week, all students are expected to keep their rooms and the common areas tidy.

**COVID-19-** All dorm clean procedures are subject to change to COVID-19 procedures during the COVID-19 pandemic.

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 are in charge. Students should realize that 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 (in the school's sole discretion); 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!

Lost or Stolen Items: While the school does what it can to ensure the security and safety of student possessions, damaged or missing possessions are ultimately the responsibility of the student and their family. Damage or loss will therefore be covered under the family's homeowner's insurance. It is highly recommended that families consider this responsibility in establishing a policy and an appropriate deductible.

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, coffee makers 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 Student Health Procedures) If you are too ill for training or classes, you or your roommate must report to your dorm parent before breakfast. After checking in with the dorm parent students should make arrangements to be seen at the Health Center if necessary. Students recovering from an illness or injury are responsible for their rehabilitation or rest, with guidance from the staff. Students are reminded not to neglect the proper habits of good rest, diet, and rehabilitation. All doctor appointments will be made by the Health Center only.

Travel away from Burke: BMA uses REACH Boarding software and related mobile applications to track students arriving and departing from campus. The software is an important part of ensuring that student whereabouts are accounted for as well as adherence to the campus safety plan. Any time a student is leaving campus while school is in session, with the exception of school related trips, camps, activities or travel relating to ski races where BMA is providing the transportation, the student is responsible for using the REACH platform for requesting permission to leave campus. REACH will initiate a series of approval steps that will allow for school administration and parents to approve the student's requested departure. Parents cannot supersede the protocol for requested leave nor will phone calls, emails, texts or other forms of communication be accepted for requests to leave campus.

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. A staff member must be told where you will be and you must check in with a dorm parent upon return to the dorm.

Stereos: Stereos and headphones may be used only between 6:45 am and the beginning of classes and from the end of class to 7:00 pm. 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**

A student may not buy, sell, possess, or use alcohol or other unauthorized drugs or substances, including tobacco and tobacco-related products (including e-cigarettes and juuls), and/or any paraphernalia associated with the use of illegal drugs and may not intentionally misuse products that can act as inhalants, while enrolled at the School. Students are prohibited from using medications, both prescription and over-the-counter, in any manner other than as prescribed or intended by the manufacturer.

### **Seeking Help**

In the alcohol and substance use and abuse context, the school community encourages students to seek advice from adults. The faculty endeavors to foster an atmosphere of trust on campus and views student-faculty conversations as vital to that effort. Students should seek guidance from adults whose judgment they trust and respect. The school believes that students and faculty should be guided by their obligation to and respect for other members of the community in seeking the best possible help for themselves and others. Students and faculty should inform themselves fully about this policy and should make certain they understand the options contained in it.

In a non-disciplinary situation (one in which school rules are not currently being broken and no disciplinary investigation is underway), a student may request a non-disciplinary response so that he or she may seek guidance from a faculty member in order to resolve a problem. A student may disclose a past violation of a school rule, including use of alcohol or other drugs, during such a discussion. School disciplinary consequences will generally not result from that conversation. The law requires notification of state authorities in specific cases, including those involving child abuse or neglect. In order to help a particular student obtain guidance in a non-disciplinary situation, a faculty member may initiate a conversation about a concern with a student and offer a non-disciplinary response. A student thus approached is under no obligation to offer information to the faculty member.

In a discipline case, there may be reasons for medical concern about a student who is involved in the disciplinary incident but who was not observed by a faculty member. (The term “faculty member” is here understood to include adults to whom supervision of School students has been assigned.) Information obtained from other students may be used to help such a student or students receive medical care. Students who receive such care will generally be offered assistance without disciplinary consequence, and their parents and advisers will usually be contacted. Students whose violation of school rules was discovered by a faculty member and who provide information in order to help other students will not be exempt from disciplinary consequences that arise from their own participation in the disciplinary incident.

A student may disclose to a faculty member information about an episode of drug or alcohol violation currently underway, involving him or herself or other students. No disciplinary consequences will result from that conversation, unless a faculty member has already observed or

has obtained material evidence of a violation. The student or students involved will be referred to medical care. Parents and advisers will generally be contacted.

Students should be aware that the law may require notification of state and local authorities in specific cases, including those involving child abuse and neglect, even when the school offers a non-disciplinary response. Students may be subject to law enforcement investigation and response.

