



PARENT HANDBOOK

Table of Contents

Introduction	1
Recent Changes	3
Academic Program	5
College Advising	5
Core Courses	6
English.....	6
History.....	7
Math.....	10
Science.....	11
Art.....	14
Electives	15
Foreign Language	16
Grading Policy	16
Grade Reports	19
Progress Reports	20
Graduation Requirements	20
Community Issues	23
Extra Fees	23
Relationships and Sexuality	23
Relationships.....	23
Sexuality	23
Rights Related to Student Records	25
Scholarships	27
How does Rock Point School handle scholarship support?	27
Tobacco	28
Counseling	28
Confidentiality	29
AA Policy	29
RPS Student Handbook	29
Concussions	30
Frequently Asked Questions	37
How can I communicate with the school and my student?	37
Specific Contact Persons.....	38
Cell Phones	38
Social Media	39
Clothing Expectations	39
What can I expect from my student’s advisor?	41
What is the role of the school nurse?	41
Letter re: Medical concerns.....	42
How can I be involved in helping the school?	43
How can I appeal a decision made by the school?	44
Is my child’s IEP or 504 Plan implemented at Rock Point School?	44
Re-evaluation Process	46
Safety	47
Releases	47

Substance Use Screen Policy.....	47
Asbestos Notice	48
School Data.....	49
Governance	49
Non-discrimination Policy.....	49
Memberships and Certifications.....	49
Student Life	51
Work Crew	51
Sports	51
Meetings	51
Weekend Activities	51
The Rock Point School Year	53
Parent Conferences.....	53
Planning for Vacation Travel.....	54
Graduation.....	54
Appendices	55
Appendix A: Rock Point School Health Information Form	57
Appendix B: Substance Abuse Testing Permission Form	58
Appendix C: What To Bring to Rock Point School.....	59
Appendix D: What NOT To Bring to Rock Point School	61
Appendix E: Re-evaluation Flow Chart.....	63
Appendix F: Board of Trustees	65

Introduction

September 2012

Dear Rock Point Parent:

I am happy to welcome you to this year's version of Rock Point School's Parent Handbook. While I think it covers the ground fairly well, there are always errors that need correction and places that deserve improvement. Please don't hesitate to let me know about either opportunity.

I hope you find this handbook helpful, both in getting to know Rock Point School and in keeping track of the details of your student's progress here.

This document is available both electronically and in hard copy form. The Parent Handbook is accessible by parents through the Community Login section on our website, www.rockpoint.org. You will be given a username and password to access this section of the website.

The Parent Handbook and the Student Handbook are two complementary books, which together give a good picture of the Rock Point School Program. There is a great deal of very valuable, specific information in the Student Handbook and I don't want you to miss it by thinking that this Parent Handbook takes the place of the Student Handbook. Please use and be familiar with both Handbooks and please review the Student Handbook with your child or ward as they enroll or return to Rock Point School. Another source of information is our website www.rockpoint.org, which includes a calendar of upcoming events.

If you are a parent of a returning student, please allow me to point out that the Student Handbook has changed from last year: the changes are editing for spelling, grammar and new dates. Substantive changes include those driven by technology and legal requirements, e.g., our policies on Facebook and texting as well as the inclusion of bullying and hazing provisions. These topics, as well as any others that you would like to review can be readily found by using the "search this site" tool located at the upper right corner of the Student Handbook. Please feel free to call me, Ryan Weiland, the Dean of Students, Isaiah Keepin, the Academic Dean, or Hillary Kramer, the Director of Admissions with questions.

I hope this handbook contributes to an enjoyable and productive year for all of us.

Sincerely,

C.J. Spirito

Head of School

Recent Changes

All policy changes at the school are not necessarily reflected right away in this handbook. During the year, new policies are subject to a trial period, after which they are added to the handbook (and this page).

Over the summer, new policies may be added to the handbook. This is also the time when this page is refreshed.

Minor updates to the handbook are made on an ongoing basis and are not reflected on this page. Minor updates are things like typo corrections, clarifications, adding examples, etc.

List of recent changes:

None at this time.

Academic Program

College Advising

During our students' junior year, we work with them informally and as they express interest and readiness regarding preparing for life after high school. All juniors take the PSAT in October and most now take their first SAT in May of the same year. With seniors, our work is more formal. All seniors take Senior Seminar as their first-quarter afternoon art class. This class meets three times per week (an hour each class) specifically for the purpose of helping seniors acquire skills and begin the college application process. The seminar offers résumé writing workshops, job-application workshops (from letter to interview), assistance in registering for the SAT and ACT tests, and an introduction to the college application. As part of the seminar, seniors are also taken to a local college fair and meet individually with Emily Skoler, in her afternoon role as the guidance counselor, to discuss education and career plans and to begin the process of finding colleges and/or job and training opportunities.

We work closely with students on their applications and essays, helping them make connections between past experiences and future goals. The guidance counselor, Emily Skoler, also works with students on their financial aid applications. Because Rock Point is not a traditional high school, we write detailed letters of recommendation for each student, helping to place each student into the context of his/her life as well as into the broader context of college-bound applicants. Rock Point School is lucky to have a devoted counselor from the Vermont Student Assistance Corporation (VSAC) who works with eligible in-state students on a monthly basis, supplementing and improving their planning for life after high school.

After first quarter ends, some seniors may choose to continue working with the guidance counselor during afternoon time. To work with Rock Point students on planning for their future is to be constantly reminded that they have been set back in their lives due to one circumstance or another. While these circumstances have made them "wise beyond their years" in some ways, they are often less worldly wise and confident than their peers. At the same time that we are looking ahead with our juniors and seniors, we are also filling in gaps from the past. We try to pay close attention to each student's skills and readiness for the next step in her/his education beyond the high school classroom.

Please note that, although we work closely with each senior, we cannot take the place of parents and their role in the college application process. Questions about finances, the timing of college plans, choosing the right college, help with filling out the applications, and communicating with college admissions offices all remain within parents' purview. If you are interested in obtaining additional help with these tasks, there are college planning counselors in Burlington whom we can recommend to you.

Core Courses

English

The goals of the English program are to develop thinking, writing, speaking, and listening skills; to develop appreciation of literature; to encourage a lifelong habit of reading; and to deepen students' connections with the political, social and spiritual world.

The English program is designed to guide students to speak, listen, read, and write with increasing depth and sophistication. Students are encouraged to recognize and develop their own personal styles and interests in communication, particularly in writing. Each year of the English program is divided into units, which focus on a particular skill, such as critical reading, while integrating the other skills.

The specific areas addressed in each grade are the following: reading, literature and media, composition, grammar and language, word study and vocabulary acquisition, speaking and listening, and critical thinking.

English 9: Foundations of Language and Literature

This course concentrates on the development of reading, writing, and speaking skills, remediating where necessary and forming a sound foundation for further work in language and literature. In reading, students will develop their comprehension skills and strategies. They choose approximately eight individually chosen books to read throughout the year. As a group they read selections in the Great Books series, learning close reading strategies, discussion techniques, and responding to literature in writing. Together they read one novel, such as *To Kill A Mockingbird*, a play, such as *Romeo and Juliet* (which they will also see on stage), short stories and poetry. Students also participate in a story telling unit in which they present a story to an audience. In writing, they respond to individual reading and writing in oral and written reports and journal entries. They practice paragraph writing in various modes of discourse; they write a sustained piece of fiction that is published in a school literary journal. In language, they learn parts of speech and parts of sentences. They study vocabulary from their reading and in a separate vocabulary program. Drama and improvisation is used throughout these areas of study.

English 10: Literary Criticism and Composition

Students discuss and write about literature, learning the skills of response and analysis. They read at least eight novels or works of nonfiction individually chosen and respond in journal entries, discussion, oral and written reports. They spend at least one quarter on the study of Greek myths and the reading of *The Odyssey*, responding in daily writing activities and culminating in their writing an epic poem in a small group or individually. They read short stories, poetry, and prose. They will read and see a Shakespeare play. Students write one extended piece of fiction or memoir over the course of a quarter, participating in peer conferences, revising, editing and publishing their work. Students learn to write essays in several modes of discourse. They continue to study vocabulary as part of the literature program and in a separate continuous vocabulary program.

English 11: Themes in American Literature

Students read a variety of early American writers such as Poe, Hawthorne, Emerson, Thoreau, Whitman, Dickinson, Clemens, Steinbeck, and Miller. They also read individually chosen books throughout the year. Students write in a variety of modes including journal entries, essays, research papers, and poetry. They participate in a nine-week sustained writing class culminating in the publishing of their work. They also study literature-based vocabulary as well as a separate, discreet vocabulary program.

English 12: American Studies

In this integrated history-English class, students study 20th century America through history texts, newspapers, novels, short stories, essays, and poetry. They continue to study literature-based vocabulary as well as a separate vocabulary program. The writing component stresses writing various styles of essays. The improvement of sentence structure, coherence in writing, and revision skills are emphasized.

History

History Curriculum: General Overview

The history curriculum at Rock Point School focuses on encouraging students to see the broader context for not only the world we live in but also their own lives. There is a limited amount of factual material that can be covered in even four years of high school, but students, whether here for one year or four, can be opened to the limitless powers of curiosity and critical thinking. The present and future are connected to, and shaped by, the past. The history curriculum seeks to make visible some of the many ways this is true.

In addition to learning about historical events and parts of the world (both near and far), students learn core academic skills through the history curriculum, from organizational skills to developing competency in oral and written expression skills. There is a strong emphasis on “how to be a student.” In the freshman and sophomore years, there is a focus on foundational skills, and, in the junior and senior years, the focus is on college preparatory skills, including a structured essay-writing curriculum that helps students become more confident essay writers. All grades are introduced to academic-based internet skills, and the junior and senior curricula include education around basic research and research-writing skills.

The history curriculum has a strong place-based educational component, and it also includes four unique opportunities for experiential learning and the development of leadership skills—through attending local-government planning events, and participation in a maple sugaring program, an apiary program, and a local farm-to-school program. Connected to the history program is also a cultural enrichment program, where students attend local theater performances by groups from around the world, with opportunities to learn about the historical backgrounds of the performers and performances.

History Course Descriptions

Ancient Studies (Core 1 A)

Drawing on both myths and history, we look at ancient civilizations and the themes inherent in the development of civilizations, societies, and individuals. In this course we look at how societies develop and evolve, with attention to what endures and what changes. We examine historical and cross-cultural influences, finding links between ancient history and the world we in which we currently live and continue to create. It is not so easy to travel to Athens to see the Parthenon, but we can visit the Follett House in downtown Burlington and see an example of a Greek Revival home built by an industrialist who was involved in the railroad that ran through Vermont during the late 19th century.

Through looking at epic literature such as Gilgamesh, Beowulf, living documents such as the Bible, and historical structures such as churches, mosques, and castles, we examine the overlap and differences in historical and social development, and we learn about ancient civilizations and their connection to current life and culture. Students will identify foundational components of civilizations and societies, and, with Vermont as our laboratory, we will look at expressions of these foundational components (through architecture, transportation, land use, industry, politics, inventions, and environmental issues) as they have evolved through the years.

Ninth and tenth grades are important developmental years and transitional years, and this course also compels students to look at foundational components of individual development as well as societal development, as students are encouraged to begin thinking about their relationship with society and their hopes for the larger world. With every unit of study, students will keep returning to the following questions: What is the world we live in now? What is the history of that world? How can you apply what you've learned in this until to your hopes and dreams for your own development and your place in society?

World History (Core 1 B)

Through the study of the remarkable civilization of China, the troubled history of Africa, and the history surrounding us in Vermont, we look at how cultures, societies, and governments develop and evolve. Students learn how concrete elements such as topography, geography, weather, and technological developments create and shape societies. We examine how cultures and economies evolve in relationship to both concrete elements and unfolding historical events. As with Ancient Studies, Vermont is a laboratory for looking at the themes and lessons of the curriculum. Students are asked to think about the links between the past and the present, as well as global connections and issues. In the current global economy and geopolitical reality, history, on some level, is no longer about faraway places, but instead about places that we have relationships with and that shape us, whether we can see it directly or not.

