



# ***Brookhaven Learning Center***

***School Handbook  
School Year 2009-10***

*Brookhaven Treatment & Learning Center  
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## Table of Contents

Contact Information .....	3
Program Profile .....	4
Educational & Therapeutic Philosophy .....	5
Mission	
Educational Philosophy	
Special education accommodations	
Therapeutic group	
Daily Schedule .....	6-7
Descriptions	
Goal Setting	
Curriculum	
Schedule example	
Behavioral Intervention Guidelines .....	8-11
Time outs	
Physical Restraints	
Level System	
Levels description	
Out of level days	
Major/ minor offenses	
Point sheet explanation	
Point sheet example	
Student Policies .....	12-13
Behavioral/ Safety Plans	
Suspensions	
Attendance	
Snow Days	
Transportation	
Medication	
Personal Items	
Visitors	
Dress Code	
Communication .....	14
Homework/ parent communication	
Progress reports / Report cards	
Calendar.....	15
Curriculum .....	16-29
Policies.....	30-46

## Contact Information

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## **Staff Directory**

Lead Teacher	Robin Amber	x 111
Special Education Coordinator	Theresa Turner	x 110
Classroom Teacher	Charles (Chuck) Howe	x 213
Classroom Teacher	Julian (Jay) Villa	x 109
Director	Dr. Anthony Iazzo	x 101
Clinical Coordinator/ Family Therapist	Robin Allard	x 107
Residential Coordinator	Steve Bradshaw	x 105
Sr. Team Leader/ Camp Director	Angie Ryan	x 113
Administrative- Office	Brenda Batten	x 102
Food Manager	Sara Healy	x 203
Maintenance	Roger Buswell	x 201
Outreach Coordinator	Mark Collier	x205

## **Program Profile**

Established in 1952, Brookhaven Treatment & Learning Center is open to boys of all races, creeds and backgrounds. Our residential and educational programs provide a vital service to families across Vermont.

Brookhaven is located on 180 acres in the small, rural community of Chelsea, Vermont. The land includes a large playing field, swimming brook, hiking trails, garden and other recreational fields as well as an enclosed pavilion over the basketball court. The Brookhaven Board of Directors oversees the programs.

## **Residential Program**

The residential program serves nine boys, ages six to fourteen, who are victims of abuse, neglect and / or diagnosed with emotional behavioral disorders. Many of the boys referred to us have school related issues, are unmanageable in their homes and communities.

The therapeutic milieu consists of a 24 hour structured environment that allows the boys the opportunity to gauge their progress daily through our “level lights” behavior management system. Individual, group and family therapies, confidence and community building activities, and self-management are integral to the program. Our goal is to facilitate each child’s growth and development while providing an environment that allows him to experience success in positive interactions with other children and adults. The staff strives to develop in each boy the skills needed to successfully reintegrate into a family setting. The boys’ families are encouraged to be a part of their program.

## **Brookhaven Learning Center**

Dr. Brewster D. Martin Learning Center

The Brookhaven Learning Center is a Vermont licensed Independent School with a therapeutic and family based educational curriculum for residential and day students. Teachers utilize diverse teaching methods to present our curriculum and meet the goals of each child’s Individual Education Plan (IEP). Teachers are trained to consider the emotional state of each student and to tailor educational expectations and teaching strategies to each child’s level of functioning.

Each child belongs to a team, based on their academic and emotional needs. Students are provided instruction in core academic areas Math, Language Arts, Science and Social Studies as well as Fine Arts, Wellness, activity based learning, computer education and social skills in a therapeutic milieu.

The education team includes the Director of Brookhaven, a Lead Teacher (Principal), our Residential Coordinator, Clinical Coordinator, Group Clinician, Team Leader, Special Education Coordinator, Classroom Teachers, and 1:1 Support Staff as needed. Direct Care counselors from the residential program are also present each school day to provide behavioral and academic support to the students in and out of the classroom.

**Mission**

Our mission is to provide educational services to young men with emotional / behavioral/ learning disabilities in a therapeutic milieu. Our program offers each boy the opportunity to meet their individual needs and harness their own potential in a safe, nurturing learning community.

We offer a structured academic program that meets Vermont Framework of Standards while providing opportunities to practice social skills and group activities. We collaborate with parents, families, guardians, sending schools and other agencies to provide support and wrap around services to benefit our students.

**Philosophy**

Our team philosophy is to encourage learning through experiential activities as well as supported academic learning. We expect students to arrive each day ready to learn and take educational risks. Our staff will support each student in their personal goals as well as the program structure. We will model and encourage respect, honesty, accountability and cooperation to encourage positive self-image and peer interactions.

**Special Education Accommodations**

As part of our teaching team, we have a Special Education Coordinator. This position is a vital link to our service with the public schools. This teacher provides 1:1, 2:1 and small group support for students. Part of these services will be designed as appropriate to each student's IEP. The Special Education Coordinator is also able to coordinate current assessments and educational evaluations.

The Special Education Coordinator or Lead Teacher attend IEP meetings at sending schools, providing much needed guidance to our classroom teachers to construct curriculum that is appropriate to the student's specific IEP goals and providing regular updates and communication with families.

**Therapeutic Group**

Therapeutic groups are provided daily for all students. We design activities and discussion based on developmental level and social/emotional needs for each group, lead by a member of the clinical team. This group is overseen by the Clinical Coordinator and is supported by the residential counselors and teachers, as needed.

The activities and exercises in group are designed to encourage the pro-social skills that enhance feelings of well-being and positive self-esteem for our students. All exercises are designed to stimulate the children to think creatively, expand their minds, explore their values and beliefs, and safely consider and practice change where change is needed for personal growth.

We offer a variety of topics that help to facilitate the development of these skills, including:

Anger Management	Values
Coping Skills	Self Esteem and Self Discovery
Communication	Planning/Decision Making
Teamwork	Stress Management
Emotions	Trust
Leisure Awareness	Friendship/Social Skills
Manners	Respect
Character Building	Divorce, Loss and Separation
PRISM – Program for Innovative Self-Management	

**Daily Schedule:** (See attached example on next page)

Academic learning is completed in a small group setting with a teacher, 1:1 support (as needed) and therapeutic support staff. We also provide Special Education support as needed. Meals are eaten family style with the students divided in two groups. Students work throughout the day with their team of multiage students. Each team has a Morning Meeting held in their homeroom. This is a time for attendance, announcements, calendar, sharing and goal setting. Students have academic blocks spread throughout the morning. Each morning, students also attend Therapeutic Group with our Group clinician. Lunch is midday, leaving the afternoon for specials. These include Fine Arts (drama, music, art), Computer Instruction and book groups. All students also have a Wellness class that includes Physical Education, health, nutrition and team-building cooperative games. Fridays end with activity time, based on level. Each day ends with a final assessment of their academic and behavioral performance for the day. Throughout the day, teachers will help keep their teams motivated by offering frequent opportunities for movement with 5-10 minute activity breaks in between classes as the day demands. In addition, students on Level 3 or higher will be given a bonus break at the end the day to play a game or go outside, depending on the weather.

### **Goal Setting**

Goal Setting happens at Morning Meeting each day. Student will record a daily academic and behavioral goal for each day on their individual goal sheet. Their progress on these goals will be evaluated in each class period. These goals will include some of the items from their individual education and behavioral plans.

### **Curriculum**

A copy of our curriculum is in the appendix at the end of this handbook. Please review it with your student. Keep in mind that this is a subjective guide that changes with the interests and abilities of each student, in a looping curriculum.

## Brookhaven Learning Center- Daily Schedule

	BLUE	GOLD	GREEN
Teacher	Theresa	<b>Chuck</b>	<b>Jay</b>
7:25-7:55	Breakfast	Breakfast	Breakfast
8:00- 8:15	Morning Meeting	Morning Meeting	Morning Meeting
8:15-8:30	Table activities	Calendar/ current events	Calendar/ logic puzzle
8:30-8:45	Phonics/ spelling	Language Arts	Language Arts
8:45-9:00	phonics/ spelling	Language Arts	Language Arts
9:00-9:15	Group	Wellness	Math
9:15-9:30	Group	Wellness	Math
9:30-9:45	Snack/ Wellness	Group	Wellness
9:45-10:00	Wellness	Group	Wellness/ snack
10:00-10:15	Reading	Snack/ break	Group
10:15- 10:30	Reading	Math	Group
10:30-10:45	Break	Math	Group
10:45-11:00	Writing	Social Studies	Social Studies
11:00-11:15	Math	Social Studies	Social Studies
11:15-11:30	Math	Social Studies	Science
11:30-11:45	thematic centers	Science	Science
11:45-12:00	thematic centers	Science	Science
12:00-12:15	Lunch	Lunch	Silent Reading
12:15-12:30	Lunch	Lunch	Silent Reading
12:30-12:45	read aloud	read aloud	Lunch
12:45-1:00	space break	silent reading	Lunch
1:00-1:15	Specials	Specials	Specials
1:15-1:30	Specials	Specials	Specials
1:30-1:45	Specials	Specials	Specials
1:45-2:00	Assessment	Assessment	Assessment

### Specials:

Mon	Cooperative learning	Fine art	science lab
Tuesday	Fine art	Cooperative learning	Computers
Wednesday	Hands-on science	Computers	reading group
Thursday	book projects	science lab	Science lab
Friday	computers	outdoor learning	Cooperative learning

### **Time outs**

Brookhaven students have several choices for taking space in and out of the classroom as needed. Within each class, there is a quiet space/ table where the student can take his work away from the main group, or simply to take a moment to get focused. This can be self motivated or suggested by the teacher. This is used to separate a student from their group to eliminate or at least reduce the amount of stimuli and regain their composure.