## **Social Media**

The school understands the desire of students to access and use social networking websites, blogs, chat rooms, apps, and other online resources or websites (collectively referred to as “Social Media”). Whether or not a student chooses to use Social Media is a decision the student should make in consultation with the student’s parents. However, to the extent that students, parents or members of the school community represent the school to each other and to the wider community, participation in such Social Media should be done responsibly with a mind toward how both the forum where one chooses to participate and the content posted reflect on that person individually and on the school. Moreover, issues concerning respect for the privacy of students, copyrights, trademarks, and confidentiality of sensitive information are all important to understand before participating in Social Media. With the foregoing in mind, the school encourages students and parents to create an atmosphere of trust and individual accountability when accessing Social Media and the school’s network. Students are expected to comply with the policies outlined in the school’s Hazing, Harassment, and Bullying Prevention and Intervention, Sexting, and Acceptable Use policies regardless of whether they are using school-provided equipment or their own personal devices when using Social Media.

## **Hazing, Harassment, and Bullying Prevention and Intervention**

It is the policy of Burke Mountain Academy to provide a safe, orderly, civil and positive learning environment. Hazing, harassment, and bullying have no place in BMA and will not be tolerated. The following policy and procedures to prohibit these types of misconduct help to 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. It is not a defense in that the person against whom the hazing was directed consented to or acquiesced in the hazing activity.

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, 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.

It is unlawful to engage in hazing; solicit, direct, aid, or attempt to aid, or abet another person engaged in hazing; or knowingly fail to take reasonable measure within the scope of the person's authority to prevent 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, including an act conducted by electronic means (including via social media), directed against a student by another student or group of students, which is severe or 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, before or after the school day in a school vehicle or at a school-sponsored activity, or does not occur during the school day on school property, on a school bus, or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

3. ***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, gender identity, 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:

- A. 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.
- B. 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.
- C. 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, gender identity, 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.

## **Legal Definitions and School Policies**

In accordance with the school's mission, values, and standards of conduct, the school has supplemented certain definitions and concepts provided by law in an effort to articulate the school's philosophy toward addressing disrespectful and harmful misconduct. In essence, the school's standards may be stricter than the law and the school may impose discipline accordingly. For example, although the law defines "bullying" as the "repeated use" of certain expressions, acts, and/or gestures, the school may impose disciplinary measures and other corrective action in a case of a single expression, act or gesture, if the school determines that it is of sufficient severity. The school's efforts to enhance its protection of students in no way expands an individual's rights under the law.

### Reporting Hazing, Harassment, and Bullying

Any individual who believes that he or she has been harassed, bullied, or hazed, or who witnesses or knows of a student who has been should promptly report the harassment to Willy Booker, Head of School of BMA, or Elizabeth Duffy, Director of Residential Life.

### 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 hazing, harassment, or bullying in good faith or cooperating in any investigation or disciplinary proceeding regarding a report of harassment. Retaliation may include behaviors such as being ostracized, having rumors or misinformation spread about the reporter, or the reporter being given extra cleaning or other onerous student life assignments, within the purview of student leaders to assign.

### Investigation

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. These complaints will be investigated and the Head of School will determine disciplinary action that is appropriate to the incident. As indicated in the Discipline Section of this Handbook, students are expected to cooperate with any investigation. In some circumstances, the school is required by law to report incidents of harassment, hazing, and bullying to state officials or law enforcement.

### 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**

Adolescence is a time of enormous physical and emotional development surrounding sexuality. We want all of our students to develop the healthy foundations - emotional and physical - that will enable them to have healthy sexual lives as adults. While we support close personal relationships, a high level of consideration for the feelings of others in this community and of public space is of utmost importance. To these ends, students are expected to refrain from sexual intimacy (involving opposite sex or same sex partners) as it is inappropriate in our school setting; it can put students at risk for pregnancy, paternity, and/or sexually transmitted diseases and can cause students emotional distress and detract from their educational focus.

Students found engaging in sexual intimacy will be subject to a disciplinary process and their parents will be contacted. Disregard of the school's sexuality policy may be grounds for dismissal.

**Bystander responsibilities:** The school expects that any student who is present, witnesses or has knowledge that sexual misconduct is occurring or has occurred, will take reasonable steps to stop any sexual assault or misconduct from occurring or prevent it from going any further. Students are expected to report knowledge of any sexual assault or misconduct to a responsible adult at the school. Every effort will be made to maintain confidentiality.

It is important to note that some sexually intimate behaviors violate state laws and school personnel are required to report such instances to state or local authorities. Students should note that the age of consent in Vermont is 16, unless both people are between the ages of 15 and 19. A person under the age of 15 can never consent to sex. (13 VSA 3252).

**Consent:** If students choose to engage in sexual activity, each person involved must verbally communicate consent clearly and voluntarily at every stage of a sexual encounter. They must understand and abide by the rules of consent which includes:

- Consent cannot be inferred by silence or the absence of "no." Clear verbal consent, given through affirmative words, is necessary.
- Consent to some sexual acts does not imply consent to others, nor does past consent to a given act imply present or future consent. Consent must be ongoing and can be revoked at any time.
- Consent obtained by threat, coercion, or force does not constitute consent.

- Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated, whether due to alcohol, drugs, or some other condition.

**Sexual misconduct:** Sexual misconduct is corrosive to the community. Sexual misconduct is a broad term that encompasses unwelcome behavior of a sexual nature that is committed without consent or by force, intimidation, coercion or manipulation. Sexual misconduct can be committed by a person of any gender, and it can occur between people of the same gender or different gender. Any sexual misconduct which endangers the health or wellbeing of another student may result in dismissal. Examples of sexual misconduct include:

- **Sexual Assault:** Non-consensual sexual intercourse or contact
- **Sexual exploitation:** Taking non-consensual sexual advantage over another, including secret videotaping, sharing private nude pictures with third parties, knowingly exposing another to an STD
- **Dating violence:** Violence by a person who has been in intimate or romantic relationship with the victim
- **Stalking:** Course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or suffer substantial emotional distress
- **Sexual Harassment:** unwelcome conduct or behavior that is personally offensive or threatening and that has the effect of impairing morale, interfering with a student (or employee's) work or school performance, or creating an intimidating, hostile or offensive school environment. Examples include offensive sexual language or jokes, or gestures of a sexual nature.
- **Retaliation:** intimidation, threats or other adverse action against any victim of sexual misconduct, or any person reporting or participating in investigation involving complaint of sexual misconduct or sexual harassment

Because of the professional responsibility of our faculty and staff to our students, any intimate, romantic, or sexual relationship between an employee and student will be grounds for immediate termination of employment by the adult involved and a report to legal authorities.

Unwanted sexual advances will lead to investigation, in most cases, done by the Director of Residential Life and the Head of School. The School is required by Vermont Statute to report sexual activity between a person over 18 years old and a person under 16 years old, or any sexual conduct with a minor under the age of 15.

The school reserves the right to retain or dismiss a student no matter the legal decision by the state.

**Where to go for help:** Students are encouraged to speak with a school counselor, health educator or the school nurse if they have questions about sexual behaviors and/or sexual health. Students are encouraged to seek help immediately from a trusted adult, dean, counsel, administrator or adviser in the event they are victims of sexual violence or misconduct. The school can assist a student to obtain emergency medical care. Of course, any student in an emergency should immediately call 911.

**Sanctuary:** To encourage reports to the school regarding sexual misconduct, the School will not discipline student victims of sexual misconduct, or bystanders who provide information in order to help student victims, for violations of school rules that may have taken place at the time of the sexual misconduct they are reporting.

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 students permitted to spend the night in any dorm room other than the one that they have been assigned to.

## **Sexting**

Students should be aware that taking, sending, receiving or forwarding sexually explicit messages, photos or images via a computer, digital device or cell phone (commonly known as “sexting”) may subject a student to criminal charges under federal law and other penalties under state law, especially for repeated offenses. The types of crimes that can be implicated include child pornography, obscenity laws, violation of privacy, endangering the welfare of a child and nonconsensual dissemination of sexual images (when the person is age 18 or older).

Any student with questions or concerns about sexting, such as being the unwitting recipient of a sexual image, should speak with the Head of School or other school administrator.

## **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! Boarding student permission to drive home for school breaks will be granted only via REACH Boarding.

Students may ride with brothers, sisters, college age relatives, and Burke alumni **only** with permission obtained from school administration through REACH Boarding.

Subject to the limitations described below, 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 GTC parking lot.

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

- A. **No** boarding students may ride with a day student, unless appropriate permission has been sought and granted via REACH Boarding.
- B. Day students will leave their cars in the GTC parking lot during class and training hours.
- C. Use of day student vehicles for BMA transportation is not permitted.

Eating Out: Dining out will be limited to Friday and Saturday nights. Permission is required to eat out at any restaurant off campus. Students must request and obtain advanced permission via REACH Boarding.

**COVID-19-** Dining out policy is subject to change to COVID-19 procedures during the COVID-19 pandemic.

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.

**International Students:** Students enrolled at the school from countries outside of the United States are required to ensure that their visas, health insurance coverage, and all other requirements applicable to domestic students (including vaccinations and completion of all enrollment and orientation forms) are in order prior to arriving on campus at the beginning of the school year. International students are also responsible for ensuring that their travel arrangements coincide with the school calendar. The school is not responsible for housing international students outside of the published school calendar.

**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.

**Non-Violence Policy:** Students must never resort to physical confrontation to resolve their differences. Fighting for any reason will not be tolerated. Fighting includes (without implied limitation) the throwing of punches or a serious physical struggle. Likewise, threatening another will not be tolerated. Threatening includes any behavior which purposely places or attempts to place another in fear of imminent bodily injury or physical contact.