Specific academic skills focused on in Ancient Studies and World History are:

- managing and organizing time and materials
- engagement / conversation
- developing confidence

- oral and written expression of ideas
- summary skills
- reading comprehension
- independent work outside of class
- critical thinking and inquiry
- making connections

U.S. History 1 (Core 2)

U.S. History 1 begins with foundational study of the Constitution and how the document that governs our country was created, negotiated, and amended in order to meet competing philosophical, economic, and social concerns, by a group of people who were knowledgeable about the history of governing forms and who had visions of trying to create something viable and flexible. Coinciding as it did with expanded access to printed materials, the Constitution was one of the first documents that could and did engage the citizenry in their concerns during its creation in new ways.

Studying the Constitution becomes a lens through which to look at a variety of other aspects of our country's development, including westward expansion, statehood and the development of state constitutions, citizens' rights and responsibilities, government rights and responsibilities, the tension and cooperation between federal and state government, our country's Civil War, and the civil rights movement that followed that conflict.

Students write six essays that are guided and structured to help them synthesize information and reflect their understanding of core concepts. The essay curriculum is scaffolded to including instruction about developing a thesis, developing clear paragraph writing skills, writing a blue print, constructing paragraphs that follow the blue print, and developing strong transitional sentences to create clarity and cohesion. This essay curriculum is reinforced and expanded upon during the senior history curriculum.

There is emphasis on reading comprehension and critical thinking skills, with instruction to assist students who are strengthening their skills. In addition to history texts, we use two texts that analyze history texts, helping us gain perspective about points of view and how the narrative of history is constructed. In addition to these reading materials, we also use primary sources, reviews of court cases, and current and archived newspapers.

There is also emphasis in this curriculum on listening and communication skills, helping students to find a voice that is confident and respectful, teaching explicit skills about how to engage in and expand a conversation. (How to join a conversation, how to show an understanding of what has transpired so far, how to be clear whether you are in agreement or disagreement with parts or whole, how to agree and expand, how to disagree and expand, how to ask questions for clarification, etc.)

U.S. History 2 (Core 3)

U.S. History 2 expands on U.S. History 1, but is a stand-alone course. We start with a brief review of the Constitution and then begin to look at why and how it has been amended

through the years. We focus on the complexity of these amendments and their application in the world. It's one thing to have a document that outlines rights and responsibilities; it's another thing to implement them nationwide, in areas that are vastly cultural, socially, and economically varied. We examine court cases whose decisions changed how our nation interacts and continue to shape our lives, as they are implemented and challenged in new ways.

In this course we examine the impact of documents and media on our understanding of events, and students are encouraged to expand their understanding of their assumptions, biases, and regional or other influences that have shaped them. With an understanding that students about to graduate will be taking on rights and responsibilities in new ways, this course aims to provide a strong foundation for students to become knowledgeable and engaged citizens.

As in U.S. History I, this course emphasizes critical thinking skills, reading comprehension, learning how to engage in conversations, and expanding essay-writing skills. The instruction in all of these areas is structured and scaffolded.

Math

The goals of the mathematics program are to move all students along in their mathematical skills, providing course work appropriate to their needs, to complete requirements for graduation, to prepare students for life after high school through college preparatory courses, SAT preparation, basic math skills, and/or consumer math skills, and to develop and enhance inquisitive aspects through math and logic

Pre-Algebra - Text - Algebra 1/2 by John Saxon (Saxon Publishers)

The goals of this course are to strengthen and expand skills with numeric calculations, solving equations and order of operation rules, and to introduce exponents, systems of equations, operations with rational expressions, factoring, graphing linear equations, and special word problems. This text uses cyclic review and skill-building techniques to maintain skills in these areas. Other texts and teacher prepared materials supplement this work.

Geometry - Text - Discovering Geometry (Key Curriculum Press)

Topics include vocabulary, deductive reasoning, parallel and perpendicular lines, congruent triangles, properties of quadrilaterals, similarity, right triangles and trigonometry, circles, area and volume of polygons and solids, and basic constructions. Supplemental materials are available from Houghton Mifflin and through teacher prepared materials.

Algebra 2 - Text - Algebra 2 by John Saxon (Saxon Publishers)

The goals of this course are to strengthen and expand skills with algebraic expressions, solving equations, algebraic word problems, and to introduce negative exponents, uniform motion problems, chemical compound problems, non-linear systems, and solving quadratic equations. This text uses cyclic review and skill building techniques to maintain skills in these areas. Other texts and teacher-prepared materials supplement this work.

Pre-Calculus - Text - Advanced Math by John Saxon (Saxon Publishers)

Topics covered include the six basic trigonometric functions, right triangle problems, Law of Sines and Cosines, several ways to find the area of a triangle, conic sections, and series and sequences. Additional texts and teacher-prepared materials are available to supplement this work.

Applications of Math

The intent of this course is to help student develop their fluency with numbers and mathematical operations by exploring how these things apply to real-life situations, for example, in personal finance or physical measurement. Attention is paid to helping students develop a sense of important financial concepts such as interest rates, and also to helping students become more confident in their use of numbers by developing skills such as estimation. Finally, students will have a chance to discover the joy and fascination of numbers and patterns by investigating how math connects to other disciplines such as music, science, and visual art.

Science

The science program is aimed to encourage students to notice and, more importantly, question the world around them and in them. It caters to the variety of learning strengths and needs of the students, while emphasizing the importance of learning new skills and methods with which to acquire knowledge. The overall purposes and objectives for students to achieve in science at Rock Point School are as follows:

- to feel competent and confident in their ability to learn science
- to be able to critically and analytically think about their world
- to learn the logical reasoning of how and why to engage and interact with the natural world
- to learn the importance of accuracy and preciseness in experimentation
- to gain experience in scientific research and writing, including but not limited to:
 - using the scientific method
 - experimental design
 - observation skills
 - safety performance in the lab and outdoors
- to have fun in learning

We work with many students who don't come from strong scientific knowledge, skills or curiosities. The science department believes that this is largely in part due to science being too abstract or detached from the present experiences of the student. This program's curriculum was designed to offer topics that are more tangible and applicable, or obvious, to the student, resulting in greater student interest and intrigue in science.

Earth Science

In Earth Science, students focus on learning about the fundamental processes and concepts that make Earth a planet that sustains and diminishes life as we know it.

First quarter is dedicated to teaching foundations that will be used throughout the entire year, such as general Earth characteristics, the scientific method, and basic map reading skills. We also will study weather and meteorology this quarter so that we can interpret current weather reports and happenings as they occur during the year.

Second quarter we delve into the interior workings of the Earth, studying plate tectonics, volcanoes, and earthquakes. Students will be responsible for researching a major tectonic event of the past, understanding the mechanics which caused the event and the implications that such forces have on human culture. Individual research will be presented to the class in the form of a PowerPoint™ presentation.

Third quarter the students will be studying basic chemistry, minerals and rocks. This quarter will involve several labs in which we will examine mineral specimens hands-on, and learn about the seven distinguishing characteristics that geologists use to identify minerals

Fourth quarter we will learn about the surficial processes that break down the minerals and rocks on Earth. Students will learn how to identify which materials will degrade faster and why. We will take a look at glaciers, learning where and how glaciers exist on Earth, how they advance and retreat, and the major landforms that they create or destroy. We will conclude the year focusing on streams and rivers, learning about the stages that a river goes through as it ages, and the effects that it has on the landscape surrounding it, as well as the rocks and minerals in it. Learning about weathering and erosion will be enhanced by taking three main field trips: first to the shores of Lake Champlain at Rock Point, second to the top of Mount Philo in Charlotte, Vermont, and third to Huntington Gorge, Huntington, Vermont.

Biology 1

Biology is the study of life, and as we all know or can imagine, life on Earth is an incredibly vast subject, and becoming evermore so. As a result of this, I have chosen the biology curriculum based on what I feel is most important and/or pertinent that the sophomores learn. The topics I have chosen are tangible to the students' everyday life.

Sophomores will spend first quarter learning about the processes and characteristics that are considered commonalities of life. The majority of the quarter will be spent studying the fundamental building block of life, the cell. We will finish the quarter studying major cell processes that serve as the foundation of sustaining life.

Second quarter is dedicated to focusing on the anatomical systems of the human body. In lecture, we will primarily focus on the reproductive systems of males and females. An overview of sexually transmitted diseases is covered. The other major anatomical systems of the human body will be learned about through research. Individual students will be required to research a system, resulting in a written research paper and a PowerPoint™ presentation to their classmates. Students will be required to take a test that covers the information presented.

The third quarter curriculum focuses solely on the brain. We will briefly touch on brain damage and / or diseases, however, more of this will be covered by the students, as they are required to do a research project focusing on a topic that pertains to the brain, honing in on the area of the brain that is most used or affected in relation to their topic. Examples of topics previously researched are Parkinson's disease, Alzheimer's, and sexual attraction and preferences. We will conclude our study of the brain with taking a look at how and why social (and usually addictive) drugs affect the brain and a person's ability to function normally while under the influence of a drug or drugs, and often in the absence of its influence.

Fourth quarter we turn our focus to the great outdoors. We will learn about the fundamentals of ecological systems and the components that comprise them. Particular attention will be paid to the ecosystem at Rock Point. Students will practice tree identification on the property. As a class we will learn about different physical characteristics of the area that dictates what life lives here. Students will perform tests, such as soil pH and water chemistry tests, to identify some of these physical parameters. We will identify the animal life on the point from the macro-invertebrates in the pond and lake to the larger animals that inhabit the land. Students will be required to keep journals throughout the quarter. In the end, they will be asked to synthesize the information in their journals and write a paper about the ecology on Rock Point.

Chemistry

In chemistry, students start the year off by learning the metric system and conversion of units, properties of matter, and how to distinguish between physical and chemical properties. We will then move into studying elements, compounds, and the periodic table, which is essentially like learning a new language. They will become fluent in how to name and write elements, compounds, equations using chemical formulas and chemical notation. Students will gain a solid understanding why elements form compounds, and conversely, why some compounds easily break apart to form other ions, compounds, and/or elements, and others do not. We will cover why reactions occur, types of reactions, and factors that affect the rate at which reactions occur, or why they do not occur. Students will make ample use of basic algebra skills as they work to understand quantitative relationships between reactants and products. Special attention will be paid to aqueous solutions, and acids and bases. Throughout the year in chemistry, labs will occur on an almost weekly basis to give the students hands-on learning experiences. We will conduct labs that exemplify different chemical properties and reactions, such as density, oxidation states of transition metals, and how chemical bonding affects the physical texture of a substance. (We make slime!) Chemistry at Rock Point will challenge the students to think, to analyze, and to pay attention to many details, all the while being fascinated by how the world around us is put together.

Biology 2

Our highest level science class is a reading-intensive, college-prep course that provides a final view of science for Rock Point School students as they make their way into a larger world. The course is designed to provide a wealth of discussion about the natural world in which we live, focusing particularly on evolution, ecology, and environmental science. Students become intelligent consumers of science reporting in the press by exploring the nature and limits of the Earth. We begin the year studying the theory of evolution, reading excerpts from Darwin's *Origin of Species*. We will discuss the use and misuse of this notion from its first publication through to the present. Our discussion of evolution then turns to the recent science and hypotheses that support the theory of evolution. Seniors will read chapters from the book *Microcosmos*, written by Lynn Margulis and Dorian Sagan. The book offers evidence and ideas as to how life may have actually formed from the prebiotic soup called Earth almost 5 billion years ago. For the second half of the year, our attention turns to the present-day environment, focusing primarily on our energy and water issues. We will investigate the reasons supporting the energy and water debates and/or crises that we face today or that future generations are predicted to experience. Students will learn about current technologies or ways of living that promote sustainability in their communities and means of prolonging their resources. Throughout the year, seniors will be responsible for writing many short papers and essays, based on both research and opinion. To conclude the year, students will write a paper in which they will convey their understanding of evolution and the state of the environment, and how one may influence the other.