Outside of the classroom, there are additional time out rooms for the students' use. A time out room is a designated room apart from the classroom used to separate a student from others to help eliminate or reduce stimuli to provide the student an opportunity to de-escalate their behaviors. Support staff will monitor their time in the time out room and provide counseling as needed. The amount of time a student will need to be in a time out room will vary with the student's age, individual needs and behavior management plan. Careful monitoring will ensure that the time out room is used to enhance, not hinder, the student's ability to meet educational goals.

### **Physical Restraints**

Brookhaven Learning Center trains and supports staff in using Therapeutic Crisis Intervention's (TCI) behavioral management techniques, Life Space Crisis Intervention and other non-violent techniques to de-escalate and manage disruptive and unsafe behaviors. TCI is a safe behavior management system designed to enable staff to ensure the safety and care of youth in emotional crisis. When an individual presents a danger to himself, to others and only if all verbal de-escalation techniques have been exhausted, therapeutic physical restraint is employed. The intervention is handled in a way to enable the youth to regain control of their behavior and calm down at their own pace. We ask that parents/ guardians support students in their therapeutic and educational goals in our program with use of Therapeutic Physical Crisis Intervention, *if needed*, to maintain the safety of youth, peers, staff and the community.

When a student has a need for intervention. they will be asked to process their behavior in a Life Space Interview, or LSI, with the assistance of a teacher or member of the clinical staff. LSI is a powerful tool for teaching responsibility for self control and values. This process helps the student problem solve the issue at hand, decide positive alternatives and make a plan to implement these alternatives. Students will also be asked to make apologies as needed as part of this process.

### **Level System**

Brookhaven Learning Center uses a four level system to help encourage student to make positive progress towards their individual goals. Students progress through the levels by maintaining a positive attitude, working on their individual goals, supporting others and behaving in a socially appropriate and healthy manner. With each level comes benefits and privileges that reflect the student's level of behaviors.

Students will be scored in each class or activity period 0-4 points based on their behaviors in five areas: 2 goals, respect, language and participation. Goals points will be awarded based on the two personal goals each student will set at the beginning of the day for themselves. There are 20 point possible per work period, with a possible 100 points per day at every level. Additionally, students have the opportunity to earn two additional points in each class period or group for positive social behaviors and “gentleman’s points” for good manners.

Students will progress up the level system by earning a minimum of the predetermined totals listed below:

To move from level 1 to level 2	Students must earn 70 pts (70%) for 5 days
To move from level 2 to level 3	Students must earn 80 pts (80%) for 5 days
Tom move from level 3 to level 4	Students must earn 90 pts (90%) for 5 days
Level 4	Students maintain 90 pts daily

If a student is absent for a part of the school day, they need only meet the percentage of pts. for the time they are present at school to move on. Students present for less than 2 class periods will repeat the level day on the next school day.

### **Level one- Limited Privileges**

Students all start out here. In this level, students are provided the support they need to achieve personal success. All students at level one will attend academic classes, but may be given alternative programming and individual support for wellness or specials in a smaller group or 1:1 setting. Appropriate behaviors will be taught and practiced as well as special attention given to providing opportunities for planning to prepare students for level 2 activities. Students may not access the computer lab or any off campus activities due to safety concerns. Students must complete five successful days (70% or 70 pts) at this level to move on to level 2.

### **Level 2**

Students at this level are able to participate in all level one classes as well as activity based learning on the school campus. They may participate in Wellness class and clubs on the school grounds. Students will be included in the computer instruction class in the computer lab. Off campus activities are restricted. Students must complete five successful days (80% or 80 pts) at this level to move to level 3.

### **Level 3**

Students have all the privileges of the lower levels, but are also allowed to go off campus for field trips and learning activities in Wellness class, specials and activity based learning trips.

### **Level 4**

Students earning level 4 at 90% or 90 pts for 5 days have all the privileges of the previous levels and can go on a monthly off campus field trip.

### **Out of Level Days**

Once a student has achieved a level, the student must maintain the minimum number of points necessary to be on that level. For example, a student must have 5 days at 70 pts to achieve level 2. That student must then maintain a minimum of 70 points a day to maintain that level. Failure to make this number of points will result in a day “out of level.” **Students are allowed 1 day out of level in each 5 days of attendance.** Failure to meet the level requirements on two days prior to achieving the next level will result in a reduction to the beginning of the previous level.

There are 2 types of infractions that will result in the automatic reduction of levels. A minor offense will result in automatic level reduction to day 1 of the previous level. A major offense will result in a reduction to day 1 of level 1 and possible additional disciplinary measures, if warranted.

### **The following are considered minor offenses:**

- Minor or accidental swearing
- Minor property damage
- Not participating in the program

### **Parents/ guardians of day students will be called if a student does any of the following:**

The following are considered Major offenses:

- Physical or verbal aggression
- Swearing at adults or peers
- Threatening or assault
- Weapon possession or threats
- Possession of illegal materials
- Behavior issues in transportation
- Harassment, including sexual harassment or hazing
- Running away (AWOL)
- Being in a restricted area without permission
- Major property damage
- Physical restraint
- Stealing, cheating, point sheet manipulation

### **Daily Point Sheet** –see copy on following page

At the beginning of every day at homeroom, student will be given their daily point sheet to serve as a tracking tool for the day. It is used to document the daily goals set by the students in the morning, which the student will be scored on throughout the day. It also provides a tally sheet for the level system and documents the points earned by the student per class and verified by the staff member’s initials. Daily point sheets are kept in the group binder for confidentiality and returned to the homeroom for final assessment. Students’ scores and teacher comments will be recorded by the teacher in the students’ homework journal for parents/ guardians review and comments.

Level \_\_\_\_\_

Day #: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

SP? \_\_\_\_\_

tardy? \_\_\_\_\_

Early release? \_\_\_\_\_

Goal #1 (academic)	Goal #2 (behavioral)
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Points 0-4 in ea. area =20 pts. possible per class period= 100 points possible ea. day

	AM 1	AM 2	Group	PM 1	PM 2
<b>Goal 1</b>					
<b>Goal 2</b>					
<b>Respect</b>					
<b>Language</b>					
<b>Participation</b>					
<b>Subtotal</b>					

Daily TOTAL \_\_\_\_\_

Notes: \_\_\_\_\_

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Staff initials \_\_\_\_\_

### **Behavioral/ Safety Plans**

Occasionally, a student needs additional support to be successful, beyond the level system. An individualized behavior plan will be made for students exhibiting a struggle to maintain control of their behaviors that are aggressive in nature. An individual safety plan will be made for students that are exhibiting behaviors that are threatening or unsafe to themselves or others. Both of these plans will be supervised by clinical staff and documented carefully.

### **Suspensions**

Students that are unable to access successful strategies within our therapeutic program, creating an unsafe learning environment or unable to accept therapeutic support will be considered for suspension. Parents/ guardians will be contacted and a meeting will be held to discuss the possible options. Suspension is only requested after careful consideration by the teaching team with consultation by the Special Education Coordinator and Lead Teacher. The student's sending school will be informed and consulted in the decision. Suspension length will be determined by the severity of the individual's offenses.

### **Attendance**

In order for students to make the most of their educational opportunities, they must attend school every day. Students are expected to attend Brookhaven Learning Center every day the program is in session. We understand that occasionally illness, family emergencies or appointments occur. **It is the parent's responsibility to notify BLC when a student is absent and why.** Your child's absences are reported to their sending schools.

If a student misses more than 10 days, a meeting with the sending school, parents and Brookhaven staff may be scheduled to discuss commitment level and investment with the program.

### **Snow Days**

In the event of severe weather, Brookhaven Learning Center may be closed. Brookhaven uses the Vermont Broadcasters Association to broadcast school closings. All snow day closings will be announced on the radio and television. School closings can be found on:

Radio: WCVR 102.1 FM, Froggy 100.9, WDEV 96.1, Point 104.7  
TV: WCAX-TV, channel 3

We will also post our closed status online at our website [www.brookhaventlc.org](http://www.brookhaventlc.org)

## **Transportation**

It is the responsibility of your child's sending school to arrange transportation to and from Brookhaven Learning Center. If you have any concerns about transportation, please contact your local supervisory union.

Students must adhere to their sending school's transportation policies for behavior guidelines. If issues occur during transport, please report them to your child's sending school. If the driver has concerns about behavior or safety of any student in their transport, we will direct them to discuss it with the sending school as well.