The possession of a weapon or other dangerous object in the school building or on school property, school buses, or at school functions is prohibited. Dangerous objects include without implied limitation items such as guns (air guns, bb guns, etc.) firearms, bows and arrows, slingshots, explosive devices, knives, slingshots, pepper spray, and chemical sprays.

**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.

**Students Age 18 and Older:** Some students enrolled at the school will reach the age of 18 before graduation. In Vermont, 18 is the age of majority, which means that legally, an 18 year old student is able to enter into contractual obligations (and is required to abide by those obligations). As a condition of continued enrollment, students and/or parent(s) or guardian(s) will be asked to agree that when any student turns 18 while enrolled at the school, the school shall continue to have the

right to communicate with his or her parent(s) or guardian(s) about a variety of topics regarding the student including, but not limited to, academics, conduct and discipline, medical and mental health, or financial matters, or any issue whatsoever that the school deems necessary. Once the student turns 18, the student and parent(s) or guardian(s) will receive a reminder about this obligation. If a student refuses to confirm these conditions of enrollment in writing, the student may be asked to withdraw.

Student Media Information: The school makes a concerted effort to highlight the accomplishments of our students and faculty, as well as to publicize the strength of the entire program offered by the school, in a variety of media formats. Student Media Information—including student names, photographic images (for example, portrait, picture, video, or other reproductions), audio recordings of students' voices, video recordings of students and/or reproductions of students' work and likenesses—may be used for educational and/or promotional purposes in print and electronic media. Outlets for publication of Student Media Information may include, but not be limited to, the school magazine, marketing materials, the school website, newsletters, and local newspapers. The school adheres to the following general guidelines when using Student Media Information:

- Photographs or references to Student Media Information in traditional, print publications, such as our yearbook and school publications, may include the first and/or last names of students and community members.
- Photographs or references to Student Media Information on the public portion of our website will not include last names.
- The school will not post student names on social media websites.

Parents are asked to contact the school if they would like to opt out of the use of Student Media Information.

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. Please see the Acceptable Use Policy for more details on how to use technology while enrolled at the school.

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.**

## **E-Team**

The Burke Mountain Academy E-Team offers qualified athletes an opportunity to continue to pursue their ski racing dreams post high school in a focused, structured and supportive environment. The program is designed to support top emerging national team prospects who need additional time to develop their profile and the skill necessary to qualify for National Team recognition or elite NCAA competition as a step on that path. Acceptance and retention standards are rigorous, and based on race results, achievement of physical standards as well as displayed commitment and character. Only the most dedicated individuals are encouraged to apply.

BMA is committing to operate this program for a highly selective group of individuals who are committed to exhausting every possibility to achieve their athletic goals. For the most qualified individuals, BMA will waive the tuition fees for the program entirely. As members of the broader BMA community, the E-Team participants are expected to be the standard bearer for excellence at Burke. The facilities and resources that are funded in large part by the undergraduate (8-12 graders) families will be leveraged in conjunction with donations from BMA and US ski racing supporters to effectively subsidize the E-Team so that these individuals can continue to pursue high level athletics without cost becoming a prohibitive variable. In exchange for the unprecedented level of support, the E-Team athletes will be expected to be a “guiding light” for the undergraduates at BMA both indirectly as role models and directly as assigned mentors or assistant trainers on campus. The program will be designed to facilitate enough structure and oversight to ensure a positive culture yet recognize the appropriate freedom for young adults who have graduated from high school. Our aim is to provide a platform for continued personal growth in a healthy environment that fosters a high degree of personal responsibility coupled with intensive athletic programming.

### **PROGRAM RULES AND GUIDELINES**

1. All E-Team athletes are expected to adhere to the policies and procedures outlined in this Handbook, including the BMA Honor Code, and commit to leading an existence consistent with dedication to the highest possible level of athletic achievement. Please see the policy on Students Over Age 18 on page 35. The limited exceptions to those requirements are outlined below.
2. As a reminder, no drugs, alcohol, tobacco, vaping etc. permissible at any time.
3. E-Team athletes are expected to be active leaders in the BMA community at all times and must participate in a formalized mentorship or training program: a. RBC assistant (assist HP staff in organizing and conducting strength and conditioning training for underclassmen.) b. GTC Assistant: Assist GTC technician in ski preparation and training for underclassmen. c. JR Program Coaching d. Teaching assistants / tutoring / study hall proctoring
4. Dorm Responsibilities: a. E-Team participants have their own dorm facilities and are expected to maintain it in a clean and presentable manner at all times. b. There are no Dorm Checks for E-Team participants and they may come and go from the campus without checking in or out (no Reach Boarding.)
5. E-Team athletes are allowed to have a car on campus but may not offer rides to BMA students at any time.