Art

The purpose of the Rock Point art curriculum is to unify the program goals of the school, and to provide a framework for planning a developmental and interactive approach that integrates, rather than separates, the learning process in areas such as language, reading, writing, mathematics, science, social studies, and music. Students exposed to a vast array of educational experiences can adapt to their own learning modes.

Art History

A survey of art history is offered to the freshmen, sophomores and juniors. Students are encouraged to be a part of class discussions through slide lectures and research and to create art projects that will allow for an appreciation of past and contemporary art styles.

The freshman class covers the "beginnings of art" including Paleolithic, Egyptian, Greek, Roman and Early Christian and Byzantine art. Some of the studio component projects that accompany this study include making a mosaic, mask-making, and designing and drawing a cartouche.

The sophomore class covers art from the Middle Ages (early medieval to Gothic) and the Renaissance with a focus on the Masters. Some of the studio components of this course include making a book of illuminations, fresco painting, and watercolor designs of stained glass Cathedral windows.

The junior class covers Impressionism, Post Impressionism, Expressionism, Cubism, Surrealism, Abstract Expressionism, Pop Art, and Mixed Media Assemblage. The focus of the class allows for more development of technique and hands on work. This year students begin to fine-tune their drawing and painting skills and begin assembling a portfolio.

Studio Art

The Senior class is a studio in arts curriculum with a focus on observation work that covers traditional drawing, collage, painting, watercolor, and printing techniques, including block printing and silk screening and nontraditional mixed-media, and recycled art. This class is for non-artists and artists alike, and it is an opportunity for students who want to attend art school to work on portfolio requirements and to begin to fill in gaps in their studio art education.

The goals of the art program are:

- To teach students to recognize and understand the major themes in Art History
- To give students a written and visual vocabulary with which they can communicate about art.
- To introduce students to a variety of forms of art and the techniques used to create them.
- To introduce students to a variety of mediums and art supplies.
- To help students connect the world of art to the ideas and themes in other parts of the curriculum.
- To provide time and space for students to perfect their skills and techniques.
- To help students develop and maintain a well rounded portfolio.
- To help integrate students' lives and interests with the wider community through displaying their art both at school and in the community.
- To provide time for, and encourage, students' participation in community opportunities.
- To provide time to recognize and celebrate the students' creative achievements.

Electives

In addition to the morning core-curriculum classes in English, history, science, math, and art, the academic curriculum includes elective offerings in the afternoon. These classes meet three hours per week (Tuesday, Wednesday, and Friday, from 2:30 p.m. to 3:30 p.m.) and do not give homework assignments. Participation in a full year of afternoon art classes is awarded one half of a credit each year. The academic staff teach and supervise these classes, which are sometimes

less formal in nature than the morning classes, giving students and teachers opportunities to strengthen their relationships. The school offers these electives for several reasons:

- They are able to serve the function that clubs and extracurricular activities serve in other schools, with offerings such as drama, photography, yearbook, martial arts, and digital animation.
- They provide opportunities for students to bond with teachers and for teachers to appreciate student skills that may not come to the foreground in core curriculum classes, which focus on more traditional academic skills.
- They provide opportunities for students to learn and explore new skills.
- They complement the studio art program with offerings such as photography, stained glass, jewelry making and sewing.
- The school believes that people benefit greatly from opportunities to create and to express themselves in a variety of ways.

The electives time-slot has also been used to offer Senior Seminar which is designed to aid seniors navigate the college application process.

Foreign Language

For students who have performed well, both academically and behaviorally, at Rock Point School for at least one semester, the option of taking a language class at Burlington High School is available. Taking a class at BHS requires more motivation and follow-through on the student's part. As part of a neighborly exchange with the Burlington School District, (they use our property for soccer and lacrosse; we get to take classes and use a gym space in the winter) classes at BHS for Rock Point students are free. Please note: BHS' schedule does not overlap perfectly with ours, and students who take classes at BHS may be required to attend BHS and miss certain RPS activities. Student must be prepared to make this commitment. When a student completes and passes a course at BHS and, when BHS notifies of the grade and credit, we will put the grade and credit on the student's transcript, with a notation that the coursework was completed at BHS. If a student withdraws from class at BHS, the grade appears as a "withdraw/fail" on the student's transcript.

Grading Policy

General Grading Policy

Students at Rock Point School arrive with a diversity of academic preparation. Most of our students have had recent or prolonged difficulty in traditional classrooms. Many are unsure of their ability to be successful. The students in a given class may have very different skills from each other, gaps in their education, diagnosed or undiagnosed learning difficulties (or

disabilities), and non-mainstream talents. With some notable and memorable exceptions, Rock Point students tend to be random, abstract, and intuitive thinkers rather than concrete-sequential thinkers. They tend toward the active, the dramatic, the emotional, and the personal in school, and they prefer active learning.

Many students arrive here out of practice with, or never having learned, the skills and habits necessary for successful learning. In this context, a teacher's job is two-fold: to build each student's confidence and self esteem by providing opportunities for success based on the student's strengths, and to help a student develop the skills and discipline necessary for success in educational and social communities beyond Rock Point School.

There is no precise formula for balancing these concerns. During the first quarter we are often doing "diagnostic" teaching, learning the strengths and weaknesses of each student, and, as necessary, adapting students' educational programs in conjunction with teachers, administrators, parents, and educational consultants. Teachers' meetings provide a chance to share and receive information about students' successes, frustrations, and behaviors.

Grades are distributed each quarter, and credit is awarded by quarter as well. Grade reports consist of a letter grade and a narrative report. At the end of this section, you will find a listing of numeric grades and corresponding letter grades. Some general guidelines for grade weighting are as follows:

For 9th, 10th, and 11th grades: Homework 40%, Quizzes 20%, Tests 20%, and Participation 20%.

For 12th grade: Homework 20%, Quizzes 25%, Tests 35%, and Participation 20%.

Rock Point School calculates an honor roll each quarter. A student will be on the honor roll if he/she has earned all A's and B's for the quarter. A student may have one C or one C+, so long as the student also has an A.

Physical education grades, assessed by the dormitory staff, are pass/fail, or no credit.

Occasionally, a student will not have completed all course work by the end of the quarter. In this case, the student is given a grade of INCOMPLETE. The student is expected to complete the course work as soon as possible, or within two weeks of the quarter's end. This is usually a straightforward process. The teacher provides the student with a list of work due to complete the course. A copy of this list is also kept in a log in the office to help staff who are monitoring detentions and study halls during this time. If a student is making progress but struggling to meet the educational goals of a particular curriculum, the teacher should consult with the administration to determine the best course of action and/or if other resources are available to help the student.

Students with incompletes will be required to attend all detentions during this two-week period. At the end of this time, if all course work is not completed, but the student has mastered the educational goals of the quarter to the teacher's satisfaction, the teacher will record the grade earned (affected as it is by incomplete or undone assignments). If the student has not mastered the educational goals of the quarter to the teacher's satisfaction, the student will be required to

meet with the teacher and the student's academic advisor to draw up a plan for completing the course. This plan, along with a list of work needing to be completed and an accounting of completed and graded work, will be turned over to the Dean of Students. If, for some reason, the course work is still not completed according to the plan, the administration, in consultation with parents and guardians, will decide on appropriate action. A student's failure to complete course work may result in loss of privileges, suspension, or expulsion.

While Rock Point School will give a grade of F, a failing grade is issued as a last resort. In other words, at Rock Point, it may be possible for a student to receive an F, but it should be extremely difficult. We are working with many students who have gotten used to failing rather than trying, and we are working to break that cycle of failure with those students.

Grading and credit for students who begin classes after the start of a quarter

1. If a student arrives before the mid-point of the RPS quarter and brings a current letter grade from the sending school we will average the sending school grade with grades at RPS during the current quarter.
2. If a student arrives before the mid-point of the quarter but brings no letter grade from a sending school the student will earn a letter grade based on work at RPS provided their attendance is strong and their grade average is above C. Students whose grade average is C or below will have a chance to earn a letter grade through our regular plan to handle incomplete grades.
3. Students who arrive after the mid-point of the quarter with no current grade from the sending school will not receive credit for the current quarter. However teachers may award credit with a grade of "Pass" in special instances where a student's attendance, effort and mastery of the topic warrants credit.

Grading and credit for students who leave school before the end of a quarter

1. If a student withdraws before the end of the quarter*, and more than half of the quarter has been completed, and the student is current with the curriculum work, the family may request that the student complete the quarter's credit. Substitutions may be made in curricula to reflect independent study. Grade awarded may be as a letter grade or on a P/F basis, at the school's discretion. The transcript may indicate that the quarter was completed off campus through independent study.
2. If a student withdraws before the mid-quarter mark*, we will pass on current grades to the next school.
3. If a student is asked to withdraw from the school for disciplinary reasons, at any time during the quarter, the student is not entitled to complete the quarter and earn credit. Rock Point School will forward a record of work completed during this quarter to the student's next school placement*.

* Note to 1, 2 and 3 above: Please note that the Enrollment Agreement provides that Rock Point School will not issue an official transcript for students whose account is not paid in full.

Numerical Grading Scale

97-100 A+

94-96 A

90-93 A-

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C-

67-69 D+

64-66 D

60-63 D-

Grade Reports

At the close of each quarter the school will send out Grade Reports. The report includes a letter grade and narrative for each subject. The narrative will give a little flavor of the work that was covered in the classroom, highlight your student's particular work and sometimes make suggestions to the student about how to improve in the upcoming marking period. A few examples are provided below.

English: B

This quarter we worked on a variety of language arts and reading projects including vocabulary study, interviewing techniques, formal letter writing, reading and writing short stories and fables, oral book reports, and story telling in front of an audience.

Jim does excellent work at times. His written fable was outstanding. His vocabulary tests are very good. The areas that need his attention are homework and class interactions. His impulsive incendiary comments hamper his progress and the progress of the class.

Written homework in particular needs his attention. Looking at Jim's first year of high school overall shows progress in many areas, however. I am sure that Jim will gain understanding and control of his words and actions in his time at Rock Point. I enjoyed working with Jim this year and look forward to his sophomore year.

Earth Science: A

This quarter we began with the study of soil stratification. From this subject we advanced to the subject of water and its effects on the environment. The students took part in many labs that incorporated the relationship of water and the soil profile. Many a morning we were out getting our feet muddy, studying the area around us for the effects of gullies and moving water. The quarter ended with the investigation of the universe and its components. We will continue this subject into the next quarter.

Alice is a competitive and motivated student. It was great to see her work outdoors and have fun while learning. We did a lot of laughing during the outdoor labs. Alice worked well in our group exercises and was motivated to be a leader. I enjoyed her comments and participation in class discussions.

Algebra 1: Incomplete

During the first quarter, we reviewed and strengthened knowledge of positive and negative numbers and how to do operations with them. We worked on rules for the order of operations in an expression and on increasingly more complicated solutions of equations.

Luke worked hard this quarter and managed to complete all but six of his homework assignments and one test. He needs to finish that work as soon as possible during the next two weeks.

Progress Reports

Approximately mid-way through each quarter the school will send out brief academic progress reports for the regular morning classes. The reports serve to let everyone know that the student is doing well and can expect a passing grade, or, when necessary, to let everyone know that the student is behind in his or her schoolwork and is at risk of being incomplete at the quarter's end.