**It is the parent's responsibility to contact the transportation company when their child is sick, suspended or absent for any reason.**

Students are required to travel by authorized transportation and be dropped at their designated drop off point. If other arrangements are necessary, your child must bring a note in advance and have your approval.

## **Medications**

If your child needs to take prescription medication during the school day or summer program day, it shall be stored in the office and administered to your child by a designated Brookhaven staff member. We require the prescription order from the doctor and written permission from the parent/ guardian before administering any medications to your child. Medications must be sent in the original prescription bottle. If the quantity differs from the amount stated on the bottle, please send a signed note indicating the quantity sent. (Note: Pharmacists will supply an extra labeled container upon request.)

For students that use inhalers, these will be kept in the office or in staff's possession (during exercise). Students will notify staff when they need to use the inhaler prior to each use and they will be administered by staff. **Please notify Brookhaven Staff of any changes in your child's prescription medications.**

On occasion students may need non-prescription medication. Please see the consent for administering non-prescription medication form to specify your wishes for your child.

## **Personal Items**

**There are to be NO personal items brought to Brookhaven Learning Center, outside of items for medical needs.** This includes any games, CD players, phones, toys, etc. We no longer allow students to bring items that they use in their transportation. Students and their families may make arrangements with their drivers for items that are needed during the ride. During winter months, students may bring outdoor clothing in a backpack or other bag. If there is a concern about an item a student brings to school, the parent will be called. **If a student is found with a personal item, the item may be locked away until a parent can pick the item up.**

## **Visitors**

All visitors must be pre-approved by the Lead Teacher or Clinical team. In addition, when they arrive at campus, they must register with the receptionist to sign the visitor log. This is for the safety of all students and staff.

**Dress Code**

Clothing worn by students and staff should be modest, free of vulgar or obscene pictures and/ or language and not show any references to alcohol, drugs or inappropriate themes. Clothing needs to be worn to cover the undergarments and maintain appropriate personal privacy. If you have any questions about a particular item, please see the Lead Teacher. If your child arrives with an inappropriate piece of clothing on, they will be asked to cover it or change. Hats are not to be worn inside the buildings.

**Homework/ parent communication**

In an effort to prepare students for their eventual re-entry to other school programs, students will be asked to read or be read to for a minimum of 20 minutes each night. An important piece of the success of our school is involvement with the families and guardians. If a student has missed any work due to their lack of participation, this may also be sent home for completion.

We offer a home-to-school journal for any families that wish . This is a great tool for us to have fluent communication with families for daily progress, notes from parents, appointments and other issues. Additionally, if you have any questions, comments or other communication that you need to pass onto the school, this is the perfect place to record it. We will offer one to each student's family. Please help them to remember this important tool of communication. If email or phone is a better way to contact you, please let us know that as well.

**Progress Reports/ Report Cards**

Progress reports will be sent home to parents in the mail monthly. Other reports may be sent as needed and appropriate. The sending school's Special Education representative for each student will be sent regular progress reports as well. In addition, we issue quarterly report cards to parents, guardians and Special Education caseworkers.



# Brookhaven Learning Center

## Language Arts Curriculum

### Kindergarten

Students learn recognize letters and corresponding sounds. Daily reading and writing tasks increase student skills and apply knowledge across the curriculum.

**Topics covered:**

introduction to Letters	introduction to words
learning students' names	directionality
read aloud	generate sentences
big books	mystery words
book choice	journals
paired reading	develop listening skills

### 1<sup>st</sup> Grade

Students reinforce skills learned in Kindergarten while instilling a love of reading. Word attack skills, comprehension skills and writing skills are taught through a blend of phonics and whole language instruction.

**Topics covered:**

reading strategies	reading range of text
reading accuracy	writing across the curriculum
reading comprehension	

### 2<sup>nd</sup> Grade

Students focus on dictation, spelling, sentence structure and literature response. An increase in reading genres and range of texts provide greater depth to prior knowledge and ability.

**Topics covered:**

poetry	writing dimensions
reports, research	writing conventions
narratives	reading range of text
procedures	reading strategies
structures	reading accuracy
response to literature	reading comprehension

### 3<sup>rd</sup> Grade

Students practice active listening and response in cooperative groups, discussion and oral presentations. They learn to draft, edit and revise a comparative essay, report, literature response, procedural essay and descriptive essay, using proper grammar, usage and mechanics. Independent reading is a focus as well as increased comprehension and analyzing and interpreting literature in multiple genres.

**Topics covered:**

speaking and listening	written response to literature
writing	independent reading
book discussion groups	vocabulary

reading in the content areas of science/social studies

#### 4<sup>th</sup> Grade

Students work on reading and writing through reading groups, independent reading, reading aloud, literacy centers and the writing portfolio. Students learn to discuss books by learning to make inferences and ask questions as they read.

##### Topics covered:

###### reading

Asking questions, making connections, and visualizing.  
making inferences.  
discussing author's craft and themes found in books through author studies  
responding to reading through letter  
writing in weekly response journals  
vocabulary

###### writing

draft, revise, edit, and critique  
written reports  
parts of speech and correct grammar usage  
two point essay format  
response to literature  
report writing  
narratives  
procedural writing

#### 5<sup>th</sup> Grade

Students learn to do more formal types of writing, as well as add interest and expression to their writing. Poetry and writing journals are used to provide a creative expression form. Grammar, usage, mechanics, syntax and spelling are taught to give depth to prior learning.

##### Topics covered:

School and classroom community  
Nouns, adjectives, verbs, adverbs, prepositions, and conjunctions  
Figures of speech; including  
Writer's conferences and editing  
Plays

Business and friendly letters  
writing portfolio  
Journals  
metaphors and similes  
Haiku poetry and free verse

#### Middle School Language Arts

The middle school Language Arts curriculum focuses around topics of relevance and interest to the students. Reading instruction is guided to some extent, using mini-lessons and reading aloud, but the bulk of the students' reading is independent - in books of their own choosing. Using Independent Reading Contracts (IRC) students are introduced to their voice in writing, an essential component in effective education. Weekly journal entries encourage students to interact individually with the book in a meaningful way. In writing, we cover genres of report, response to text, persuasive essay (cross curricular with social studies) narrative, and reflective essay. In addition, middle school students are given a balance of structure and free rein to explore poetry. We use the writing process, practicing skills in pre-writing, editing, conferencing and revising.

##### Topics covered:

Informative Writing  
Report writing  
Response to text  
Persuasive essay  
Expressive essay

Writing workshop  
Narrative  
Reflective essay  
Poetry  
Vocabulary

## **Math Curriculum**

### **Kindergarten**

Kindergarten introduces basic mathematical thinking. We explore the building blocks for later learning. Some of these include counting, patterns, number sense and measuring. Much of the learning happens with manipulative objects.

#### **Topics Covered:**

developing number sense  
exploring data

exploring patterns  
measurement

### **1st Grade**

The first grade math curriculum is based on the idea that all numbers are used in varying patterns. Recognizing the patterns and developing combining and subtracting skills are important in understanding math in the classroom and the real world, be it money, time, problem solving, number facts, or comparing and contrasting size, shape, etc.

#### **Topics Covered:**

questioning  
whole numbers  
measurement

numeration  
money  
problem solving

### **2nd Grade**

The second grade class covers topics ranging from number systems to the representation of time. Students are asked to sort and classify data while focusing on addition and subtraction. Geometry and fractions are introduced while measuring, money and time are a major focus. Students also will learn through playing games. The goal is to have each student feel confident in the knowledge the curriculum provides.

#### **Topics Covered:**

number system  
fractions and geometry  
measuring  
representing time

sorting and classifying data  
addition and subtraction  
collecting and representing data

### **3rd Grade**

Third graders start to explore problems more in depth, finding that there is often more than one way to skin a cat. Students also spend time memorizing math facts through game and activity sheets.

#### **Topics Covered:**

measuring and data  
mathematical thinking  
geometry  
fractions

number system  
multiplication and division  
addition and subtraction

### **4th Grade**

Fourth grade introduces conceptual and computational learning, and reinforces fluency in addition, subtraction, multiplication, and division. Students are introduced to geometry, fraction, probability and statistics, measurement, patterns, decimals and percents, and problem solving more in depth than ever before. By the end of the year every student should have a basic understanding of these topics, and the confidence to use them.

**Topics Covered:**

multiplication and division	geometry
the number system	statistics
addition and subtraction	graphs and graphing
data and fractions	

**5<sup>th</sup> Grade**

In addition to insuring that each student can add, subtract, multiply and divide, we study the following topics: geometry, fraction, probability and statistics, number theory, measurement, patterns, decimals and percents, and problem solving. By the end of the year every student should have a basic understanding of these topics, and the confidence to use them.

**Topics Covered:**

addition and subtraction	multiplication and division
geometry	fractions
number theory	decimals and percents
problem solving	statistics and probability

**6<sup>th</sup> Grade**

Students in sixth grade revisit fractions and then examine their relationship with decimals and percents. Gathering and analyzing data is explored. Pre-algebra concepts are introduced. Problem-solving is embedded in sixth grade math throughout the year.

