

BRIGHTality



Student Handbook 2021-2022

For More information visit : www.BRIGHTality.org

This handbook is specific to BRIGHTality Specialized Education and Support Services, LLC (BRIGHTality) and outlines the guidelines and specifics associated with their educational platform and offered services.

Table Of Contents

Table of Contents.....	2
The BRIGHTality vision of learning	3
Contact Information	4
Staff List.....	5
School Year Calendar.....	6
Attendance Policies and Procedures.....	7
Curriculum.....	8
Questions or Concerns?.....	15
BRIGHTality policies.....	16
Hazing, Harassment, and Bullying (HHB) Prevention Policy.....	16
HHB Designated Employees.....	25
Drugs and Alcohol Policy.....	26
Weapons/Firearms/Explosives Policy.....	26
Non-discrimination Policy.....	28
Emergency School closing/ inclement Weather Procedure.....	29
Health office / Medication Dispensation.....	29
Discipline Plan.....	30
Suspension/Expulsion Policy.....	31
Acknowledgement Page (Signature Required).....	37

The BRIGHTality Vision of Learning



BRIGHTality believes that all people can learn and grow. We believe that a complete education happens in an environment that develops knowledge, skills, and character to the end that students can pursue their individual life goals and fully participate in society. We believe that knowledge and skills are deeply connected to social emotional well-being and character development.

Contact Information

School Name

BRIGHTality

Administrator:

Jamie Seeholzer M.Ed.

Title

Owner/ Educator

Phone

802-310-3256

Address

1 Brown Ave.

St. Albans, Vermont 05478

Website

www.BRIGHTality.org

Email

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*All staff can be reached through the following email: **First name.Last name@BRIGHTality.org**

Staff List

Jamie Seeholzer, Administrator

Jamie Whitehead, Administrative Assistant

Diane Gardner, Special Educator

Makayla Young, Certified Health and Wellness Coach/Student Advocate

Kelsey Plouff, Social Studies and Recreation Educator

Lilly Meunier, Mathematics and Science Educator

Jaime Taylor, English Language Arts Educator

Lauren Turmel, Art Educator

Christina Stryker, Education Specialist (1:1)

BRIGHTality

2021-2022

School Year Calendar

August 21						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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September 21						
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March 22						
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April 22						
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
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August 22						
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September 22						
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-  Staff Day- No School
-  School Closed
-  First Day of Class
-  Last Day of Class
-  Summer Programs
-  Holiday - No Classes

- Aug 23- Sep 3 Staff Days No School
- Sep 6 Labor Day No School
- Sep 7 First Day of School
- Nov 1 Holiday No School
- Nov 25-Nov 26 Holiday No School
- Dec 23-Dec 24 Holiday No School
- Feb 21-Feb 22 School Closed
- Apr 25-Apr 26 School Closed
- May 30-May 31 Holiday No School
- Jun 3 Last Day of School

Attendance Policy and Procedures

BRIGHTality has adopted the state of Vermont Agency of Education's policy on Attendance and Truancy. The state's guidance will be outlined below.

State of Vermont Policy for School Attendance

Vermont law says a child or youth between the ages of 6 and 16 must go to public school unless they meet one of several conditions including attendance at an approved independent school such as BRIGHTality.

It is BRIGHTality's policy to take daily attendance. The sending school, parent, or guardian of an absent student is contacted to ensure the student is accounted for. In cases of extended absences of ten days or more, Brightality will notify the sending district and, if necessary, collaborate with the school to make a plan with the student's parents or guardian to facilitate the return of the student to school.

State of Vermont Policy for Truancy

Who is responsible for making sure that a child attends school?

A person who has "control" of a child **must** make sure that the child attends school. The person in "control" is someone who is legally responsible for the care and welfare of the child, including:

- a parent, grandparent, or other family member
- a foster parent, or
- a court-appointed guardian for a child.
- the steps or services the school may use to prevent or respond to truancy.

Curriculum

English Course

The offered English courses look at a variety of important concepts in English. Students will explore English usage, spelling, vocabulary, and sentence structure. Students will also explore different genres and ideas in literature, as well as analyzing complex ideas about characters and plot.

English Usage

This course introduces parts of speech such as nouns, verbs, and adjectives. Sentence structure, paragraph organization, and punctuation are included. Spelling and vocabulary development are taught as students complete reading and writing assignments. Communication skills such as body language, facial expression, and tone of voice are also developed. This course addresses and assesses the age and development performance indicators of the proficiencies.