Graduation Requirements

Rock Point School's mission points the curriculum towards high standards. We want all of our graduates to be ready for a further step in their educational journey after graduation from Rock Point. That explains why we require all enrolled students to attend classes in English, math, science, history, art, physical education and to participate in chapel and in community service. We want RPS graduates to take full advantage of their time in high school, whether or not they plan to go on to further education.

Notwithstanding our goals for student achievement, we know that many of our students may come from school situations where they failed to earn full credit for their work, and their transcript may reflect missing credits and courses. It is for that reason that we have purposely kept the minimum number of credits required for graduation to 18.5 credits. This is a minimum requirement, not a target. We do not automatically graduate students when they accumulate 18.5

credits. Rock Point School awards diplomas only to students who have attended four full years of high school and who have met the credit requirements for graduation.

The transcript consists of three pages (only the first two of which are mailed out when another school requests a transcript). The third page is an informal credit inventory, which is used to track the student's progress towards graduation. The first page is usually sufficient to hold all the student's course work, and the second page is used as a backup for courses and other credits earned which do not fit easily on page 1.

A student's transcript will be examined closely at least three times during her stay at Rock Point School. The first time is when she enrolls. At that time a transcript will be set up for her and any high school credits which she brings with her to Rock Point School will be entered. This transcript will be the basis for placing the student in a class year and also be evaluated for an expected date of graduation. While the student's advisors will refer to her transcript from time to time, the next close examination will be at the beginning of the student's 11th grade. The results of a degree audit, showing exactly which courses and credits are needed for graduation and a plan for fulfilling the requirements will be shared with the student and her family. A copy of the degree audit is added to the student's folder. A similar degree audit is done at the close of the student's 11th grade year, confirming that the student has a plan to complete all graduation requirements in the coming academic year. This audit is likewise shared with the student, her family and her folder.

No student transcript will be provided to the student, parents or to schools to which the student is applying unless a student's account is fully current and paid, as determined in the sole discretion of the Head of School or Dean of Students.

Community Issues

Extra Fees

We try to keep from adding on any extra charges to the tuition, but some items seem better handled separately.

- We can arrange distance-learning classes for students who wish to fill in gaps in their record. Ordinarily we use the Brigham Young University, American School in Chicago, and the North Dakota State School. Fees for classes run from \$80.00 to \$160.00.
- Some students opt for individual tutoring. The school can help locate an appropriate tutor, but the costs of tutoring are not included in tuition.
- The costs of any outside college counseling are not included in tuition.
- Students' weekly allowances are not included in tuition.
- Ski trips are not included in tuition.
- Special trips, such as the community service trip and international trip in the spring.

Relationships and Sexuality

Relationships

You will note from the Student Handbook that the school takes a position against exclusive relationships. At the same time, we know that in matters of the heart, adolescents are learning to form the bonds we hope they will hold as adults. We know as well, that no amount of regulation can stand against the power of infatuation, love and sexual yearnings. Therefore, while we make our own efforts to regulate students' behavior, we do not pretend that our expectations and rules are the only safeguards they need. The school nurse provides information, counseling, referrals and prophylactics to students who ask for them. In addition, the school provides education on matters of sexuality and safety.

Sexuality

Rock Point School has a philosophy of wellness that encourages healthy and safe sexual development and appropriate boundaries. We are concerned with the development of the whole person, which includes social, emotional and sexual development. We believe that it is in the best interest of the students at Rock Point to learn about themselves and each other without participating in oral sex, vaginal intercourse, and/or anal intercourse while at Rock Point School,

due to the potential diseases, pregnancy, and emotional hardships that may be associated with the above-mentioned behaviors.

In keeping with that philosophy we discourage sexual relationships, and will take action based on considerations of maturity, appropriateness, health and safety. “action” may include one or more items on the following list:

- Conversing with staff
- Conversing with parent(s)
- Conversing with sexual partner and staff
- Having an appointment with the school nurse
- Having a medical checkup at health center
- Journaling about healthy sexual relationships
- Reading about healthy sexual relationships
- Meeting with the student’s counselor

If we believe that a student’s behavior or relationship is unhealthy, we might implement a separation time period. In larger boarding and day schools it is easier for students to find time away from each other because of the natural rhythm and geographical logistics of school days. That is less the case here at Rock Point, where all 40 students take classes together in the same building and most of whom live together around the clock.

- A separation time period could include one or a combination of the following options:
- No same-room rule for “X” number of days
- Concurrent times away from school to talk with parents and gain space from partner
- Different, possible consecutive times away from school to talk with parents and gain space from partner

The time can be flexible, with the number of days determined by how long it would take for the goals to be accomplished. Goals for the family could include:

- Seeing parents face-to-face
- Talking about family expectations/guidelines
- Talking about how the family’s expectations interface with the expectations at Rock Point

- Taking space from the sexual partner
- Taking space from any peer/stress/drama at the school to regain perspective

These family meetings can happen at home or parents may choose to come to Vermont to meet with their student.

If the relationship is particularly unhealthy and/or there is behavior involving oral sex or vaginal or anal intercourse, the students may be suspended in-school or out-of-school. A “particularly unhealthy relationship” could be identified by a number of elements. Examples of such elements are a significant age difference, a significant maturity difference, consistently unbalanced power, and too much exclusive focus on one person.

Please be cautioned that, under Vermont law, it is a crime for anyone age 19 or older to engage in a sexual act, of the types described above, with a child who is under the age of 15, even if the act is consensual. This includes sexual acts consisting of any intrusion, however slight, by any part of a person's body or any object into the genital or anal opening of another. All RPS employees are mandated reporters with respect to the sexual abuse of children or exploitation of vulnerable adults. This means that sexual acts between students with this age difference must be reported to the Vermont Department of Children and Families.

Rights Related to Student Records

Rock Point School affords parents and students over the age of 18 years of age (“eligible students”) certain rights with respect to student education records and the student record information.

Student educational record means those records that are directly related to a student which maintained by RPS. The term does not include those records that are kept in the sole possession of the maker or records that are maintained by a physician, psychiatrist, psychologist or other recognized healthcare professional or paraprofessional that are made, maintained or used in the treatment of the student.

1. Provided the student’s account is fully paid and current, as determined in the sole discretion of the Rock Point School Head of School, Dean of Students or Assistant Academic Dean, parents and eligible students have the right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the Head of School a written request that identifies the record(s) they wish to inspect. The Head of School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected, or if parents or the student live at a distance that makes inspection and review impracticable, then a copy will be sent to them. RPS reserves the right not to disclose certain portions of a student record including confidential letters of recommendation and the financial records of the parents , or other materials as determined by the Head of School to be in the student’s best interests. RPS reserves the right to redact portions of the student record prior to providing it to an eligible student or parents in order to protect the

privacy of other students or RPS employees. No final official transcript will be created until such time as a student's account is fully paid.

2. Again, provided the student's account is fully paid and current as determined in the sole discretion of the Rock Point School Head of School, Dean of Students or Assistant Academic Dean, parents or eligible students may request the School to amend a record that they believe is inaccurate or misleading. They should write the Headmaster, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision.

3. RPS parents have the right to consent to disclosures of personally identifiable information contained in the student's education record or the record itself.

a. One exception, which permits disclosure without consent, is disclosure to RPS school officials with legitimate educational interests. A school official is a person employed by RPS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Trustees; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another RPS official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record or obtain educational record information in order to fulfill his or her professional responsibilities.

b. "Directory information" will be provided without parental or student consent by the Rock Point School, in its discretion, to third parties. Directory Information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or institution attended.

c. Additionally, RPS will, without parental or student consent, disclose student records or educational record information to officials of another school, school system or institution of postsecondary education where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

d. RPS will, without parental or eligible student consent, disclose educational record information pursuant to a judicial order or lawfully issued subpoena or as the law may otherwise require.

e. RPS will disclose records in connection with a health or safety emergency without parental or eligible student consent.

f. RPS will, without parental or eligible student consent, disclose student records or student record information to an accrediting agency to carry out its accrediting functions.

g. RPS will, without parental or eligible student consent, disclose student record or student record information including to the School's insurers and attorneys, in order to defend the School and its staff in response to any claims from the student and/or parents, or related to any claims advanced by the School.

Scholarships

How does Rock Point School handle scholarship support?

In the spring the Director of Admissions sends out a letter to all parents who are interested in receiving financial aid and parents who received aid for the previous year. Parents are asked to complete a financial aid packet and to send a copy of the two previous years' federal income tax forms. Part of the financial aid packet is a form, which goes to a financial aid service called SSSFA in Princeton, NJ. SSSFA reviews the information and sends back a report of what they believe each family can afford based on their calculations. Un-enrolled students who are applying for aid for the upcoming school year are asked to complete the same forms as they apply.

After reviewing the finished financial aid packets for each family applying for aid, the Director of Admissions will make recommendations and bring them to a meeting of the scholarship committee. The scholarship committee is made up of five people: the Headmaster; the Dean of Students; the Director of Admissions; the Assistant Academic Dean and a rotating fifth person, often a teacher, trustee, or other staff member. The amount of scholarship aid that is given is ultimately determined by the Headmaster. The Headmaster determines the amount of scholarship aid based on the budget for the upcoming school year.

The scholarship committee gives scholarship first based on financial need. The need is determined for each individual based on the completed financial aid packet. Next, the committee looks at the individual merit of each student. Where is the student coming from? How is the student doing in the school pro-gram? What is the anticipated success of the student in the coming year? How well does the student match the mission of the school?

After scholarships are determined, parents receive a letter of acceptance or rejection and a date by which they need to sign an enrollment agreement for the upcoming school year. The second Friday in June is the usual deadline. By then we should know what the remaining amount of scholarship is for students who apply after the spring meeting. These students are put on a financial aid waiting list. Scholarship meetings are arranged as needed during the summer to determine which students will receive the remaining aid if there is any.

Scholarships are up for review every quarter. If a student is consistently not following the Rock Point Program, his/her scholarship may be placed under a probation period in which the student would need to demonstrate a change in behavior. Parents, student, and staff would be informed about this in order to ensure that there is ample time and support for the student to get back on track. Although Rock Point School has this option, it has not ever removed a student's

scholarship during the course of a year. In the 2008-2009 school year the school awarded \$100,800 in scholarship aid.

Tobacco

All tobacco products are prohibited at Rock Point School. Possession of tobacco products by persons less than 18 years of age is illegal in the State of Vermont. Tobacco products include but are not limited to pipes, chewing tobacco, cigars, and any type of cigarettes. Tobacco-related posters, t-shirts, mugs, bags and any other advertisement are not allowed, since they promote a product which is unhealthy for the school community.

This policy includes everyone at graduation, banquets, and any other event at the school. Rock Point School and its grounds are a Tobacco Free Zone and smoking is not permitted at any time.

Counseling

There are three main levels of support, which fall under the rubric of counseling. The first, most informal, is the continuous background bath of banter, talk, advice, questioning and admonition which accompany your student throughout the day. You know this style well from family life at home. The difference at Rock Point School is one of degree: there are many more adults talking to your child here than at home.

The second level is the more intentional, focused counseling which happens in dorm floor meetings and in advisor meetings. These meetings occur on a fairly regular schedule and will cover a variety of topics. Other meetings may be arranged to respond to particular difficulties or opportunities. The Dean of Students and the School Nurse have many chances to counsel students in one-on-one sessions.

While the staff of the school are practiced and very adept in their jobs as counselors, they are not trained to provide the services of trained professional therapists. Also, we think these services are most effective when they happen outside the school setting, by providing better focus and a higher sense of confidentiality. We know too that no one person can be all things to all people, so we prefer to take advantage of the great variety of providers in the Burlington area. We do our best to schedule appointments to fit the students' schedule and our ability to provide transportation. When we cannot give a student a ride we have to rely on the public bus system or occasionally a private taxi.

Counseling is a very important and sometimes difficult part of a student's life here and we rely on good communication with the student's family and home counselors to make the most of this resource.