**Topics Covered:**

numbers and computation	fractions, decimals and percents
probability and statistics	geometry and measurement

**7<sup>th</sup> Grade**

Seventh grade math is designed to sharpen students computation skills while introducing them to the abstract thought required in higher level math. Units on two and three dimensional shapes introduce geometry while reinforcing basic skills.

**Topics Covered:**

numbers and computation	fractions, decimals and percents
intro to algebra	positive and negative numbers
intro to three dimensional geometry	

**8<sup>th</sup> Grade**

Eighth grade math is designed to sharpen students' computation skills while reinforcing skills and concepts related to the abstract thought required in higher level math.

**Topics Covered:**

numbers and computation	fractions, decimals, and percents
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## **Science Curriculum**

### **K-1<sup>st</sup> Grade**

Students are introduced to basic understanding of observation, classification, developing new knowledge, comparing/ contrasting, transferring knowledge to new subjects and record keeping. Much of the learning is hands-on and project oriented.

#### **Topics covered:**

grouping and classification  
animals: pets, farm, zoo and circus  
woodland, common Birds  
weather and seasons  
solids, liquids, gases  
magnets, fire and temperature  
simple machines  
scientific method and scientific inquiry

living and nonliving things  
plant and animal habitats  
seeds, bulbs, plants, flowers  
day and night  
air and water  
sun, moon, stars, planets  
beginning experimentation

### **2<sup>nd</sup> Grade**

Students cover many topics involving physical and life science. Using a hands-on approach, students learn to form a hypothesis while observing changes. Students learn to evaluate, illustrate and report on their data

#### **Topics covered:**

useful and harmful animals  
birds and insects in winter  
animal defenses  
Dinosaurs and other extinct animals  
plant reproduction and growth  
weather and its effects on earth  
climate  
air and atmosphere  
gravity  
sun, moon, planets  
exploring space

life cycles  
animal babies  
plant and animal food  
food Chain  
habitats and homes  
seasons and their effects  
water cycle  
magnets and forces  
Earth and sky  
simple constellations  
scientific method and scientific inquiry

### **3<sup>rd</sup> Grade**

Students have the opportunity to learn new concepts and skills through exploration, developing questions, research methods and scientific observations.

#### **Topics covered:**

animal helpers  
life cycles  
common birds, trees, flowers  
conservation of plants and animals  
Earth's changing surface  
Compass skills

dinosaurs  
plants and animals of the desert  
forest plants  
weather and climate  
magnets and electricity  
Scientific method and scientific inquiry

light and color  
force and work  
moon and stars

energy and its sources  
simple machines  
Earth satellites

#### 4<sup>th</sup> Grade

Students build on concepts previously introduced and develop further scientific attitudes and habits of mind. Students develop the ability to ask deeper questions, compare and contrast, increase their skills in research methods and scientific observations.

##### Topics covered:

environment of the local region  
classification systems  
the reptilian world  
structure of plants  
ecosystems  
human body  
weather instruments  
cause of seasons  
oceans and the hydrosphere  
magnets and electricity  
solar system and the universe

biological organization  
the insect world  
plants and animals of the past  
seeds  
balance of nature  
weather's influences  
climate  
Earth and its history  
air and Water pollution  
light and color  
scientific method and scientific inquiry

#### 5<sup>th</sup> Grade

Students use their natural curiosity to foster an interest in science. Fifth grade is an opportunity to use the student's interests to increase content knowledge and increase investigative skills and scientific reporting.

##### Topics covered:

biological adaptations  
animal and plant classification  
reptiles  
molds  
plants and their food  
cells  
landforms  
time and seasons  
magnetic fields  
light and optics  
chemical systems  
space and space exploration

biotic communities  
fish  
bacteria  
trees  
conservation  
human body  
properties of air and water  
temperature and thermometers  
use and control of electricity  
force systems  
sun and solar system  
scientific method and scientific inquiry

#### 6<sup>th</sup> Grade

Students continue to develop their understanding of the scientific process while increasing their focus on content knowledge. Using hands-on experiments and observational journals, students explore physical and chemical properties, states of matter and scientific principles.

##### Topics covered:

classification of living things  
ecology and the environment  
algae and fungi  
food for growth and energy

ecosystems  
microbes  
human Body  
climate and weather

recycling of resources  
oceans  
sound, light and heat  
solar and geothermal energy  
elements and compounds  
simple astronomy  
scientific theory

elementary geology  
electricity and its uses  
nuclear energy and radioactivity  
conservation  
universe  
space and space travel  
inventions and discoveries

### 7<sup>th</sup> / 8<sup>th</sup> Grade

For part of each year, students look more closely at living organisms through experiential learning and structured experiments. Scientific reasoning and properties of matter are also a major focus. The other part of the year, students are given a brief introduction to physics, chemistry and earth science. Students will use hands-on projects to complement conceptual learning. Scientific reasoning and methods remain a strong focus throughout. Topics are taught in a looping curriculum.

#### Topics covered:

scientific classification  
effects of weather and climate  
atmosphere  
rocks, soil and minerals  
conservation  
laws of motion and machines  
scientific method  
scientific nomenclature  
ecology and environment  
ocean, atmosphere  
magnetism and electricity  
types of energy  
Newton's three laws of motion  
periodic table of elements  
chemical change  
the universe and milky way

the cell: heredity and genetics  
properties and uses of water  
air pressure  
ecology and environment  
heat, light and temperature  
energy  
laboratory techniques and safety  
scientific measurement  
composition of the Earth  
weather  
forces in liquids and gases  
Earth's movement and plate tectonics  
The atom  
compounds and mixtures  
astronomy  
Space and space travel

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## Social Studies Curriculum

### K-1<sup>st</sup> Grade

Students are introduced to historical events and people, as they relate to holiday and seasonal traditions. The concepts of community and citizenship are taught, in relation to the classroom, family and local connections.

#### Topics covered:

holidays, traditions and customs  
different Cultures at different times  
family, school, neighborhood and community  
jobs and careers  
basic geography terms  
Vermont culture and history

our American heritage  
Farm and zoo  
neighborhood helpers  
social skills and responsibilities  
simple map skills

### 2<sup>nd</sup> Grade

Students learn larger context of historical events and how they relate to holiday and seasonal traditions around the world. The concepts of communication and citizenship are taught through study of geography and community.

**Topics covered:**

holidays and festivals	patriotic celebrations
Communications in other lands	family and family history
families around the world	neighborhoods
community Services and helpers	shelters, stores and food
citizenship and social responsibility	interdependence of people
basic geography: Oceans and continents	map skills
Vermont history and geography	

**3<sup>rd</sup> Grade**

Students learn about early explorers, natural land and water formations, regional map skills, social/ community skills, cultures around the world and how individuals impact and reflect their environment.

**Topics covered:**

holidays and folk customs	Native Americans
explorers and pioneers	appreciation of different cultures
history and development of local community	community helpers
consumers, producers, commerce	shelters of animals and people
history of transportation & communication	citizenship & social responsibility
Vermont geography and topography	U.S. geography and regions
the continents	flat maps and globes

**4<sup>th</sup> Grade**

Students learn U.S. and world map skills, historical and current events, research skills and ways to make connections between the past, present and future.

**Topics covered:**

types of community life	history and development of the states
world cultures	reasons for our laws
regions of the nation & world	continents
time zones	Earth's resources
climatic regions of the world	map skills: longitude, latitude, scale
using a globe	Vermont: past and present

**5<sup>th</sup> Grade**

Students will learn the history of America from about 1750 to 1860. We discuss causes of the American Revolution, civil war and the effects of slavery. The formation of governments and westward expansion are also studied.

**Topics covered:**

Exploration and discovery	Settlements in the New World
colonial life in America	pioneer life in America
Revolutionary War in America	westward movement in America
industrial and cultural growth	democracy's principles and documents
life in the U.S. and its possessions	geography of the U.S.

natural resources of the U.S.  
countries of the western hemisphere:  
map and globe skills

Canada and Mexico  
Central America, W. Indies, S America  
Vermont history and culture

### 6<sup>th</sup> Grade

Students will learn about the U.S. in relation to countries around the world for commerce, resources and government. Connections will be taught between civics and citizenship.

#### Topics covered:

global and regional studies  
study of Africa, Latin America, Asia, Australia, the Pacific and Europe  
the Roman Empire  
United Nations  
transportation and communication  
citizenship and social responsibility  
map and globe skills

Native American cultures  
relationships among nations  
milestones in human achievement  
world trade  
world geography  
Vermont government

### 7<sup>th</sup> Grade

Students will look at deepening their understanding of world cultures, in relation to historic and current events. A look at classic cultures and early peoples will provide context for the evolution of our government and traditions.