English Usage II

This course expands on Communications I as students consider the audience and purpose of their writing and speaking. Students will read, analyze, and discuss books and articles from a variety of sources such as the local newspaper, online sources, and common book reading lists. Use of editing technology such as speech to text, spell check, dictionary, and thesaurus are introduced. Spelling and vocabulary development are taught as students complete reading and writing assignments. This course addresses and assesses the age and development performance indicators of the proficiencies.

Literature I

Reading, writing, and narration are based on topics most accessible to emerging learners. Examples include family, friends, fairness, and nature. Students identify fiction and non-fiction, learn to identify main ideas and supporting details. This course supports the spelling, vocabulary, and grammar concepts in Communications I.

Literature II

Reading, writing, and narration topics are designed for the advanced student. Students describe and analyze increasingly complex human relationships, beliefs, and attitudes. Students cite textual evidence to support main ideas and make connections to their own lives or the world around them. Students develop their writing and narration skills by gathering information from several sources about a topic of interest and presenting this information. Spelling, vocabulary, grammar, and writing conventions are developed throughout this course.

Fine Arts

Art 1

The course begins with an introduction to art by showing students various art forms from a broad range of time periods and cultures. Students will pick two of the art content areas to focus on (Visual Arts, Media Arts, Music, Theater, and Dance). For each choice they will have multiple opportunities to meet the proficiencies (Create, Connect, Respond, Present). Students will also go through the process of creating their own produce for each of the art content areas of their choice.

Practical Art

Students have opportunities to meet the proficiencies while learning a variety of fiber arts, leatherworking, designing a landscape or house, cooking and food presentation, and sewing.

Health Courses

The offered health courses cover material that is important to a happy, healthy, successful life. Students will look at a variety of different areas of health, from healthy living, to mindfulness and mental health awareness. Students will learn about the human body and reproductive system and become familiar with the benefits of living a healthy, well rounded life, and what that can look like from one person to another.

Health 1

This course looks at healthy living. There is an emphasis on Health promotion and health enhancement, influences and their effect on health, accessibility to information around health, Interpersonal communication and advocacy, decision making and self-regulation. Students will focus on each category individually as well as how all these important elements come together to promote a healthy and safe life.

Health 2

This course is an extension course of Health one and focuses on all of the same content areas. Students will take a deeper look at all of the elements of health and work to establish healthy habits to promote a healthy and safe lifestyle.

You and Your Health:

This course will cover topics related to one's overall health and wellbeing. It will have a strong emphasis on puberty, the human reproductive system (both male and female), hormonal changes, sexually transmitted infections and safe sex, relationships, as well as the importance of mental health and how to achieve personal health and wellness.

History Courses

Social Studies is organized on a concentric model organized by local, state, national, and global locations. In each course listed below the student's natural ability to ask questions that lead to knowledge is developed. Issues of fairness, equality, and individual rights are explored in addition to identifying reliable sources of information to address the questions. Current events at the local, state, national, and global levels are used extensively. Students use a variety of maps, charts, photographs, and other data to identify and describe the unique nature of the time period or region being studied. In addition, History and Economics further structure the following courses.

Civics

This course focuses on the historical era and economic concepts from the Age of Discovery to the Revolutionary War. Basic political units and institutions such as town, state, and national governments are introduced. The Declaration of Independence, Constitution, and structure of American government are covered. The role of government and the relationship between the government and citizen is explored.

US History I

This course explores historical and economic issues our expanding nation experienced the time period from 1789 through the Civil War. Such issues as exploration of the Louisiana Purchase, Manifest Destiny, Indian removal, and slavery are explored.

US History II

This course explores the historical and economic issues from the end of the Civil War through the end of the Cold War. Changing technology, resources, and beliefs are explored. Examples include the Industrial Revolution, immigration, Great Depression, totalitarian governments, and the role of government in a Democracy and Communism.

Vermont Studies

This course begins with the natural geography and geology of Vermont covering such topics as bodies of water, mountains, valleys, and distribution of natural wonders and resources such as marble, slate, and granite. The course continues with native American history, culture, and use of the land. The circumstances of Vermont's entry into the union are explored. Using a Hands on the Land approach developed by Jan Alpers, we will explore Vermont's growth and development and changes by exploring our relationship with the environment. This will include such things as early European and American settlement, logging, railroads, mining, sheep raising, dairy, the growth of industry and tourism, and modern changes around sustainability and expanding our understanding of agriculture beyond dairy.