6. E-Team athletes are welcome on campus but are not permitted in the undergraduate dorm. Conversely, BMA undergraduates are not permitted to visit the E-Team residence.

## **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, 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 in which to train and study. Consequences of misconduct (and/or attempting misconduct) applicable to all students are detailed below. Students who choose to remain present when other students are engaging in misconduct may be subject to disciplinary action.

The school may, in its sole discretion, contact parents to address both minor and more serious instances of misconduct, at any stage of the discipline process. Students and parents understand and accept that a student may be required to go on an Administrative Leave such as during the pendency of an investigation. Administrative Leave is considered a non-disciplinary leave and should not be considered a conclusion by the school of any wrongdoing. During Administrative Leave, the school will work with students to continue their educational experience to the extent possible such as through tutoring, online learning and other methods.

Minor offenses are treated on campus through a variety of duties and restrictions. Each staff member will determine, with consultation as necessary, the appropriate action to be taken.

Major offenses may result in suspension or dismissal after a thorough examination and discussion of the infraction in a disciplinary committee hearing. The Director of Residential Life OR a staff member 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, but are not limited to, the following:

- Inappropriate student behavior in relation to other students, including bullying, hazing, harassment, and/or sexual assault
- Improper sexual conduct;
- Threat or use of physical violence;
- 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

### **Flexibility to Deviate from Disciplinary Committee Process**

The Head of School makes all final decisions regarding serious cases of discipline. When deemed necessary by the Head of School, the student may not be required to appear before the disciplinary committee; rather, the case will be reviewed by the Head of School in consultation with such other

administrators as the Head of School deems appropriate. On these occasions, these administrators will review the situation, and any interviews with the appropriate students and faculty involved in the situation and conduct such other inquiry and review as may be deemed necessary by them before making a decision about appropriate responsive or disciplinary action.

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. If and when violations occur, they will be dealt with in the appropriate manner.

### **Behavioral Expectations While Away From School**

Students should be aware that they represent the school community at all times, both on and away from campus. While it is not the school's intention to monitor students in all of their off-campus activities, the school may take disciplinary action, including suspension or expulsion, in response to inappropriate conduct occurring outside of campus.

### **Parent Involvement**

Disciplinary matters and student issues are handled directly by teachers, administrators, and appropriate staff. If a student is having an issue with another student, parents should not attempt to deal with the other student directly about that matter. Doing so may put a student in an intimidating situation and is best resolved, when appropriate, through a school administrator. Please speak to the appropriate school administrator for guidance with respect to any questions about contacting another student or parent about a school-related matter.

### **Disclosure to Colleges**

For students who have applied to colleges via the Common Application, they are "expected to immediately notify the institutions to which they are applying [or have already applied] should there be any changes to the information requested in this application, including disciplinary history."

The student should work closely with the college counselors to ensure that both are responding in a consistent and thoughtful manner. If a student's disciplinary status changes after the filing of college applications, the student and counselor are obligated to inform all schools to which an application has previously been submitted or the school at which the student has submitted an enrollment deposit.

The student and the college counselor are expected to notify colleges within two weeks from the date of the change in status. This policy is in compliance with the National Association for College Admission Counseling's Statement of Principles of Good Practice.

### **Other Disciplinary Responses**

Depending on the circumstances, other disciplinary or non-disciplinary responses may be required such as community service, counseling, research and essay writing, alcohol or drug assessment or testing, restitution, or whatever other disciplinary or responsive action the Head of School or designee may determine to be appropriate under the circumstances.

### **Cooperation with Investigations**

Students are expected to cooperate in investigations. Students are expected to be honest, but honesty is not necessarily a mitigating factor and students' own statements may be used against them. Failure to cooperate with an investigation may be cause for disciplinary action. If a student refuses to participate or cooperate at any stage of an investigation for whatever reason including, but not limited to, pending criminal charges, the school reserves the right to take action, including proceeding without a statement from the student, or to require the student to withdraw from school.

### **Publicizing Disciplinary Responses**

The entire school may be informed about any aspect of a disciplinary matter when, in the sole judgment of the Head of School, it is deemed appropriate to help further the educational or learning experience of the school community.

### **Reapplication**

After dismissal or withdrawal from the school, students may apply for readmission. Normally readmission is considered only after a six month period of time and the student has demonstrated significant growth. Readmission is not guaranteed.