#### Topics covered:

lands and peoples of the Eastern Hemisphere  
prehistoric peoples  
the Middle Ages  
scientific revolution  
Europe, Middle East, Africa, Asia, Australia., and the Pacific  
world trade and resources  
contemporary problems and issues  
world geography  
Vermont topography and resources

Greece, Rome and Middle East  
Renaissance and Reformation  
Age of Reason (Enlightenment)  
industrial age  
environment  
advanced map and globe skills

### 8<sup>th</sup> Grade

Students will continue to broaden their understanding of world cultures, in relation to historic and current events. A further look at classic cultures and early peoples will provide context for the evolution of our government and traditions. Students will also look deeper into U.S. laws, government and political structure

#### Topics covered:

Our African, Asian and European backgrounds  
Exploration and discovery  
colonial life  
U.S. Constitution and Bill of Rights  
American civil war  
U.S. as a world power  
Our American culture  
U.S. economic system  
Advanced map and globe skills

development of the United States  
struggle for independence  
Westward movement in America  
reconstruction  
meaning of democracy  
U.S. political system  
U.S. Government  
Vermont's role in U.S. government

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## Health Curriculum/Course of Study

### **K-1<sup>st</sup> Grade**

Students will focus on getting to know their bodies and ways to take care of them

**Topics covered:**

personal hygiene	dental health
good eating habits	exercise and rest
diseases	common cold
dressing for weather and activity	safety rules to and from school

### **2<sup>nd</sup> Grade**

Students will learn ways to improve their personal health and hygiene

**Topics covered:**

personal classifications	dental hygiene
basic food groups	communicable diseases
preventive measures against disease	neighborhood safety

### **3<sup>rd</sup> Grade**

Students will continue to develop knowledge of how to care for their bodies and make positive choices

**Topics covered:**

care of eyes and ears	dental health
proper balance of activities	healthful leisure activities
prevention and control of diseases	parts of the body
health & nutrition	school and community health services
home safety hazards	safety in the community
simple first aid	

### **4<sup>th</sup> Grade**

Students will deepen their understanding of personal health and body systems and ways to make positive choices

**Topics covered:**

personal and mental hygiene	dental health
the body and its functions	skeletal and muscular systems
care and proper use of the body	principles of digestion
basic food groups	proper nutrition habits
diseases	safety
substance abuse	

### **5<sup>th</sup> Grade**

Through study of body systems and resources, students will develop self-advocacy for positive health and behavior choices, as well as a context for the effects of decisions throughout their life

**Topics covered:**

dental hygiene  
sewage disposal  
nutrition and diet  
germ-bearing insects and pests  
elementary first aid  
preparing for puberty  
substance abuse

our water supply  
care of the eyes  
diseases  
community health resources  
bicycle and water safety  
human reproduction

**6<sup>th</sup> Grade**

Students will build understanding between physical and emotional health and ways to ensure their personal safety

**Topics covered**

personal appearance  
health maintenance  
exercise and fitness  
the heart  
safety and first aid  
health professions  
coping with stress and anxiety

dental health  
our food supply  
cure and prevention of common diseases  
accident prevention  
substance abuse  
understanding emotions  
preparing for puberty

**7<sup>th</sup> Grade**

Students will deepen understanding of personal emotional and physical hygiene as well as careers and practices that highlight this learning

**Topics covered:**

grooming and posture  
healthy habits and lifestyles  
effects of stimulants and narcotics  
circulation and respiration  
Sexually transmitted diseases  
toxins and antitoxins  
immunizations  
accident prevention

dental health  
exercise and fitness  
functions of the body  
germ theory  
family life  
antibiotics  
personal and public safety  
substance abuse

**8<sup>th</sup> Grade**

Students will deepen understanding of personal emotional and physical health, community resources and careers and practices that utilize safe and healthy choices

**Topics covered:**

grooming  
the body's utilization of food  
environmental hazards  
health care services  
accident prevention  
mental health

functions of the body  
types and functions of foods  
community sanitation and health  
sexually transmitted diseases  
safety and first aid  
substance abuse

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# Physical Education Curriculum

## **K-1<sup>st</sup> Grade**

Students will focus on getting to know their bodies and ways to move them safely in group games

**Topics covered:**

personal space	good sportsmanship
exercise and rest	safety rules

## **2<sup>nd</sup> Grade**

Students will learn ways to improve their personal fitness

**Topics covered:**

personal space	good sportsmanship
exercise and rest	safety rules
motor skills	

## **3<sup>rd</sup> Grade**

Students will continue to develop knowledge of how to move their bodies safely make positive fitness choices

**Topics covered:**

energy balance in activities	healthful leisure activities
personal space	good sportsmanship
exercise and rest	safety rules
social interactions	cooperative games

## **4<sup>th</sup> Grade**

Students will deepen their understanding of personal fitness and body systems and ways to improve or maintain physical health and safety

**Topics covered:**

the body and its functions	skeletal and muscular systems
proper use of muscle groups	principles of group safety
personal space	good sportsmanship
exercise and rest	personal safety
social interactions	cooperative games

## **5<sup>th</sup> Grade**

Students will deepen their understanding of personal fitness and body systems and ways to improve or maintain physical health and safety

**Topics covered:**

the body and its functions	skeletal and muscular systems
proper use of muscle groups	principles of group safety
personal space	good sportsmanship
exercise and rest	personal safety
social interactions	cooperative games

basic first aid

### **6<sup>th</sup> Grade**

Students will build understanding between physical and emotional health and ways to ensure their personal health and safety

#### **Topics covered**

health maintenance	social interactions
exercise and fitness	accident prevention
safety and first aid	team building
coping with stress and anxiety	injury prevention

### **7<sup>th</sup> Grade**

Students will deepen understanding of personal emotional and physical health as well as practices that highlight this learning

#### **Topics covered:**

health maintenance	social interactions
exercise and fitness	accident prevention
safety and first aid	team building
coping with stress and anxiety	injury prevention
leadership	

### **8<sup>th</sup> Grade**

Students will build and understanding of physical, emotional and social wellness through personal fitness, safety and goal setting

#### **Topics covered:**

personal health maintenance	social interactions
exercise and fitness	accident prevention
safety and first aid	team building
coping with stress and anxiety	injury prevention
leadership	cooperative learning`

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## **Fine Arts Curriculum**

Elementary students explore a variety of media to build increased understanding and skills throughout their elementary school years. This understanding will help them communicate through visual media and music.

### **K-2nd**

#### **Topics covered:**

<u>visual arts</u>	<u>music</u>
drawing	what is music?
design/ lettering	notes, beats and rhythm
painting	musical genres
sculpture	singing
collage	cultural songs
creating a sketchbook	

### **3rd- 5th Grades**

#### **Topics covered:**

visual arts  
drawing & form  
design/ lettering  
painting  
sculpture  
creating a sketchbook  
models  
paper mache  
collage

music  
intro. to instruments  
rhythm and notes  
musical genres  
singing  
cultural songs  
music appreciation

Middle school visual art provides students a way to explore the areas of drawing and color, sculpture and structural design more deeply. Musical theory and appreciation are fostered through singing, playing music and listening to a variety of genres.

### **6th – 8th Grades**

#### **Topics covered:**

visual arts  
drawing & form  
design/ lettering  
mixed media  
sculpture  
creating a sketchbook  
models/ structures  
paper mache & collage

music  
music appreciation  
rhythm  
musical genres  
singing  
cultural songs  
music in media  
reading music

## **Brookhaven Learning Center Weapons Policy**

### **Policy**

It is the policy of the Brookhaven Learning Center to comply with the federal Gun Free Schools Act of 1994, and 16 V.S.A. §1166 requiring school districts to provide for the possible expulsion of students who bring weapons to school. It is further the intent of the Board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

### **Definitions**

1. For the purposes of this policy, the terms “weapon” and “school”, and “expelled” shall have the following meanings:
  - **Weapon** means a firearm as defined in Section 921 of Title 18 of the United States Code and 13 V.S.A. §4016, including:
    - any weapon whether loaded or unloaded which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
    - the frame or receiver of any weapon described above
    - any firearm muffler or firearm silencer
    - any explosive, incendiary or poison gas
      - bomb
      - grenade
      - rocket having a propellant charge of more than four ounces
      - missile having an explosive or incendiary charge of more than one quarter ounce
      - mine, or
      - similar device
    - any weapon which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter
    - any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled.
    - Any other weapon, device, instrument, material or substance whether animate or inanimate, which in the manner it is used or is intended to be used, is known to be capable of producing death or serious bodily injury.
  - **School** means any setting which is under the control and supervision of the School District. It includes Brookhaven Learning Center’s school grounds, facilities, school-sponsored events whether held on or off of

school grounds and vehicles used to transport students to and from school or school activities.

- **Expelled** means the termination for at least a calendar year of educational services to a student. At the discretion of the Board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

### **Sanctions**

Any student who brings a weapon to school shall be brought by the Lead Teacher and Director for an expulsion hearing. A student found by the Lead Teacher and Director after a hearing to have brought a weapon to school shall be expelled for at least one calendar year. However, they may modify the expulsion on a case by case basis when it finds circumstances such as, but not limited to:

1. The student was unaware that he or she had brought a weapon to school.
2. The student did not intend to use the weapon to threaten or endanger others.
3. The student is disabled and the misconduct is related to the disability.
4. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.