World History

Prehistory to 1300: This course covers the geography and history surrounding the rise and growth of civilizations such as the Sumerians, Babylonians, Egyptians, Persians, and Hebrews. Ancient China and India are included. Greece and Rome are covered especially insofar as they contribute to the development of western culture. The course concludes after the fall of Rome with the rise of new empires and powers such as Islam, dynastic China, and emerging European powers.

1300 to Present: This course covers the golden age of several civilizations such as those found in China, the Middle East, Africa, and Meso-America. The further development of western civilization is covered with an exploration of the Renaissance, the growth of monarchy, and revolutions leading to limited government.

Mathematics Courses

Students identify a thematic area of interest that can be explored or described using mathematics. Examples may include such topics as sports, food, natural phenomenon, and global warming. Students will use a project-based learning approach to learn and apply the proficiencies of Modeling, Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

Business and Consumer Mathematics

This course covers basic mathematics concepts and operations such as addition, subtraction, multiplication, and division. Understanding part to whole concepts such as fractions, decimals, and ratios are covered. Students create graphs or other models to describe their project topic or how it is changing.

Applied Mathematics

This course covers middle school mathematics concepts. These include computation of larger numbers and problems of greater complexity and the

introduction of algebra. Area, surface area, and volume of geometric solids are introduced. Based on data gathered about their project, students will draw conclusions and make predictions based on trends

Theoretical Mathematics

Students continue to grow in their ability to work with increasingly complex concepts such as exponents, variables, functions and graphing. Students will show that mathematics can be used to describe and understand their project topic in a significant way.

Science Courses

The science courses that are offered look at different areas of science. Students will explore the areas of Life Science, Physical Science, Practical Science and Earth and Space Science. Exploration in a multitude of areas will occur from human growth and development to energy and space. Students will be given the opportunity to explore hands-on approaches to everyday science concepts.

Life Science

Life Science is composed of three sections: Structure, Function, and Information Processing, Matter and Energy in Organisms and Ecosystems, and Growth, Development, and reproduction. In addition to concepts, relevant scientific vocabulary is covered. Students have multiple opportunities to make observations, create models of processes, design and run an experiment, and use the scientific method.

Physical Science

This course has two parts. The first part covers structures and properties of matter, forces, and interactions. The second part covers energy, waves, and electromagnetic radiation. In addition to these concepts, relevant vocabulary and math skills are taught. Students will have multiple opportunities to model scientific principles and conduct experiments.

Earth and Space Science

This course begins with an exploration of the universe and works its way into galaxies, solar systems, planets in general, and Earth in particular. Concepts and vocabulary around nebulae, nuclear fusion, galaxy, star and solar system formation are covered. Deep space phenomena such as black holes, quasars, exoplanets, and supernovas are included. Our solar system is studied from its formation to the characteristics of the planets. Earth science covers the layers of the earth, types of rock formation, plate tectonics, and global climate change.

Practical Science

Practical Science is designed to be a science life skills class that incorporates scientific concepts, math, and vocabulary into common activities. This course includes proficiencies from life science, physical science, and earth science. Students have multiple opportunities to model processes, conduct experiments, and use the scientific method. Some learning opportunities are bulleted below.

Physical Education Course

Physical Education

Students will receive a comprehensive health education. This course will cover material complementary to the Health Education Courses. Students will explore the effects of tobacco, alcoholic drinks, and drugs on the human system and on society. Students will also explore common and alternative ways to keep their bodies healthy and active such as hiking, snowshoeing, orienteering, archery, yoga, and mind body awareness.

Summer Offerings

BRIGHTality provides an extended school year offering and runs a variety of different programs available to students of all ages over the summer months. These programs change year to year based on individual need and interest.

Questions and Concerns

BRIGHTality welcomes any questions and concerns parents, guardians, and outside educators may have in regard to students. Our priority is to not only serve students in an individualized way that is cooperative and comprehensive to their unique learning needs, but to do so with transparency and open communication. For general questions and concerns please feel free to reach out to BRIGHTality's administrator, [Jamie Seeholzer](#). For more individualized information in reference to students' education, please also feel free to reach out to any of our education specialists by following the email format listed below. There are no questions too big or too small, BRIGHTality encourages all inquiries, as our main goal is to provide the best education to those we serve.