Confidentiality

Our goal is to keep the lines of communication between the student, the family and the school as open as possible. We tell students that we will do our best to keep whatever they say in confidence as confidential as possible, but under no circumstances will we ever promise absolute confidence. All staff are required to act in the student's best interest of health and safety and this means that all staff must be free to decide when to pass information along to fellow staff members, the nurse, or the school administration.

All school employees are, under Vermont law, mandated reporters, which means that they are required to immediately report: (a) (within 24 hours) suspected child abuse, including sexual abuse, or neglect to the Department of Children and Families (DCF) and (b) to Adult Protective Services within 48 hours when they have a reason to suspect that a vulnerable adult has been abused, neglected or exploited. School employees making such mandated reports are also required to report the information to the RPS Head of School. School contractors who regularly work with students are also mandated reporters. Suspicion means the school employee or contractor has reasonable cause to believe that such abuse, neglect or, in the case of vulnerable adult, exploitation has occurred. This does not mean that the employee must be convinced the abuse, neglect or exploitation occurred; only that it might have occurred. Any doubts the employee may have shall be resolved in favor of reporting the suspicion. Student Teachers and volunteers are required to report immediately to the Head of School concerning any suspicion of child abuse or neglect or any suspected abuse, neglect or exploitation of a vulnerable adult.

AA Policy

We have found Alcoholics Anonymous to be a very important resource to some of our students. The school has identified which meetings are most appropriate for our students and we provide rides to these meetings. We try to provide access to one meeting each day. Because of the powerful nature of these meetings and because getting to an evening meeting requires juggling and compromising the student's evening schedule, we do not allow students to go to meetings without first having made a good case for doing so. Usually that case is made in the admissions process when we are getting to know a student, but sometimes the issue comes up after school has begun. The school will discuss this issue with you before we begin taking your student to AA meetings. It is our goal to make sure that the students we are taking to meetings are appropriately matched to the resources AA provides.

RPS Student Handbook

This Parent Handbook is intended to work in conjunction with the Student Handbook, which, in general, goes into more detail about life and procedures at the school. The RPS Student Handbook contains information that is crucial to your student's success including about expectations and consequences related to daily life, community standards and the academic and dormitory programs. The Student Handbook also contains specific policies related to bullying, harassment, hazing and non-discrimination. We suggest that parents have a copy of both

handbooks available for their reference. The school will provide print or electronic copies of the Handbooks by request, and they are also available for download on the “Community Login” section of our website. Parents will be provided with a copy of the RPS Student Handbook at the beginning of the school year. Any questions or concerns should be addressed to the Head of School, the Dean of Students or the Academic Dean.

The School’s Comprehensive Plan for Responding to Student Misbehavior is set out below. It is intended to promote the positive development of our students. Our Student Handbook contains the major components of this Comprehensive Plan. The Student Handbook is also the means for informing parents of the school’s discipline policies, including the procedures for notifying parents of student misconduct, for working with parents to improve student behavior and the procedures for suspension and expulsion.

Comprehensive Plan For Responding To Student Misbehavior

- (1) Rock Point School’s (“RPS”) approach to classroom management and disruptive behavior, including the use of alternative educational settings, is to provide students with clear guidelines as to student behavior and to use consistent, clear and fair disciplinary procedures, as set out in the RPS Student Handbook;
- (2) the School provides information and training to students in methods of conflict resolution, peer mediation and anger management;
- (3) the School has procedures in place for informing parents of the school's discipline policies, for notifying parents of student misconduct, and for working with parents to improve student behavior, including through the RPS Student and Parent Handbooks;
- (4) the School's response to significant disruptions, such as threats or use of bombs or weapons is clearly set out in specific policies relating to any significant disruptions;
- (5) the School ensures that all staff and contractors who routinely have unsupervised contact with students periodically receive training on the maintenance of a safe, orderly, civil and positive learning environment. The training is appropriate to the role of the staff member being trained and teaches classroom and behavior management, enforcement of the school's discipline policies and positive youth development models;
- (6) the School provides a description of behaviors on and off school grounds, including through the Student Handbook, which constitute misconduct, including harassment, bullying, and hazing, particularly those behaviors which may be grounds for expulsion, as well as a description of misconduct which, although serious, does not rise to the level of harassment or bullying as those terms are defined therein; and
- (7) the School adheres to procedures for suspension and expulsion of a student, as set out in the RPS Student Handbook.

Concussions

1. In compliance with state law, the Head of School (or a designee) ensures that the information about concussions developed by the Commissioner of Education is provided annually to each youth athlete participating in team sports and the athlete's parents or guardians. This information is presented below.

2. Each student athlete and a parent or guardian of the athlete is required annually to sign a form acknowledging receipt of this information and return it to the school prior to the athlete's participation in training or competition associated with a school athletic team. This form is included at the end of this section.
3. Each coach of Rock Point School's athletic teams is provided training every two years on how to recognize the symptoms of a concussion or other head injury; and
4. Each coach who is new to coaching at the school receives training prior to beginning his or her first coaching assignment for the school.

Participation in athletic activity. A coach will not permit a student athlete to train or compete with a school athletic team if the athlete has been removed or prohibited from participating in a training session or competition associated with the school athletic team due to symptoms of a concussion or other head injury until the athlete has been examined by and received written permission to participate in athletic activities from a health care provider licensed pursuant to Title 26 of the Vermont Statutes Annotated and trained in the evaluation and management of concussions and other head injuries.

What Is A Concussion? (Information for Athletes)

Source: U.S. Department Of Health And Human Services Centers For Disease Control And Prevention
http://www.cdc.gov/concussion/pdf/athletes_Eng.pdf

A concussion is a brain injury that:

- Is caused by a bump or blow to the head
- Can change the way your brain normally works
- Can occur during practices or games in any sport
- Can happen even if you haven't been knocked out
- Can be serious even if you've just been "dinged"

WHAT ARE THE SYMPTOMS OF A CONCUSSION?

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Bothered by light

- Bothered by noise
- Feeling sluggish, hazy, foggy, or groggy
- Difficulty paying attention
- Memory problems
- Confusion
- Does not “feel right”

WHAT SHOULD I DO IF I THINK I HAVE A CONCUSSION?

- Tell your coaches and your parents. Never ignore a bump or blow to the head even if you feel fine. Also, tell your coach if one of your teammates might have a concussion.
- Get a medical check up. A doctor or health care professional can tell you if you have a concussion

and when you are OK to return to play.

- Give yourself time to get better. If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a second concussion. Second or later concussions can cause damage to your brain. It is important to rest until you get approval from a doctor or health care professional to return to play.

HOW CAN I PREVENT A CONCUSSION?

Every sport is different, but there are steps you can take to protect yourself.

- Follow your coach’s rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.
- Use the proper sports equipment, including personal protective equipment (such as helmets, padding, shin guards, and eye and mouth guards). In order for equipment to protect you, it must be:
 - > The right equipment for the game, position, or activity
 - > Worn correctly and fit well
 - > Used every time you play

WHAT IS A CONCUSSION? (Information for parents and guardians)

Source: U.S. Department Of Health And Human Services Centers For Disease Control And Prevention
http://www.cdc.gov/concussion/pdf/parents_Eng.pdf

A concussion is a brain injury. Concussions are caused by a bump or blow to the head. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. You can’t see a concussion. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion, or if you notice the symptoms yourself, seek medical attention right away.

WHAT ARE THE SIGNS AND SYMPTOMS OF A CONCUSSION?

Signs Observed by Parents or Guardians

If your child has experienced a bump or blow to the head during a game or practice, look for any of the following signs and symptoms of a concussion:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Can’t recall events prior to hit or fall
- Can’t recall events after hit or fall

Symptoms Reported by Athlete

- Headache or “pressure” in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light

- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Does not “feel right”

HOW CAN YOU HELP YOUR CHILD PREVENT A CONCUSSION?

Every sport is different, but there are steps your children can take to protect themselves from concussion.

- Ensure that they follow their coach’s rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.
- Make sure they wear the right protective equipment for their activity (such as helmets, padding, shin guards, and eye and mouth guards). Protective equipment should fit properly, be well maintained, and be worn consistently and correctly.
- Learn the signs and symptoms of a concussion.

WHAT SHOULD YOU DO IF YOU THINK YOUR CHILD HAS A CONCUSSION?

1. Seek medical attention right away. A health care professional will be able to decide how serious the concussion is and when it is safe for your child to return to sports.
2. Keep your child out of play. Concussions take time to heal. Don’t let your child return to play until a health care professional says it’s OK. Children who return to play too soon—while the brain is still healing—risk a greater chance of having a second concussion. Second or later concussions can be very serious. They can cause permanent brain damage, affecting your child for a lifetime.
3. Tell your child’s coach about any recent concussion. Coaches should know if your child had a recent concussion in ANY sport. Your child’s coach may not know about a concussion your child received in another sport or activity unless you tell the coach.

**Acknowledgement of Receipt of Information Concerning Concussions
in Student Athletic Activities**

The undersigned hereby acknowledge their receipt of the following information from Rock Point School:

- (1) Information concerning the nature and risks of concussions and other head injuries during athletic activities;

- (2) Information concerning the risks of premature participation in athletic activities after receiving a concussion or other head injury; and

- (3) Information concerning the importance of obtaining a medical evaluation of a suspected concussion or other head injury and receiving treatment when necessary.

Signature of student athlete _____

_____ Date

Signature of parent _____

_____ Date

Frequently Asked Questions

How can I communicate with the school and my student?

Telephone

The school telephone numbers are listed on the school calendar, which may also be found on the inside front cover of this handbook.

Office (802) 863-1104

Student Phone (802) 863-8418

In general, the office phone may be reached from 8:30 AM through noon and then again from 1:00 PM through 4:30 PM. The student phones are usually turned on after 4:45 PM during weekdays, and on all the time during weekends. It is often more difficult to get through to the office phone during the evening since we do not have a person whose job it is to keep the office open during that time. It might be helpful to get a sense of different staff members' schedules to figure out the optimum time for calling them.

Fax

(802) 863-6628

Faxes are most likely to be seen during regular business hours.

E-mail for students

The school does not provide e-mail addresses for students, but there is access to the Internet in the computer lab, where students can access their home accounts on the web.

E-mail for staff:

Lonnie Edson	ledson@rockpoint.org
Hillary Kramer	hkramer@rockpoint.org
CJ Spirito	cspirito@rockpoint.org
Ryan Weiland	rweiland@rockpoint.org
Isaiah Keepin	ikeepin@rockpoint.org
Leslie Moulin	lmoulin@rockpoint.org

Frequently Asked Questions

All Rock Point Staff have email addresses in the same format: first initial, followed by last name, then @rockpoint.org

U.S. Mail

Rock Point School 1 Rock Point Road Burlington, VT 05408-2735

Mail usually arrives in the forenoon and is distributed at lunchtime. Care packages are always welcome. We encourage students to write home and we provide the postage for letters to family members.

Calling home

We try to provide access to the school phones for students who have an urgent need to call home, though this takes up staff time and hampers our ability to fully oversee our evening program. We prefer that students call home on one of the three student phones provided by the school. We suggest that parents provide their student with a phone card (possibly restricted to pre-approved phone numbers), which will allow the student to call at convenient times and will not tie up the school phone and a staff member. Phone cards with an approximate cost of 10¢ per minute are available in the school office. Students may buy these cards with their allowance money. Students who have demonstrated readiness to handle a cell phone (by achieving Level II Academic and Level II Dormitory) may have cell phones, though there are restrictions on when they may be used. See Academic and/or Dorm Levels in the Student Handbook.