An expulsion hearing conducted under this policy shall afford due process as required by law. In addition, any student who brings a weapon to school shall be referred to a law enforcement agency.

As required by state law, the Lead Teacher shall annually provide the Commissioner of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of weapons involved.

Legal Reference(s): 16 V.S.A. §1166 (State law pursuant to Federal law

13 V.S.A. §§4004, 4016 (Criminal offenses)

20 U.S.C. §8921(Gun Free Schools Act of 1994)

18 U.S.C. §921 (Federal definition of firearms)

20 U.S.C. §§1400 et seq.(IDEA)

29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)

Vt. State Board of Education Manual of Rules & Practices, §§4311, 4312

Cross Reference: Interrogations or Searches of Students (F5)

Search and Seizure (F3)

Student Conduct and Discipline (F1)

## **Brookhaven Learning Center Student Harassment / Bullying Prevention Policy**

### **I. Purposes**

The Brookhaven Learning Center is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect. This policy addresses incident(s) and/or conduct that occur on school property, on a school bus or at a school sponsored activity, or incident(s) and/or conduct that does not occur on school property, on a school bus or at a school-sponsored activity but where direct harm to the welfare of the school can be demonstrated.

Harassment/ Bullying are forms of unlawful discrimination that will not be tolerated. It is the policy of the Brookhaven Learning Center to prohibit the unlawful harassment/ bullying of students based on race, creed, color, national origin, marital status, disability, sex, sexual orientation, and gender identity, to the extent required by law. In addition, retaliation is a form of unlawful discrimination that will not be tolerated. The Lead Teacher and Director are designated to receive complaints. It is the intent of the Brookhaven Learning Center to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this harassment/ bullying policy is to prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that is likely to substantially disrupt the educational learning process and/or access to educational resources, or create a hostile learning environment.

The representatives from the Brookhaven Learning Center shall promptly and effectively address all complaints of harassment/ bullying in accordance with the procedures established by this policy. In cases where harassment/ bullying is substantiated, the school shall take prompt and appropriate remedial action reasonably calculated to stop the harassment/ bullying. Such action may include a wide range of responses from education to serious discipline. Such serious discipline may include termination for employees and, for students, suspension, expulsion or removal from school property. Nothing herein shall be construed to prohibit punishment of a person for conduct which, although it does not rise to the level of harassment/ bullying as defined herein, otherwise violates one or more of the school's other disciplinary policies or codes of conduct.

### **II. Definitions**

A. "Harassment" means an incident or incidents 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, disability, sex, sexual orientation, or gender identity<sup>3</sup> 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 or creating an objectively intimidating, hostile, or offensive environment.

Harassment includes conduct as defined above and may also constitute one or more of the following:

(1) Sexual harassment,<sup>4</sup> 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 one or both of the following occur:

(i) submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status or progress; or

(ii) submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student

(2) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.

(3) Harassment of members of other protected categories, 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, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

B "Bullying" means any gesture or written, verbal, or physical act that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or mental, physical, or sensory handicap, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or on a school bus, and that:

(1) a reasonable person should know, under the circumstances, will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his or her person or damage to his or her property; or

(2) has the effect of insulting or demeaning any student in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

C. "Complaint" means an oral or written report by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of harassment/ bullying

D. "Complainant" means a student who has filed an oral or written complaint with a school employee or a student who is the target of alleged harassment / bullying in a report made by another person.

E. "Designated employee" means an employee who has been designated by the school to receive complaints of harassment / bullying pursuant to subdivision 16 V.S.A. §565(c)(1).

F. "Employee" includes any person employed directly by or retained through a contract with the Brookhaven Learning Center, an agent of the school, a school board member/member of the board of trustees, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes the Director.

G. "Notice" means a written complaint or oral information that harassment/ bullying may have occurred which has been provided to a designated employee from another employee, the student

H. This statutory definition of sexual harassment describes only the "quid pro quo" form of sexual harassment that can occur between an adult and student. However, sexual harassment may also include student to student conduct as well as conduct that creates a hostile environment.

I "Retaliation" is any adverse action by any person against a person who has filed a complaint of harassment/ bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment / bullying complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment/ bullying, intimidation, and reprisal.

J. "School administrator" means Lead Teacher, Director or their designee.

### **III. Reporting Student Harassment/ Bullying**

A. Student reporting: Any student who believes that s/he has been harassed or bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute Harassment or bullying, should promptly report the conduct to the Lead Teacher, Director or other school employee.

B. School employee reporting: Any school employee who witnesses conduct that s/he reasonably believes might constitute harassment / bullying shall take reasonable action to stop the conduct and to prevent its recurrence and

immediately report it to the Lead Teacher or Director. Any school employee who overhears or directly receives information about conduct that might constitute harassment / bullying shall immediately report the information to the Lead Teacher or Director. If one of the designated employees is the person alleged to be engaged in the conduct complained of, the complaint shall be immediately filed with the other designated employee or the Board of Directors.

C. Other reporting: Any other person who witnesses conduct that s/he reasonably believes might constitute student harassment / bullying under this policy should promptly report the conduct to a designated employee.

D. Documentation of the report: If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a harassment / bullying complaint form, including the time, place, and nature of the alleged conduct, and the identity of the complainant, alleged perpetrator, and any witnesses.

E. False Complaint: Any person who knowingly makes a false accusation regarding harassment/ bullying may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of harassment / bullying when the person has a good faith belief that harassment occurred or is occurring.

#### **IV. Procedures Following a Report**

A. Notification: Upon receipt of a complaint of harassment/ bullying the designated employee shall immediately inform the school administrator of the complaint. In addition, the designated employee shall immediately provide a copy of this harassment / bullying policy to the complainant and accused individual. If either the complainant or the accused individual is under the age of 18, his or her parent(s) or guardian(s) shall be:

- 1.) promptly notified that a complaint of harassment / bullying has been filed and provided with a copy of this policy;
- 2.) notified if an alternative dispute resolution method will be offered and, if it occurs, of the outcome of any such attempt; and
- 3.) notified in writing of the results of the complaint investigation. All notification letters shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. A school administrator may seek waiver of confidentiality rights of the accused in order to inform the complainant of any disciplinary action taken in cases where the school determined that harassment, bullying, or other misconduct occurred.

B. Investigation: Unless special circumstances are present and documented, such as reports to the Department for Children and Families (“DCF”) or the police, the school administrator shall, no later than one school day after the filing of a complaint with a designated employee, initiate or cause to be initiated, an investigation of the allegations. The school administrator shall assign a person to

conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation.

No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the school administrator. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes harassment/ bullying. When the initial determination concludes that an accused student has engaged in harassment or bullying, the school administrator shall use his or her discretion to decide the appropriate disciplinary and/or remedial action. In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies. All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the Brookhaven Learning Center, be completed within 30 calendar days after the review is requested.

C. Action on a substantiated complaint: If, after investigation, the school finds that the alleged conduct occurred and that it constitutes harassment/ bullying, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the harassment/ bullying and prevent any recurrence of such conduct. Such action may include warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee.

D. Alternative dispute resolution: At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints. The following should be considered before pursuing alternative dispute resolution methods:

- (1) the nature of the accusations,
- (2) the age of the complainant and the accused individual,
- (3) the agreement of the complainant, and
- (4) other relevant factors such as any disability of the target or accused individual, safety issues, the relationship between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual. If an alternative dispute resolution is either not appropriate or is unsuccessful, the school administrator shall initiate or cause to be initiated an investigation of the allegations in accordance with the timelines established in this policy.

E. Appeal: A person determined to be in violation of this policy and subjected to disciplinary action under it may appeal the determination and/or the disciplinary action(s) taken in the same manner as other disciplinary actions, in accordance with the Brookhaven Learning Center's discipline policy, applicable statutes, or collective bargaining agreements.

F. Independent Review: A complainant may request an independent review if s/he:

1.) believes that the school did not correctly analyze the complaint and failed to conduct an investigation of the incident because the school believed the alleged conduct did not constitute possible harassment,

2.) is dissatisfied with the final determination following an investigation as to whether harassment occurred, or

3.) believes that although a final determination was made that harassment/ bullying occurred, the school's response was inadequate to correct the problem. The complainant shall make such a request in writing to the superintendent of schools/head of school. Upon such request, the superintendent/head of school shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 565(f), and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school's investigation. Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing:

1.) as to the sufficiency of the school's investigation, its determination, and/or the steps taken by the school to correct any harassment/ bullying found to have occurred, and

2.) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Commissioner. The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the Brookhaven Learning Center. The School may request an independent review at any stage of the process.

G. Retaliation: It is unlawful for any person to retaliate against a person who has filed a complaint of harassment/ bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment/ bullying complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment / bullying is substantiated.

## **V. Confidentiality and Record Keeping**

A. The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the Brookhaven Learning Center's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.

B. The School administrator shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the Brookhaven Learning Center in a confidential file accessible only to authorized persons. All investigation records, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept for at least six years after the investigation is completed.