### **Withdrawal**

If parents decide to withdraw a student for any reason, they must notify the Head of School in writing of their decision. The official date of withdrawal will be the date of written notification or the date the student actually departs from the school, whichever comes later. A withdrawn student may not return to campus until after all current students have graduated, except by permission of the Head of School.

# 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 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, and comply with all policies in this Handbook, including the Hazing, Harassment and Bullying Prevention and Intervention and Social Media policies.

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). These policies also apply when students are off campus using personal equipment and networks, as long as they are enrolled at the school. The school may monitor the activity and contents (including e-mail) of computers on campus and/or connected to the school's network, to ensure student safety and that the guidelines are being followed. The School expects students and parents to adhere to the following guidelines. The examples below are just examples and are not an all-inclusive list of requirements and possibilities.

- Interfering with the normal operation of the network is prohibited.
- Use of another person's access code 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.
- Students may not be "friends" with, or otherwise connected to, any school employee on any social networking site or app unless the connection is for educational or extra-curricular purposes associated with the school. If a student is contacted by a school employee via non-school channels for non-educational purposes, the student should immediately notify an advisor or other trusted adult at the school.

**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 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 the van schedule.

**AIRPORTS:** We provide transportation to the **Manchester, NH and Burlington, VT airports.** If using the **Boston-Logan Airport**, plan to purchase a bus ticket to/from Lebanon, NH, and we will arrange transportation at the listed times.

**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 (MHT) / Burlington, VT (BTV)  
Leaves BMA: 8:30 AM

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

(After class travel days, vans depart 1:00 PM)

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

**From** Manchester NH (MHT) / Burlington, VT (BTV)  
Pick-up: 4:30 PM – 6:00 PM

**From** Lebanon/White River Jct  
Pick-up: 6:15 – 8:15 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 countersigned 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. These items can be paid upfront or will be billed to the student account. An itemized billing statement will be sent home around the 1<sup>st</sup> of each month.

**Campus Store:** Burke operates a "campus store". When found more convenient, coaches or teachers will purchase items on the behalf of a student for things they need or have requested. These items range from ski equipment to class textbooks, and are billed back to the student(s) at the same cost of purchase for BMA. An itemized billing statement will be sent home around the 1<sup>st</sup> of each month.

**Credit Card Usage:** The school will accept credit card payments for all invoices below \$1,000. Each electronic invoice under \$1,000 will show the option to use a credit card or bank transfer. If an invoice is over \$1,000, credit card use is still accepted, however 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 generally 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.

**Camps, Projects, Race Series:** For BMA operated camps and projects as well as race series where BMA is organizing transportation and lodging all expenses must be paid in advance of departure.

**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. We will charge a 3% fee on credit card transactions. 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. **To assist in the prompt collection of tuition payment, we have registered with a tuition management system wherein families may set up a payment schedule to structure their payments. Families may opt out of this tuition management system if they are willing to commit to paying tuition up front and in its entirety by July 1st.**

**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 Director of Enrollment. 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.

## **PARENT INVOLVEMENT**

### Current Family Contact Information

Parents are expected to keep the school informed of contact information for emergency situations. If a parent is going to be away from home for an extended length of time, please leave a forwarding address and telephone number where the parent can be reached, as well as information regarding who will be responsible for the student and how they may be reached in case of illness or other emergency.

### Multiple Households

In order for the school to most effectively communicate with parents and support each student, it is important for teachers and administrators to be aware of students who spend time in multiple households. Please be sure to communicate to the school about primary caregivers in the event of an emergency, and whether special co-parenting arrangements exist. If there are court-ordered guidelines regarding visitations, picking up a student from school, parent involvement in field trips or other issues, please include the School in the communication loop. These situations can be stressful for parents and confusing for students, and assistance in minimizing the school's phone calls for clarification is very important. Unless otherwise specified, each parent for whom the school has current contact information will receive a copy of the student's report card as well as other informational mailings and electronic communications during the year.

### Re-Enrollment

Re-enrollment at the school is not automatic. A student is promoted to the next grade when the student has satisfactorily met the expectations of his current grade, when the school feels it can continue to meet the student's needs, and when the behavior and comportsment of the student and family are consistent with the school's policies.

After the spring grading period, the faculty may review the academic and citizenship standing of all students. At this time, students who are on Academic Probation, who have violated the School's Honor Code, who are on Disciplinary Probation and/or who, in the opinion of the school, are not living up to the standards of the school community, may have their enrollment contract for the following school year withheld until the end-of-year review.