Specific Contact Persons

Financial Questions: Lonnie Edson, CJ Spirito

Day-to-day running of the school/ general concerns: Ryan Weiland

General Academics: Isaiah Keepin

College Guidance: Emily Skoler

Health: Leslie Moulin

Student Life: Ryan Weiland

Meals/Nutrition: Kevin Douglas

Don't forget that your child has a member of the staff assigned to be an advisor. This staff member will be setting up a regular weekly line of communication with you.

Cell Phones

Criteria for responsible use of cell phones* at Rock Point School include:

Frequently Asked Questions

A: Turn the phone off at 11:00 pm on school nights and 12:00 midnight on Friday and Saturday nights.

B: Do not have the phone turned on during the academic day (Monday through Friday). This means leave the phone off until after sports have finished.

C: On weekends you may turn the phone on after 8:00 A.M.

D: Do not loan your phone out to others except during times when you know it is OK to be using the phone. If you choose to loan your phone, you may only lend it to a student who has earned dorm level 2.

E: You may arrange with your advisor or another RPS staff person to use your phone at other times – for example, you might get permission to use your phone during a break in the school day or for some pre-arranged phone calls with family or therapists.

F: At no time may you use the phone for illegal activities or for harassment.

*having a cell phone is a privilege available to any student who achieves and maintains Level II in both the Dormitory and Academic Level Systems

Except in emergent or exceptional situations when there is no alternative, students must not text RPS staff members. Rather, if students need to communicate with staff members via electronic means, they should email the staff member at his or her school email gmail account.

Social Media

Please note specifically that access to social networking sites such as Facebook and MySpace is blocked on the student internet.

There are times that staff allow students to use social networks, only if the students are supervised while doing so, and only if they earn this privilege through our level system. Please reconcile your student to this before school starts. he or she will likely not be able to access these sites while at school, at least initially.

Additionally, students may not grant RPS employees “Friend” status (or the equivalent) on their Facebook or other social media accounts; nor may students request Friend status on any RPS employee’s Facebook account.

Clothing Expectations

While it is true that clothes cannot, by themselves, cause A's and B's to appear on your report card, it is equally true that clothes are relevant to the issue of success. It is on this basis that Rock Point School has adopted the following dress code.

Frequently Asked Questions

The purpose of the dress code is to help you to get prepared for life after high school, where there will be expectations about the way you dress both for job interviews and for work itself. While you may in the end choose a career that doesn't require conservative dress, it is our belief that learning to dress conservatively will not hurt your prospects in the world of education or employment, so our focus regarding student attire will be geared toward that.

It is up to the staff's discretion and judgment whether you have met the dress requirements; this is not limited to the statements covered below, which are guidelines only, not an inclusive list.

1. Students should spend the academic day (from breakfast to sports) dressed in clean, neat clothing that covers the torso and does not reveal any undergarments.
 - Examples of this type of dress include shirts with collars, sweaters or dress sweatshirts, slacks, hemmed jeans, skirts, blouses, neat and clean t-shirts.
 - Examples of clothes which do not fit this definition include tank tops, spaghetti straps, half tops, sweat pants, exercise pants, unhemmed or short shorts, outdoor jackets, hats, ripped clothing, bandanas, quilted flannels, Bahas, pajamas, military pants/shirts, slippers, and boots. Black-soled shoes, unless they are the special non-marking kind, are not to be worn in the building. No spiked jewelry, spiked bracelets, or chains. No underwear showing; pants need to be secured above the pelvic bone. Any old tattoos must be covered. No tinted contacts during the academic day.
2. Dress code will be checked every morning in the dining room, although it may be commented on at any point during the day. Students who come looking alert and ready to work can expect little difficulty. Bring heavy sweaters; it can get cold in the academic wing at times.
3. The clothing required for sports program depends on the sports activity. You are required to have safe footwear. Year-round, sturdy, good fitting sneakers or boots, depending on the activity you choose, are required to participate in class. In the fall sneakers are appropriate for games and initiatives in the field and on the courts, as well as for walking. Boots are fine for walks, too. In the winter, boots, hats, gloves, coats, snow pants (winter gear) are required for any outdoor activity. Indoor gym activities require sneakers.
 - It is helpful if you wear a different pair of shoes or boots to the gym, so you can keep your playing sneakers dry and change into them when you get there. Playing with clean, dry shoes will help to keep the gym floor safer to run around on.
 - Suggested clothing includes: shorts, sweat pants, sweat shirts, t-shirts.
 - It is your responsibility to be sure your sports clothing is available and clean each day. T-shirts may not illustrate sex, raves, drugs, alcohol, smoking, co-ed naked, etc., at any time.

Frequently Asked Questions

4. Students are required to dress up beyond the classroom dress code on occasion. This will mean adding a tie and jacket for boys and dresses or other dress-up outfits for girls.
 - These added events are holiday meals, banquets, Thanksgiving, Christmas, and graduation.
5. At all times, revealing clothing is not acceptable. This includes, but is not limited to, low cut shirts or sweaters, short skirts or shorts, and low hanging pants.
6. New piercing is not allowed while a student is enrolled at school. Pierced jewelry may be worn in the earlobes only. No other facial jewelry may be worn. No "plugs" are allowed. No new tattoos are allowed.
7. At no time may clothing be worn that displays or refers to drugs, alcohol, tobacco, sex, vulgar language, bands, raves, or co-ed naked.
8. At no time is it appropriate to wear a hat or sunglasses inside during the academic day or during a meal in the dining room.
9. It is your responsibility to learn what is appropriate and to dress accordingly.
10. You will receive 30 minutes of detention time from each staff or faculty member who requests that you change. This will be tracked and may form part of the basis for student discipline if it occurs during academic hours.

What can I expect from my student's advisor?

Each student will meet with his or her advisor for forty minutes each week. Together they will discuss the student's goals and progress. Teachers and other adults use the advisor as a clearinghouse for specific comments about how a student is doing in school - praise as well as criticism. The advisor will reflect this information back to the student and use the information to guide the student through the Academic Level System (see Student Handbook). The advisor will work with C.J. (Head of School) and Emily (College Guidance) to see that your student is making satisfactory progress towards having the proper number and type of credits to graduate on time. Your student's advisor will make arrangements to communicate with you once each week, after the advising meeting, to let you know how things are going. You can facilitate this aspect of our program by letting us know what your goals are for your student and telling us how things are going from your perspective.

What is the role of the school nurse?

Leslie Moulin, our school nurse is here at the school Monday through Friday, during the school day. An important focus of school nursing services is medication administration and monitoring of all prescription and over the counter medications (including vitamins and homeopathic remedies). All medicines brought into the school must be kept in the health office. If your child

Frequently Asked Questions

requires medications such as Ritalin or Dexedrine, please remember that these are prescriptions that cannot be called into a pharmacy and they must be filled monthly. If your doctor is not in the Burlington area, please contact Leslie to discuss how to make arrangements to ensure that the school will always have enough meds on hand for your child.

Other health services provided by Leslie include the assessment and treatment of acute illnesses and injuries, health counseling to students, ongoing conferences with parents about the health needs of students, participation in health education, in individual as well as classroom settings, administration of drug screens, assisting in coordination of appointments with community health care professionals, immunization audits and providing backup advice to the rest of the school staff. As you can see, this is a tall order for one person.

Please read the letter on the following page from Hillary and C.J. , which clarifies Leslie's role – what she is expected to do and not expected to do, as a school nurse. If you have any questions, please do not hesitate to call C.J.

You can help Leslie provide the best care for your student by scheduling regular health and dental appointments for times when your child is at home and can be seen by his or her regular provider. While Leslie joins with Lonnie, Ryan, Hillary, and C.J. in helping manage and facilitate counseling appointments for students while they are here at school, we recognize that no one on the Rock Point School staff can take your place as the primary contact person for health providers, counselors or therapists.

Letter re: Medical concerns

Dear Parents and Guardians:

Hi there! We are looking forward to a great school year. As we look to the future, we want to make sure we have explained what supports we can offer your child and what the school cannot provide. There are ways that you can assist us, as well. We have tried to be thorough and think of a variety of medical scenarios. Of course, not all starred areas below are relevant for all students.

*As we requested in a previous letter, if you have not yet done this, please have your child seen by their home doctor for a physical and send in your completed health and release forms, and current immunization records, preferably before school starts.

Vermont law requires that all high school students be fully immunized against the following: diphtheria, pertussis tetanus (DPT,DTaP), polio, measles, mumps, rubella, hepatitis B, varicella (chicken pox), and (for students living in campus-based housing) meningococcal vaccine. The actual immunization dates must be on the student's record. Each student must have had five doses of DPT or DTaP, plus a ten year tetanus booster, four doses of polio vaccine, two doses of MMR, three doses of hepatitis B, two doses of varicella vaccine, and if applicable, one does of meningococcal vaccine. Students may be excluded from school for failure to comply with these state requirements, but parents who desire that exceptions be made for their child should contact the Head of School or the school nurse.

Frequently Asked Questions

*If your child will be needing dental, orthodontic, chiropractic, or any other longer-term care, please arrange to have your child seen during vacations or in the summer.

***If your child has asthma or allergies, please obtain and comply with the School's policy and procedures related to life threatening allergies that is available from the School Nurse.** Please bring the appropriate inhaler, nebulizer, epi pen, or whatever is needed. We require 2 of each: one for the student to have in his or her own possession (if appropriate) and one to be held in the health office. As with all prescription medication given by Rock Point School, a doctor's order form needs to be completed with directions for frequency of administration, dosage required, and other relevant information.

*If your child is a boarding student and is taking medication for mental health purposes, our consulting psychiatrist will meet briefly each month with him/her for medications checks. Our psychiatrist is here to consult and support our students, but he cannot take on all of our students as full patients. He is not a substitute for your home psychiatrist.

*Continue working with your home psychiatrist, particularly on school breaks.

*If your child has been away from home, perhaps at a program, and does not have a home psychiatrist, please obtain one before your child's first vacation from Rock Point School.

*Our consulting psychiatrist will inform you of any suggested medication changes. When necessary, our consulting psychiatrist will contact your home psychiatrist to discuss the situation.

*If there have been any recent medication changes, your child must be stabilized on any medication before they arrive at school.

*Arrive to school with at least 30 days worth of medication, in their original labeled containers.

*Provide the school and consulting psychiatrist with a discharge summary from any recent programs your child has attended.

We hope this helps to clarify some of our expectations and available supports. Please call us, or Leslie Moulin, our school nurse, with any questions or concerns you may have regarding this letter. Leslie can also be reached at lmoulin@rockpoint.org. Here's to a terrific year!

Very truly yours,

Hillary Kramer, C.J. Spirito
Director of Admissions, Head of School
hkramer@rockpoint.org, cspirito@rockpoint.org

How can I be involved in helping the school?

There are many ways parents and family members and friends can get involved in the life of the school. We can always use help with the Prom, Fundraising, the Play and other events at the school. For people who live too far away to come to the school to help, there are other ways to be

Frequently Asked Questions

supportive. Perhaps you would like to befriend a recent RPS graduate who is going to college in your area. We look for families to help us with accommodations when we travel. You may want to help us by being a resource for parents who have just enrolled their student at Rock Point, or who are considering choosing RPS for their student. If entertaining appeals to you, perhaps you would consider hosting a small informational gathering for prospective parents in your area. The school always has a wish list of items and services we would like to have donated. Perhaps you can help us shorten the list. Don't forget the homework assignment from page 1: helpful feedback on this handbook.

You can help us also by keeping communication with your student active... send letters, care packages, notes and clippings. Please keep in mind that we pay for the postage any time your student writes home. We encourage writing letters home and we know how happy students are to receive mail from home.

Send your child's favorite recipes from home to Kevin, the School Chef. He will be happy to try to provide some fun and comfort from the home kitchen.

Please do not allow this list to limit your connections with the school. Each year we learn new ways in which parents can connect with the school. We will be happy to hear your ideas.

How can I appeal a decision made by the school?