## **VI. Reporting to Other Agencies**

When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. §4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. §6901 et seq.

If a harassment / bullying complaint is made in an independent school about conduct by a licensed educator that might be grounds under the State Board of Education rules for licensing action, the Lead Teacher is encouraged to report the alleged conduct to the Commissioner. Nothing in this policy shall preclude anyone from reporting any incidents and/or conduct that may be considered a criminal act to law enforcement officials.

## **VII. Dissemination of Information, Training, and Data Reporting**

A. Dissemination of Information.<sup>12</sup> Annually, prior to the commencement of curricular and co curricular activities, the Brookhaven Learning Center shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and employees. Notice to students shall be in age-appropriate language and include examples of harassment. At a minimum, this notice shall appear in any publication of the Brookhaven Learning Center that sets forth the comprehensive rules, procedures and standards of conduct for the Brookhaven Learning Center.

B. Training.<sup>13</sup> The school administrator shall use her/his discretion in developing age appropriate methods of discussing the meaning and substance of this policy with students to help prevent harassment and bullying. The school administrator shall implement training for school staff within the context of professional development to enable staff to recognize, prevent and respond to harassment and bullying.

### VIII. Alternative Complaint Process

In addition to, or as an alternative to filing a harassment / bullying complaint pursuant to this policy, a person may file a harassment / bullying complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission  
14-16 Baldwin Street  
Montpelier, VT 05633-6301  
(800) 416-2010 or (802) 828-2480 (voice)  
(877) 294-9200 (tty)  
(802) 828-2481 (fax)  
(617) 289-0150 (fax)  
Email: [human.rights@state.vt.us](mailto:human.rights@state.vt.us)

Office for Civil Rights, Boston Office  
U.S. Department of Education  
33 Arch Street, Suite 900  
Boston, MA 02110-1491  
(617) 289-0111 (voice)  
(877) 521-2172 (tdd)  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

#### Legal References:

Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 et seq.;  
Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d;  
Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§1681 et seq.;  
Family Education Rights Privacy Act; 20 U.S.C. 1232g;  
Public Accommodations, 9 V.S.A. §§4500 et seq. ;  
Education, Classifications and Definitions, 16 V.S.A. §11a (26);  
Education, Harassment, Notice and Response, 16 V.S.A. §14;  
Education, 16 V.S.A. §140(a)(1);  
Education, 16 V.S.A. §166(e);  
13 See 16 V.S.A. §565(d).

#### Vermont Department of Education

Policy on Prevention of Harassment of Students 8  
Education, Harassment and Hazing Prevention Policy, 16 V.S.A. §565;  
Education, Discipline, 16 V.S.A. §1161a;  
Education, Suspension or Expulsion of Pupils, 16 V.S.A. §1162;  
Child Abuse, 33 V.S.A. §§4911 et seq. ;  
Adult Protective Services, 33 V.S.A. §6901 et seq., all as they may be amended from time to time.

*Washington v. Pierce*, 179 VT 318 (2005)

#### Vermont Department of Education

Policy on Prevention of Harassment of Students: Appendix A 9

#### APPENDIX A

#### Designated Employees

The following employees of the Brookhaven Learning Center have been designated by the school to receive harassment and bullying complaints pursuant to this policy and 16 V.S.A. §565(c)(1):

Name: Robin Amber, M. Ed., Lead Teacher

Contact information: PO Box 127 Chelsea VT 05038 / 802-685-4458 x 111

Name: Anthony Iazzo, PhD., Director

Contact information: Po Box 127 Chelsea Vt 05038 / 802-685-4458 x 101

## **Brookhaven Learning Center Student Conduct and Discipline Policy**

### **Policy**

It is the policy of the Brookhaven Learning Center to maintain a safe, orderly, civil and positive learning environment. In order to ensure that the school is free from hazing, harassment, bullying and other disruptive misconduct, a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures, will be utilized. The goal of this policy is to create an environment where the rules for student behavior are clearly stated, are understood and accepted by students and staff, and are applied in compliance with due process requirements. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a.

### **Student Responsibilities**

It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the Brookhaven Learning Center and individual classrooms.

### **Administrative Responsibilities**

The Lead Teacher, in consultation with the educational staff will develop an overall discipline plan pursuant to 16 V.S.A. §1161a. The plan will include clear guidelines for student behavior. Behavioral expectations, and the consequences of misconduct, will be stated in the student handbook and other publications distributed to students and parents/guardians.

The rules of conduct will be distributed to, and discussed with, all students at the beginning of each school year in accord with procedures stated in the school discipline plan. Students will be instructed to share the student handbook with their parents. Copies of the handbook will be provided to parents or guardians in a manner determined by the Lead Teacher. The Lead Teacher may ask that parents sign a form indicating that they have reviewed the rules of conduct with their children. When new students enroll during the school year, they and their parents will be given copies of the rules of conduct as part of the pre-enrollment process.

The Lead Teacher or her designee shall be responsible for carrying out discipline procedures conforming with the following guidelines.

1. A student may request a meeting with the Lead Teacher or his or her designee to review any disciplinary action, other than a suspension or expulsion, affecting the student. If requested, the Lead Teacher or designee shall hold an informal meeting to review the incident and to hear the views of the student and any other persons who may have information that the Lead Teacher or designee believes to be relevant in the circumstances. The Lead Teacher or designee shall issue a prompt decision to the student, which may

be oral or written. Except as otherwise provided in this policy, the decision of the Lead Teacher will be final.

2. Suspension or expulsion of students shall be imposed in accordance with state and federal law and regulations, due process requirements, and the following rules and procedures:
  - The Lead Teacher or his or her designee may assign a student to in-school detention for up to 10 consecutive school days for any infraction of school rules. As provided in the school's overall discipline plan, students assigned to in-school detention will be provided with reasonable opportunities to complete academic assignments and to benefit from counseling or other activities designed to bring about improvements in their behavior.
  - A student who poses an immediate danger to persons or property or a significant threat of disrupting the academic process of the school shall be removed from the school or to a place within the school determined by the Lead Teacher, Director, or their designee to be sufficiently secure to ensure the safety of students and school personnel and the continuation of the academic process. The Lead Teacher, Director or their designee shall notify a parent or guardian of a student who is removed from school without undue delay. If the parent, guardian or other responsible person designated as an emergency contact by the parent or guardian cannot be notified, the student will be detained at school or at another safe and secure setting for the remainder of the school day.
  - No student will be removed from school for more than the remainder of a school day unless the student and his or her parents are given an opportunity for an informal hearing pursuant to paragraph "D" of this policy. When immediate removal of a student is necessary prior to a hearing, the hearing shall be held as soon as possible following the removal.
  - The Lead Teacher or Director may suspend a student from school for a period of 10 days or less for misconduct occurring on or off school grounds. Except as provided in paragraph b above, prior to such a suspension, the student and his or her parent or guardian shall be given an opportunity for an informal hearing with the Lead Teacher or his or her designee. The student and his or her parent or guardian must be given notice of the charges, an explanation of the evidence against the student, an opportunity for the student to tell his or her side of the story, and a decision in writing to the parent or guardian.
  - The Lead Teacher or Director may, with the approval of the Board and in accordance with 16 V.S.A. §1162(a), impose a long-term suspension or expulsion of a student (for longer than ten days and up to 90 school days or the remainder of the school year, whichever is longer) for misconduct on school property, on a school bus or at a school-sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school.

- In accord with the overall discipline plan developed under 16 V.S.A. § 1161a, short-term (ten days or less) or long-term suspension or expulsion may be imposed for misconduct not on school property, on a school bus or at a school-sponsored activity where direct harm to the welfare of the school can be demonstrated.
  - Long-term suspension or expulsion must be preceded by notice and formal due process procedures, including the opportunity for a hearing before the School Board. The Lead Teacher shall notify the student and his or her parents in writing of the nature of the charges, the date, time and place of the hearing, the right to legal representation, and the disciplinary action to be recommended to the Director. This notice shall be provided in sufficient time to allow the student and his or her parents to prepare for the hearing. At the hearing, the student and parent/guardian shall be given an opportunity to present evidence and to cross-examine witnesses. The Director shall issue a written decision within ten days of the conclusion of the hearing.
3. Notwithstanding the above provisions, a legal pupil who has a disability or is suspected of having a disability, and is eligible for special education services or Section 504 services may be removed from his or her current educational placement for disciplinary reasons for more than 10 consecutive days, or for more than 10 cumulative days in a school year only in accordance with Vermont State Board of Education Rules 4313 or 4312. The school Lead Teacher, with the agreement of a special education administrator, may impose short-term disciplinary sanctions on special education students as provided in Vermont State Board of Education Rule 4313. The Superintendent and coordinator of special education will develop additional procedures as needed to govern the discipline of students with disabilities.
  4. In the event a student brings a weapon to school, the procedures set forth in the District's Weapons policy (F21) shall apply.