The Head of School or his designee reviews the academic and behavioral records of students at the end of each school year. A decision to re-enroll a student and to subsequently forward a re-enrollment contract to the parents is based upon a student's academic record, athletic achievement, effort, attitude and behavior throughout the prior year, and upon the willingness of the parents to accept and exemplify their responsibility in the partnership of education. On occasion, re-enrollment contracts are held until later (usually April or May) when the school decides that an appropriate decision about placement can be made, or are not extended at all, if the school determines that such a recommendation is in the best interest of the student and/or the school community. The head of school, in his sole discretion, makes the final decision as to whether a student will be invited to return for another year.

This difficult conclusion is only reached after careful consideration. While parents are obviously involved in this process, the school will make the ultimate decision, and will assist, if possible, in the process of locating an appropriate alternative school.

## **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 \$10,000 per student. 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 of each year. Payments in full or on a monthly basis 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 in the fall and have their commitment by December 1<sup>st</sup>. For those that prefer installment payments, 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. Gifts of in kind donations received in the past have included 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.

# **BURKE MOUNTAIN ACADEMY COVID-19 HANDBOOK ADDENDUM**

**Effective August 10, 2020**

In light of the COVID-19 epidemic and Burke Mountain Academy's (the "School") commitment to the safety and well-being of its students, faculty, staff, and other members of the community, the School has created this COVID-19 Addendum to the Handbook.

This Addendum includes policies that are intended to be temporary, because we are hopeful that once the pandemic runs its course, we will be able to return to a campus environment that will not necessitate these policies. That said, we are unable to predict how long these policies will be in effect. As with other policies in the Handbook, the School reserves the right to amend or remove these policies as circumstances warrant.

As a reminder, even if the School transitions to a remote learning environment, our Handbook policies that cover how students behave toward each other, faculty, and staff are still in effect. Bullying, hazing, harassment, sexual harassment and misconduct and other behaviors prohibited by the School are still against the rules, even in a cyber environment. In particular, adhering to the School's responsible use of technology policy is as important as ever. While it is not the school's intention to monitor students in all of their off-campus activities, the school may take disciplinary action, including suspension or expulsion, in response to inappropriate conduct occurring outside of campus as long as the student is enrolled in the school.

Above all else, the School is grateful for the cooperation and collaboration of all of our families during these unprecedented times. Together, we will do our best to maintain our strong sense of community, whether we are working on or off campus to educate our students.

## **I. Immunizations and Communicable Illness**

### Immunizations

In accordance with Vermont law, the School requires all students to provide proof of up-to-date immunizations or a certificate of exemption before attending school. Proof of immunization should be provided on a form signed by a licensed healthcare provider. A student with a qualified religious, personal, or medical exemption must provide the School with an exemption form, pursuant to state law. A medical exemption must be signed by a licensed healthcare provider, attesting that the student is exempt from a specific vaccine(s) because of medical reasons. A religious or personal exemption must be signed by the student's parent or guardian (and by students age 18 and older), attesting that immunization conflicts with the tenets of their religious beliefs. Students who do not provide proof of up-to-date immunizations or qualify for an exemption will not be permitted to attend the School or participate in any school activities.

Students who are exempt from the state's immunization requirements may be prohibited from attending school and participating in school activities in the event of an outbreak of a vaccine-preventable disease. Students excluded from the School for this reason will not be permitted to return until (1) the danger of the outbreak has passed; (2) the student becomes ill with the disease and completely recovers; or (3) the student is immunized.

In determining whether there is an outbreak of a vaccine-preventable disease, the School may consult with appropriate medical professionals and/or the Vermont Department of Health. The school may exclude from school any student who has a communicable illness or has been exposed to an infected person if the school determines, in its sole discretion, that such exclusion is appropriate for the welfare of the student who is excluded from school and/or the welfare of other students or employees at the school. In reaching the decision to exclude a student from the school, the school may consult with appropriate medical professionals, including the Centers for Disease Control and Prevention (CDC), and the state's Department of Public Health.

### COVID-19

The School expects that students and their families will cooperate with the school in following recommended protocols aimed at preventing the spread of the coronavirus, until such time as a vaccine is available. Please note that the School follows guidelines established by Vermont's Department of Public Health and the CDC, which are frequently updated. In addition, families should frequently check the [School's website](#) for updates tailored to our campus community.

For day students, we ask that if your child or a member of your household experiences any COVID-19 symptoms, including cough, shortness of breath or difficulty breathing, nasal congestion, fatigue, fever, chills, muscle aches, headaches, sore throat, nausea or vomiting, diarrhea, and/or loss of taste or smell, that you and your child remain off campus until the symptoms have abated and you are provided clearance by a medical professional that you or your child are no longer contagious. Should boarding students experience any COVID-19 symptoms, they will be isolated in the Health Center or in another private space on campus until a diagnosis can be confirmed. If treatment for COVID-19 is necessary, the student will be cared for in isolation at school or returned home, if feasible.