In the event that you find yourself in disagreement with a decision or action at the school, your first step is to contact the person (teacher, dorm parent, administrator) who is directly responsible for the item with which you disagree. Arrange a meeting or telephone conversation in which the matter can be discussed and, we hope, resolved.

In the event that the matter cannot be resolved in this manner, the next step is to appeal the school's decision in writing to the Head of School. The Head of School will consider your appeal and will investigate its background as he or she determines to be appropriate. The Head of School will arrange for meetings and/or discussions as necessary learn the facts and to gain insight to inform his decision.

In the case of student discipline, please see the Student Handbook for procedures for review and appeal of student discipline.

Is my child's IEP or 504 Plan implemented at Rock Point School?

Your child's plan that was made at another school is not implemented by Rock Point School. An IEP is a legal document between parents and public school systems. Please note: as a private school that is not approved to provide special education, Rock Point School does not implement IEPs. It remains the public school's responsibility to implement the IEP.

If your child has a current educational evaluation, RPS will make an Individual Student Plan for your child that will contain the following information

Frequently Asked Questions

- An overview of the student's school history and learning needs
- An overview of the student's strengths
- A list of academic goals that we have for the student in a given school year
- A list of strategies and accommodations we will use to help the student meet the goals.

RPS will use any previous or existing school plan from another school as an important source of information, along with educational testing and any other materials provided, to help us learn what has been helpful to the student in the past and what might be helpful to the student currently. So there may be many overlapping features of a previous school's plan and the RPS Individual Student Plan.

RPS offers scheduling structure, materials, many accommodations, and various learning strategies that are generally helpful to students with ADHD or Learning Disabilities as part of its regular school program.

When a public school district is utilizing Rock Point School as a placement for either an IEP or a Section 504 Plan, the public school and the student's family must be in agreement that the services available through Rock Point School's regular programming will be helpful to the student on the IEP or be in compliance with the Student's Section 504 Plan. In particular, Rock Point School's regular program, including Community, Academic and Dorm/ Day Student Life and its policies and procedures, including Community Standards and Discipline in the form of consequences, as outlined in our Student Handbook, as well as the Re-evaluation Process, is as a whole, designed to be the behavioral plan for our students. Sometimes additional behavioral management supports are added to our Individual Student Plans. Our discipline and re-evaluation processes are designed to help our students develop and are not punishment in response to the manifestation of any disability. Beyond our regular program, the school district can arrange for supplemental services, at the school district's cost, if additional services would be helpful for the student, and Rock Point School will help the student fit these extra services into his or her schedule.

Whether a placement is made by the parent or by a public school district, Rock Point School must be notified if a student is on an IEP or a Section 504 Plan. If a student is on an IEP or a Section 504 Plan and is being placed at Rock Point School by the parent or the responsible School District in order to implement that IEP or Section 504 Plan, in order for a student to be enrolled and served by Rock Point School, the IEP or the Section 504 Plan must be amended to include and reflect placement for regular education services at Rock Point School, and it should reference the Rock Point Individual Student Plan. The IEP or Section 504 Plan must also specifically include Rock Point School's programs and procedures as the behavioral management plan.

If a student with a disability is placed at Rock Point School by a parent, accommodations can be planned in accordance with an Individual Student Plan. Services outside those provided for by Rock Point School, including evaluations and counseling, must be funded either by the student's

Frequently Asked Questions

home school district or the parents/guardians. In some cases, Rock Point can assist in locating such outside services.

Re-evaluation Process

Please see the Student Handbook for disciplinary provisions. These rules are components of RPS' comprehensive plan for responding to student misbehavior designed to promote positive development.

Please note that some Student Handbook policies govern behavior of RPS students even when they are home or otherwise under parental supervision. As examples, please review specifically the School's Alcohol and Drug, Harassment, Bullying, Hazing policies.

The re-evaluation process may be implemented when a student breaks one of the school community's major rules, which include, but are not limited to, violence, stealing, repeated harassment, use of drugs or alcohol, and repeated refusal or inability to follow the basics of the program. Re-evaluation is not an automatic response to every situation. In some cases the school's response to breaking major rules may be immediate dismissal, including (but not limited to) when a student has agreed to dismissal as a consequence for specific infractions and when re-evaluation is not appropriate. Re-evaluation is not the same type of intervention and does not require the same procedures as are utilized for Out of School Suspensions.

This page details how the re-evaluation process works, {using our drug and alcohol policy} as an example.

When the school determines whether a student has broken the prohibition against using drugs or alcohol, the following decision-making process will be used as a guide in re-evaluating whether or not to dismiss the student or to allow the student to continue enrollment at the school.

1. The first step in the process is to determine that the student has indeed used drugs or alcohol. We will make use of staff judgment, statements from the student in question, drug and alcohol screens, statements from other students and any other sources of information appropriate to the factual assessment.
2. If the determination, in the sole judgment of the RPS administration, is that the student is guilty, then the RPS administration will determine whether this is a case in which re-evaluation is appropriate. If not, then the student will be dismissed, at least for the remainder of the year.
3. If re-evaluation is appropriate, then the student will be sent home for re-evaluation. The first step is for the student's family to decide if they want the student to return to RPS. If no, then the student withdraws from the school. If yes, then the school will request that the student be evaluated by a certified drug and alcohol counselor. If the evaluation indicates that the student is not able to be sober and fit within the limits of the RPS program, the student will not be allowed to return.

Frequently Asked Questions

4. If the re-evaluation supports the possibility of the student's return, then it will be used as part of the discussion by the school staff in answering this question: "Does having the student return to the school pose a danger to the student or others at the school or to the integrity of the school program?" If the answer to this question is yes, then the student will not be allowed to return to the school. If the answer is no, then the school will determine under what conditions (e.g., short-term substance abuse treatment, schedule of urine screens, counseling, participation in AA meetings, access to downtown unsupervised) the student will be returned.
5. Once the RPS administration determines the conditions under which the student is to return, then the student and his or her parents must decide whether they agree with the plan for return. If no, then the student will be dismissed. If yes, then the student will rejoin the School program subject to the agreed-upon conditions and compliance with all other School rules and requirements.

Please see Appendix E: Re-evaluation Flow Chart on page 63 for an illustration of the re-evaluation process with drug or alcohol use as an example.

Safety

Releases

There are several release forms and permission statements we ask you to sign when you enroll your student. Some of these are attached to this web page for your reference (see the bottom of the page).

Substance Use Screen Policy

Rock Point is committed to being a community free of alcohol and from the improper use of drugs and other substances. Students will be tested for substance use in the event that a staff member suspects a student has been using drugs or alcohol, or if a student is on an admissions contract that includes random drug testing. In the event that a staff member finds it necessary to test a student not on a random screening plan, the administration will make an effort to contact the parents and guardian beforehand, but will not delay testing if it may compromise the test results.

If a student refuses a test, it will be considered a failed test.

If a student tampers with a test, it will be considered a failed test.

Year to year we have found different substances that are used require different types of tests to be detected. Therefore, substance use testing may include, but is not limited to, urine hair and/or blood testing.

Frequently Asked Questions

Asbestos Notice

September 11, 2011

TO: Parents, teachers, employees, trustees, other persons associated with Rock Point School

FROM: C.J. Spirito
Rock Point School
1 Rock Point Road
Burlington, VT 05408
802-863-1103

The Asbestos Hazard Emergency Response Act (40 CFR 763.93 [g] [4]) requires that written notice be given that Rock Point School has a management plan for the safe control and maintenance of asbestos-containing materials found in the school buildings. Our management plan is available for you to see. It is kept in the office here at school.

Please feel free to call to make an appointment to see our management plan.

Please note that despite the alarming nature of the words hazard and asbestos, Rock Point School mounted a \$65,000 project in 1987, and safely removed all asbestos except that which is bound up in building materials such as floor tile and tile mastic. In 1999, as part of the renovations in the kitchen, much of the last remaining tile and mastic was removed by an asbestos management company. The school building is a safe environment despite the language of the above notice. If you have any questions about this matter I would be happy to hear from you.

Sincerely,

C.J. Spirito

Head of School

School Data

Governance

Rock Point School is a loving creation of the Episcopal Diocese of Vermont. It has served young people since 1928. It is governed by a Board of Trustees whose Chair is the Bishop of Vermont, The Right Reverend Thomas Ely. Members are elected to the board at the Diocesan Convention in the fall of each year. The school is the beneficiary of approximately \$100,000 each year from individuals and parishes in the Diocese and from individuals and foundations from a larger field. Family members of Students and of Rock Point School Staff are among our most generous donors. The majority of our financial support comes from private tuition.

Please see Appendix F: Board of Trustees on page 65.

Non-discrimination Policy

RPS does not discriminate on the basis of race, color, ancestry, national origin, creed, religion, gender, gender identity, sexual orientation, marital/civil union status, age, military/uniformed service or veteran's status, disability, or other legally protected class in the provision and administration of its education programs, activities, services or in the access provided to the public, and the School accommodates individuals with disabilities, all in accordance with and to the limits of the requirements of state and federal laws.

Memberships and Certifications

Rock Point School is accredited by the New England Association of Schools and Colleges and by the Vermont State Department of Education. The school is a member of The Independent Schools of Northern New England, The National Association of Independent Schools, The National Association of Episcopal Schools, The Vermont Independent School Association, The Council of Independent Schools and The Association of Boarding Schools.

Student Life

Work Crew

Metaphorically work crews illustrate how invested a student is in being a full member of the Rock Point School community. Work crews are the main vehicles with which our building stays clean. Work crews build character. Every student is required to do two work crews a day Monday through Thursday, and one or two on Friday through Sunday. The jobs average about twenty minutes each, with everyone having a chance to do longer and shorter work crews because everyone rotates through most of the work crews throughout the course of the year. When everyone does their share, things go smoothly and the building looks great. If a person chooses to not do his/her work crew, the responsibility falls onto others and, in addition to getting consequences, staff and the students' peers (usually the ones who are most directly affected) call him/her on not doing his/her part of the work and explain the importance of carrying ones weight in a group. Good performances in work crews can be useful for students applying for jobs or asking for letters of recommendation from the school. For other specifics please see the work crew comments in the Community section of the student handbook.

Sports

Sports class is the daily Afternoon Option from 3:45 - 5:00 PM on Monday, Tuesday, Wednesday, and Friday. Sports classes are mandatory for all students, unless they have arranged an alternative plan approved by the Dean of Students or Director of the Dorm. First year students and sophomores are required to participate in sports. The sports that are offered depend on the interests of the students of each particular year. Specific examples of types of sports are listed in the Afternoon Options of the student handbook.

Meetings

There are boys' and girls' floor meetings every week. The hour-long meetings are traditionally held on Wednesday nights. The meetings provide an intimate, gender-separated space for each student to bring up any concerns or questions he/she might have, and be able to discuss them with his/her peers, with the help of adult facilitation. The topics range from very personal to very perfunctory and functional issues, all of which are productive; but most importantly, there is a place for meaningful issues to surface when they arise.

Weekend Activities

There is a wide range of the types of weekend activities that are offered. The range of activities includes: getting outdoors and hiking or walking, playing sports, skiing, snowboarding, making art, playing music, going to or renting a movie, making a video, going to a coffee house,

Student Life

cooking, playing games, generally having fun and being silly together in healthy, safe ways. Students are required to do one to four activities each weekend, depending on the student's level. The higher a student's level, the fewer activities she/he is required to do. Most often the students who have earned higher levels by demonstrating responsibility, and are not required to do as many activities, do as many or more than others who may be required to do more. The main foci of weekend activities are to provide fun, healthy things to do, and to have as much adult/adolescent contact as possible. There are many times that I have heard students saying that they were signing up for a particular activity, not because of the activity, but because of the staff who is leading the activity. Students are encouraged to think of activities that they want to do so that the dorm staff can offer what people want to do. The dorm staff also try to offer activities that students haven't done and encourage them to try new things.