*Legal Reference(s):* 16 V.S.A. §1161a (discipline)  
 16 V.S.A. §1162 (suspension and expulsion)  
 20 U.S.C. §§1400 et seq.(IDEA)  
 29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)  
 VT State Board of Education Manual of Rules & Practices §4311, 4312, 4313

*Cross Reference:* Board Commitment to Non-Discrimination (C6)  
 Public Complaints About Personnel (D10)  
 Interrogations or Searches of Students by Law Enforcement)  
 Officers or Other Non-School Personnel (F4)  
 Search and Seizure (F3)  
 Alcohol and Drug Abuse (F7)  
 Weapons (F21)

## **Brookhaven Learning Center Hazing Prevention Policy**

**Purpose:** It is the policy of the Brookhaven Learning Center that all its schools provide safe, orderly, civil and positive learning environments. Hazing has no place in Brookhaven Learning Center and will not be tolerated. Accordingly, Brookhaven Learning Center adopts the following policy and procedures to prohibit hazing and will ensure the enforcement thereof.

**Definitions:** "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 any school or program operated by the Brookhaven Learning Center; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. "Hazing" also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts. Hazing may occur on or off school grounds.

### **Examples of hazing include:**

1. 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
2. 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
3. Any activity involving consumption of food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects a student to an unreasonable risk of harm; or
4. Any activity that induces, causes, or requires a student to perform a duty or task, which involves the commission of a crime or an act of hazing.

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

"Organization" means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students of the Brookhaven Learning Center, and which is affiliated with the school. "Pledging" means any action or activity related to becoming a member of an organization. "School Administrator" means the Lead Teacher or Director or his/her designee. "Staff Member" means any person employed directly by or retained through a contract with the Brookhaven Learning Center, an agent of the school, a school board member/member of the board of trustees, including a

school administrator, coach or supervisor of a co- or extra-curricular team or activity, teacher, student teacher, counselor, intern or volunteer. "Student" means any person who: (1) is registered in or in attendance at the Brookhaven Learning Center or program operated by the Brookhaven Learning Center; (2) has been accepted for admission into any school or program operated by the Brookhaven Learning Center where the hazing incident occurs.

### **Notification of Hazing Policy**

Annually, prior to commencement of curricular and co-curricular activities, the Brookhaven Learning Center shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and staff members. Notice to students shall be in age-appropriate language and include examples of hazing. At a minimum, this notice shall appear in any publication of the Brookhaven Learning Center that sets forth the comprehensive rules, procedures and standards of conduct for the school. [e.g., the student handbook]

The Brookhaven Learning Center shall use its discretion in developing and initiating age-appropriate programs to effectively inform students about the substance of the policy and procedures in order to help prevent hazing. Each coach or supervisor of a co- or extra-curricular activity shall orally explain to participants the prohibition against hazing, the reasons for the prohibition, and the potential consequences to participants and, in the case of a club or an athletic team, to the club or team itself.

### **Procedures for Reporting of Hazing and Filing Complaints**

Hazing complaints will be received by the Lead Teacher or Director. Students who believe that they have been subjected to an incident of hazing, or who have reason to believe that conduct that may constitute an incident of hazing might or did occur should report such belief to either the Lead Teacher or Director, or to any staff member or school administrator. The initial report may be written or oral. Staff members who have received such a report from a student or who otherwise have reason to believe that conduct that may constitute an incident of hazing might or did occur shall take prompt and appropriate remedial action to stop or prevent the conduct and shall report such report or belief to either of the individuals designated to receive hazing complaints or to the school administrator. If the report is made orally, the designated employee or the school administrator shall make a written record of the report. The recipient of the complaint shall immediately inform the Lead Teacher or Director of any reports or complaints of hazing. It shall be a violation of this policy for a person to retaliate against a student or other person for reporting a suspected incident of hazing or cooperating in any investigation or disciplinary proceeding regarding an incident of hazing. It is possible that an incident of hazing might also fall within the definition of abuse, neglect, or exploitation as those terms are defined in 33 V.S.A. §4912(2) and 33 V.S.A. §6902(1), (6) and (7). To the extent a staff member is a mandatory reporter of suspected child abuse or neglect or abuse of disabled adults, reporting a suspected incident of hazing to the school administrator does not relieve the reporter of any obligations additionally to report such suspicions to the commissioner of the Vermont Department for Children and Families as set forth in 33 V.S.A. §§4913 and 4914 or

to the commissioner of the Vermont Department of Disabilities, Aging, and Independent Living as set forth in 33 V.S.A. §§6903 and 6904. Because it is also possible that incidents of hazing, under certain circumstances, may also constitute acts of harassment, the Brookhaven Learning Center shall publicize the availability of the Vermont Human Rights Commission and the federal Department of Education's Office of Civil Rights to receive complaints of harassment if the complainant reasonably believes that they have been subjected to, or are about to be subjected to, unlawful harassment based on the complainant's membership in a protected class pursuant to 9 V.S.A. §4500 et seq.

### **Procedures for Investigation of Reports of Hazing**

The Lead Teacher or Director, upon receipt of a report or complaint of hazing, promptly shall cause an investigation to commence. The investigation shall be timely and thorough and the findings and conclusions of the investigation shall be reduced to writing. Unless there are exceptional circumstances, the investigation shall be concluded within ten school days.

### **Disciplinary Action**

It is not a defense in a disciplinary proceeding under this policy that the person against whom the hazing was directed consented to or acquiesced in the hazing activity.

1. If the investigation concludes a student committed an act of hazing or otherwise violated this policy, that student may be subject to appropriate disciplinary action, including but not limited to suspension or expulsion from co- or extra-curricular activities or from school. Any disciplinary action against a student shall be subject to the procedures set forth in the Disciplinary policies.
2. If the investigation concludes that a staff person committed an act of hazing or otherwise violated this policy, that person may be subject to appropriate disciplinary action in accordance with applicable law, Brookhaven Learning Center's policy and the provisions of any applicable collective bargaining agreement or other contract.
3. If the investigation concludes that two or more students from the same athletic team or other co- or extra-curricular activity directed, engaged in, aided or otherwise participated in actively or passively an incident of hazing, disciplinary action may be imposed against the team or activity, including cancellation of one or more athletic contests or activities or the entire athletic or activity season.
4. If the investigation concludes that an athletic team or other co- or extra-curricular activity or organization knowingly permitted, authorized, or condoned hazing, disciplinary action may be imposed against the team, activity or organization, including cancellation of one or more athletic contests or activities or the entire athletic or activity season, or revocation or suspension of an organization's permission to operate or exist within the school's purview.
5. Acts of hazing may also constitute unlawful conduct and may be prosecuted under 16 V.S.A. §§140b-140d or other state law.

6. Nothing in this policy shall limit or preclude the Brookhaven Learning Center from disciplining a student or other person affiliated with the school under any other school policy as well as under the terms of this policy.

### **Training of Staff**

The Lead Teacher shall ensure that each staff member, with particular emphasis on staff members who are coaches or supervisors of co- or extra-curricular activities, receive training in preventing, recognizing and responding to hazing. At minimum, the school administrator shall annually, prior to commencement of curricular and co-curricular activities, provide notice of this policy and procedures to staff members, and parents/ guardians.

### **Reporting Incidents of Hazing to Law Enforcement Officials**

All staff members are subject to the confidentiality requirements of the Family Education Rights and Privacy Act (FERPA)(20 U.S.C. §1232g and 34 C.F.R. Part 99). Accordingly, personally identifiable information derived from student records may not be disclosed without parental consent unless it meets one or more of the exceptions specified in 34 C.F.R. Part 99. Certain of these exceptions, depending upon whether the circumstances meet the conditions set forth in those exceptions, may permit the reporting of hazing to law enforcement officials. Those relevant exceptions are:

- (1) Where there is a health or safety emergency;
- (2) Where the information has been subpoenaed; or
- (3) Where the records in question are created and maintained by a law enforcement unit established by the school. If the information is obtained through means other than student records, the restrictions of FERPA may not apply. For example, reporting to law enforcement officials may be made pursuant to criminal statutes or 16 V.S.A. §140a-d.

*Legal Reference(s): 16 V.S.A. §11(a)(30) (Definition of hazing)*

*16 V.S.A. §§140a-140d (Hazing)*

*16 V.S.A. §165(a)(1), (8) (School Quality Standards)*

*16 V.S.A. §166(e) (Approved and Recognized Independent Schools)*

*16 V.S.A. §565 (Powers of school boards)*

*20 U.S.C. §1232g (FERPA)*

*34 C.F.R. Part 99 (FERPA rules)*

*Cross Reference: Reporting Suspected Child Abuse or Neglect (F8)*

*Harassment of Students (F20)*

### **Designated Employees**

The following employees of the Brookhaven Learning Center have been designated by the school to receive hazing complaints pursuant to this policy and 16 V.S.A. §565(c)(1):

Name: Robin Amber, M. Ed., Lead Teacher

Contact information: PO Box 127 Chelsea VT 05038/ 802-685-4458 x 111

Name: Anthony Iazzo, PhD., Director

Contact information: Po Box 127 Chelsea Vt 05038 / 802-685-4458 x 101