### Health And Safety Communications Regarding Communicable Illnesses

If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the school may provide families with information about the nature and spread of communicable illnesses, including COVID-19, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. The School will also comply with any reporting directives issued by our state's Department of Public Health. Of course, we encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

## **II. Protocols for On Campus Learning**

These protocols and policies are established to support the School's efforts to maintain a safe and healthy campus environment.

- Social distancing – maintain six feet between students and others when possible
- Wearing masks or face coverings – when social distancing is not possible or when around a community member who is at elevated risk, community members should wear a cloth face covering in accordance with Vermont State Law effective August 1, 2020.

- Hand washing or sanitizing – frequently throughout the day, and upon return to your living quarters
- Testing- Students, faculty and staff may be subject to periodic COVID-19 testing
- Screening - Students, faculty and staff may be subject to screening protocols
- Contact Tracing – Students, faculty and staff may be subject to contact tracing protocols
- Symptom Monitoring and Reporting – Students, faculty and staff will be expected to self-monitor their health condition and report any COVID-19 symptoms
- Isolation and Quarantine – Students, faculty and staff who test positive for COVID-19, are symptomatic, or were in contact with those who test positive for COVID-19 may be subject to isolation and quarantine protocols

Our protocols will be updated from time to time based on evolving guidance and directives from our state’s public health department and the CDC. We will notify you of these updates and will post them on [our website](#). Failure to adhere to these protocols will be considered a violation of the School’s rules and may result in discipline, which discipline may include removal from campus until compliance is achieved.

It is important that families understand that even with all of these precautions in place, as a result of being on campus, your child may be exposed to COVID-19 and contract the disease; that your child may transmit the disease to others, including members of your household; and that as a result, your child and household members may experience COVID-19 symptoms, and may require isolation, quarantine and hospitalization.

### **III. Remote Learning**

Under extraordinary circumstances, such as an epidemic, pandemic, governmental action or other reason, the school may be required to, or determine that for the health and safety of the school community, it must initiate a remote learning process.

Our faculty and staff have taken great care in designing a curriculum and activities that can be followed and engaged in safely at home. Nonetheless our teachers, coaches, and advisors are unfortunately unable to be there with their students to supervise all activities associated with the curriculum so we must ask parents and guardians to play that role. Please note that course material and activities are designed for a particular grade and level of experience and thus may not be appropriate for younger siblings who are also at home. Parents and guardians are therefore asked to play an active role in monitoring their student’s engagement with the remote learning material.

In order to facilitate remote learning, the school may record audio and video of certain classes, meetings, and other school related events (“Recordings”). Students and other individuals will participate in Recordings in real-time, as well as view Recordings at later times. The school does not intend to edit the Recordings. Thus, in addition to educational content, the Recordings will likely capture the students’ and other participants’ names, appearances, voices, personal information and characteristics, activities, and any other information that occurs or is provided during the Recordings. If and when the school transitions to a remote learning environment, families will be given more detailed information about the process, but in signing this handbook consent to the school’s recording of remote learning activities, as described above.

Families are reminded that the School’s responsible use of technology policy is in effect during any period of digital learning. Students are expected to treat each other, faculty, and staff with respect

and to refrain from any inappropriate conduct. If a student feels uncomfortable or worse as a result of an interaction with another student or a school employee, the student and/or parents should report the concern immediately to a staff member. The School's policies for addressing reports of misconduct contained elsewhere in this Handbook will be followed to address the situation.

Regardless of the learning environment for the school year, families are asked to understand that the tuition and fees families provide are in exchange for learning, academic credit, and certain non-academic services that will be provided whether remotely, in a hybrid environment, or entirely remotely. The School, in its sole discretion, will calculate the actual reduction in the costs of operations (if any) as a result of a transition to remote learning and may refund that amount in proportion to the actual tuition, fees, and room and board paid by the parents.

#### **IV. Visitors to Campus**

During this time, the School is limiting unnecessary visitors to campus. If a family member or other adult responsible for the student must visit campus, please call the main office to arrange the visit in advance. In addition to following the School's usual security protocols for visiting campus, all visitors will be required to submit to a temperature check and asked the following screening questions:

- Have they experienced any symptoms consistent with COVID-19?
- If so, have at least 10 days have passed since symptoms first appeared and have at least three days (72 hours) passed since recovery (recovery is defined as resolution of fever without use of fever reducing medications, plus improvement in other symptoms)?
- Has the visitor been exposed to anyone known to be ill with COVID-19 within the past 14 days?

If the visitor is currently ill or has recent exposure to an individual ill with COVID-19, the School reserves the right to ask them to return to campus once they are recovered or can indicate that they have not been knowingly exposed to the virus within the past two weeks.