The Rock Point School Year

Parent Conferences

Fall Parent Conferences

The purpose of Parents' Conference is to invite you to join us at school and get a sense of the life and work your student is participating in. We schedule time to visit with teachers, dorm parents and support staff. We also plan for a time for you to get together with other parents to talk over how things are going. Of course we also want to be sure you have time to enjoy with your student as well.

We hope this time will serve many purposes: an insight for you into your child's life here at Rock Point, a chance for you to bolster the educational partnership we are all forging with your child, a chance for the adults at RPS to exchange information with you about your student, a pleasant interlude in the Burlington area, but most of all I hope that the parents' visit will allow you to participate with your student in the special life of this school community.

While the details may change from year to year, what follows is a typical schedule. Be sure to look for announcements at the opening of the school year for particulars.

Typical Fall Parent Conferences Schedule

Wednesday evening 6:00 to 9:00 PM: Reception for Parents at Headmaster's house. CJ Spirito and his wife Kathy are happy to welcome you to an informal reception at their house, which is located on the Rock Point School campus. This is a chance to meet and chat with other parents and help build this year's school community. Drinks and snacks are served.

Thursday and Friday: These two days will be devoted to parent/staff conferences, informational meetings and common fun activities for parents, students and staff.

Saturday and Sunday: This is a time for parents to enjoy a weekend with their student. There are many activities and places to see around Burlington at this time of year, and please bear in mind that Vermont currently has the highest per capita local food consumption of any state, allowing for some great local food in our restaurants as well.

If you have any questions about travel or accommodations in the Burlington area, please give us a call.

Second Semester Parent Conferences

This second semester Parents' Visit follows a similar schedule as the first semester visit. Please note that the February Vacation begins on the Friday of the Parents' Visit. The school dormitory will close on Friday afternoon, February 18th. You might want to schedule a skiing holiday here in New England or make plans to travel back home with your student on Friday afternoon.

Planning for Vacation Travel

We know it can be hard to schedule vacation to fit a precise schedule, but in the best of all possible worlds, this is how we would like holidays to work.

Students should leave for vacation after lunch on the first day of the break. This is usually a Friday. They should return by 5:30 PM on the last day of the break, which is usually a Sunday. Please help us keep the pre and post vacation excitement within productive bounds by scheduling early enough to follow these guidelines. Exceptions can be made for these times due to extenuating circumstances by calling the Dean of Students or Headmaster for approval. Rock Point will provide transportation to and from the bus stop, airport, and train station on the travel days (the first and last day of the vacations listed above). Students who return late or leave early (after approving these arrangements with the Dean or Headmaster) must take a taxi between Rock Point and their transportation destination in Burlington.

Graduation

The last week of school generally follows a traditional pattern. The whole school turns out to clean the building from top to bottom, and then goes off to an end of year camping trip. The purpose of the trip is to have time to say good-bye and gently dismantle the community we have spent the whole year putting together. On the Friday night before Graduation there is a Senior Banquet to which the seniors invite their families to join the students and staff for an evening of awards, great food and a slide show. Seating for the banquet is limited and the seniors share in the number of places for guests. On Saturday morning, the entire school community, all students, their families and friends, the staff and trustees of the school gather in the school library for a ceremony, which begins at 10:00 AM. The seniors file in with the Bishop and the Headmaster and are seated in a row in front of the audience. After a (very) brief welcome from the Headmaster, we spend the next ninety minutes or so listening as, one by one, people in the audience stand to address the graduates. Towards the end of the time the graduates may have a little to say, too. Then the Bishop awards the seniors their diplomas and gives us his Blessing. Amidst high energy and happiness we gather on the front lawn for a picnic. By 1:30 PM students and their families have begun loading their cars with what seems like enough stuff to outfit three or four rooms rather than that small space that was assigned in September and, before we know it, the afternoon and the school year are over.

Appendices

Appendix A: Rock Point School Health Information Form

Student's Name: _____

Date of Birth: _____

TO BE FILLED OUT AND SIGNED BY PARENTS:

It is Rock Point School's policy to make a strong effort to contact parents before making an appointment or seeing any medical or dental treatment for any student. This consent form applies in cases of emergency or when we are unable to reach parents within a reasonable period of time.

I hereby give my consent for my son/daughter/ward named above to receive preventative care and be treated by a physician or dentist for illness or emergency as deemed necessary by the staff of Rock Point School. This includes permission to administer anesthesia, immunizations, and perform minor surgical procedures. I understand that I am responsible for any expenses incurred.

Parent/Guardian Signature: _____

Date: _____

I hereby give consent for the staff of Rock Point School to give medication to my child/ward as necessary. This includes over-the-counter medications (Tylenol, Sudafed, Pepto Bismol, et cetera) and any medication prescribed for my child by a physician.

Parent/Guardian Signature: _____

Date: _____

Appendix B: Substance Abuse Testing Permission Form

I/we _____
give Rock Point School permission to test my son/daughter/ward
_____ for substance use.

Substance use testing may include, but is not limited to, urine, hair, and/or blood testing.

Parent Signature _____ Date _____

Parent Signature _____ Date _____

Appendix C: What To Bring to Rock Point School

Academic, Required Items:

- Scientific calculator
- Dictionary (paperback is fine)
- Thesaurus (paperback is fine)
- Spelling dictionary (only if you feel you need help with spelling)
- Canvas book bag or a day backpack

Dormitory, Necessary Items:

- Alarm clock
- 2 sets of Sheets (twin - extra long)
- Pillow
- Pillowcase
- Blanket/comforter/bedspread
- Desk lamp
- Toiletries (NON AEROSOL)
- Towels
- Laundry basket or bag
- Sleeping bag - a good quality 3-season bag
- (A 4-season bag, if you plan on winter camping)

Clothing, Necessary Items:

- Winter boots
- Heavy winter jacket
- Rain coat/windbreaker
- Long underwear tops and bottoms (polypropylene is best, duo fold is ok)
- 2 pairs of wool socks
- Wool mittens and a wool hat
- Heavy mittens/gloves
- 3 Thick sweaters
- Sneakers (we try to exercise each day)
- 2 Sweatshirts
- Indoor shoes
- Outdoor shoes
- Underwear (one week's worth minimum)
- Athletic socks (one week's worth minimum)
- *Boys: 2 dress shirts and dress pants
- *Girls: 2 dressy outfits (dress, blouse and skirt or blouse and dress pants)

*These clothes will be needed for 5 events – Thanksgiving and Holiday Celebrations, Prom, Senior Banquets, and Graduation – over the course of the year.

Appendix D: What NOT To Bring to Rock Point School

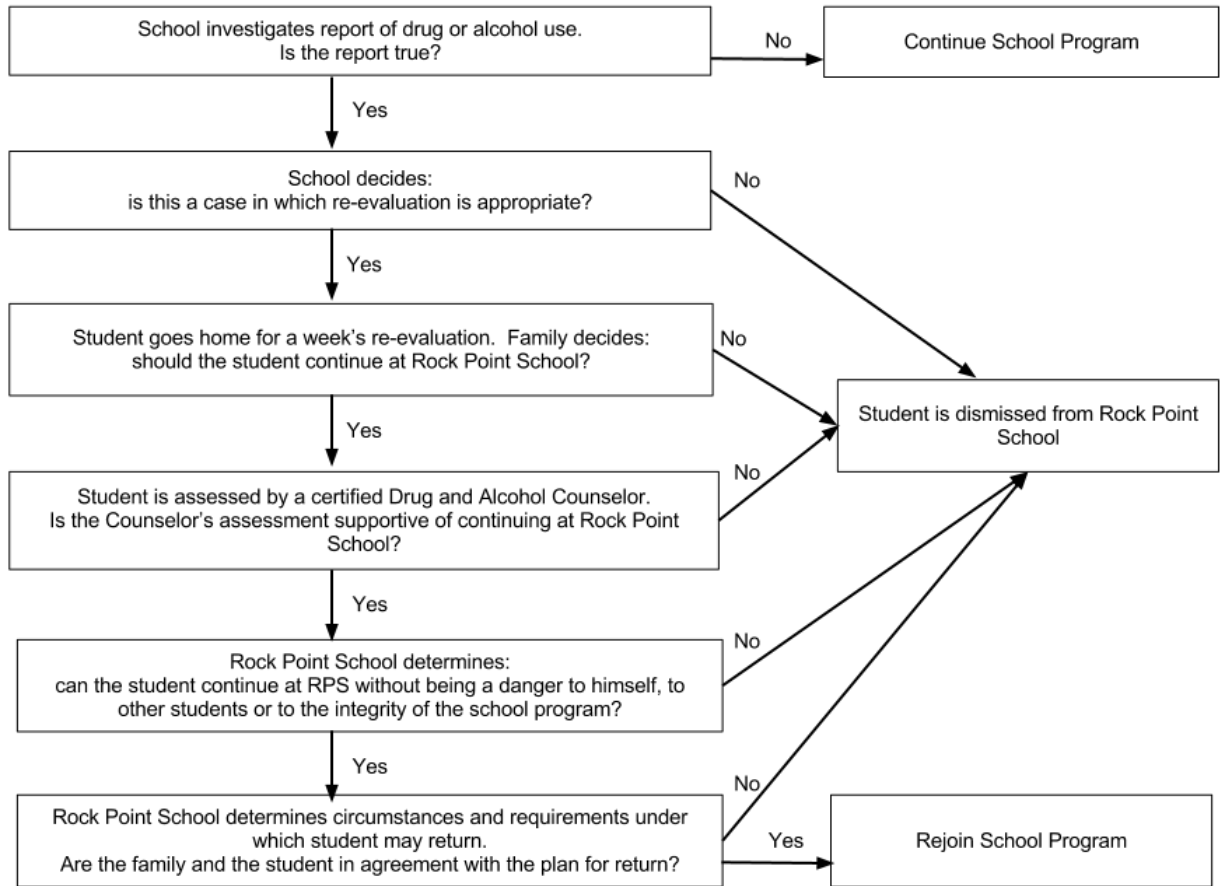
DO NOT BRING:

- Extension cords without a built-in circuit breaker
- Cell phones, if you are a new student or a returning student on level 3
- TV or VCR
- DVD's or Videos
- Halogen lamps
- Hot plate, refrigerator, popcorn popper, microwave, toaster, coffee maker, coffee grinder, hot pot, kettle, or any item of this kin
- Pets (except fish)
- Tools of any kind (unless you keep them in the office)
- Anything, including clothes, bags, posters, etc., with writing and or pictures promoting cigarettes, drugs, alcohol, or anything offensive
- Too much stuff – bringing too many things makes your room hard to keep organized

Bringing any of the following items to school or having them in your room or in your possession is cause for disciplinary action, re-evaluation or expulsion:

- Pornography
- Illicit drugs
- Tobacco or tobacco related items
- Drug paraphernalia
- Alcohol or alcohol bottles
- Any AEROSOL products (mousse, hair spray, deodorant, leather/suede weather proofing, etc.)
- Guns magazines
- Weapons of any kind (Swiss army or whittling knives are ok if kept in the office)
- Any prescription or over the counter medication: Tylenol, No-doze, ipecac, cough drops, vitamins, etc. If you have a prescription or particular brand of over the counter medication you like, you must leave them in the prescription container with the nurse upon arrival.

Appendix E: Re-evaluation Flow Chart



Appendix F: Board of Trustees

Current board members at the time of printing include those listed below. Please note that board positions change every November.

Name	Title	Term Ends
Bud Bigelow		2014 (1st)
Gerry Davis		2014 (1st)
Tom Ely	Ex Officio	
Franci Farnsworth	Secretary	2012 (2nd)
Ann Guillot	President	2013 (2nd)
John Koier		2013 (1st)
Rick McGuire	Treasurer	2013 (2nd)
Suzanne McNeil		2014 (1st)