Jamie Seeholzer, M.Ed

Administrator

802-310-3256

Jamie.Seeholzer@brightality.org

BRIGHTality Policies

BRIGHTality upholds and adopts the Vermont Agency of Education policies on harassment and bullying, alcohol and drugs, weapons, firearms and explosives, and non-discrimination. These policies are detailed below.

Harassment and Bullying Prevention Policy

Vermont State Standards for Prevention of Harassment and Bullying

“State policy. It is the policy of the State of Vermont that all Vermont educational institutions provide safe, orderly, civil, and positive learning environments. Harassment, hazing, and bullying have no place and will not be tolerated in Vermont schools. No Vermont student should feel threatened or be discriminated against while enrolled in a Vermont school.”

Policy on the Prevention of Harassment, Hazing and Bullying of Students

BRIGHTality (hereinafter “District”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont’s Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the District to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The District shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board's disciplinary policies or the school's code of conduct.

The Model Procedures are expressly incorporated by reference as though fully included within this Model Policy. The Model Procedures are separated from the policy for ease of use as may be required.

II. Implementation

The headmaster or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See Model Procedures on the Prevention of Harassment, Hazing and Bullying of Students)
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school. Please see below for designated staff.

3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may also be assigned to one or both of the Designated Employees.

4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.

5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the District shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the District's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

III. Constitutionally Protected Speech

It is the intent of the District to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning

environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

IV. Definitions. For the purposes of this policy and the accompanying procedures, the following definitions apply:

1. **“Bullying”** means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:
 1. Is repeated over time;
 2. Is intended to ridicule, humiliate, or intimidate the student; and
 3. (i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or (ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student’s right to access educational programs.

2. **“Complaint”** means an oral or written report provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.

3. **“Complainant”** means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.

4. **“Designated employee”** means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.

5. **“Employee”** includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, “agent of the school” includes supervisory union staff.

6. **“Equity Coordinator”** is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the District and for coordinating the District’s compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District’s *Preventing and Responding to Harassment of Students and Harassment of Employees* policies. This role may also be assigned to Designated Employees.

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

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

- (1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:

- (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status, or progress; or
- (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student's ability to participate in or benefit from the educational program on the basis of sex.

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

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

8. **“Hazing”** means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into,

affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and

- (1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

- (1) The goals are approved by the educational institution; and
- (2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

With respect to Hazing, “**Student**” means any person who:

- (A) is registered in or in attendance at an educational institution;
- (B) has been accepted for admission at the educational institution where the hazing incident occurs; or
- (C) intends to attend an educational institution during any of its regular sessions after an official academic break.

9. “**Notice**” means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school’s response. These factors include the source and nature of the information; the seriousness of

the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

10. **“Organization”** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.
11. **“Pledging”** means any action or activity related to becoming a member of an organization.
12. **“Retaliation”** is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.
13. **“School administrator”** means an administrator, principal or his/her designee assistant principal//technical center director or his/her designee and/or the District’s Equity Coordinator.

14. **“Student Conduct Form”** is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment and/or bullying.

APPENDIX A

Designated Employees:

The following employees of the BRIGHTality School have been designated by the District to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. § 570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

Name: __Jamie Seeholzer_____

Title: _____Administrator_____

Contact Information: jamie.seeholzer@brightality.org or (802) 310-3256

Name: __Makayla Young_____

Title: _____Educator_____

Contact Information: makayla.young@brightality.org or (802) 782-5059

[1] Throughout this model policy and the related procedures, “District” shall apply to Independent Schools and should be substituted as appropriate. References to the administrator shall equate to “Head of School” or “Headmaster” as appropriate, with regard to Independent Schools. Where language suggests a “District” will take action, it shall be the administrator, the Head of School, the Headmaster or his/her designee.

BRIGHTality's Drugs and Alcohol Policy

It is the policy of BRIGHTality that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, alcohol, tobacco or drug paraphernalia on any school property (including transportation), or at any school sponsored activity away from or within the school. For the purpose of this policy, alcohol, tobacco, and drugs include substances that a student represents or believes to be a drug. The only exception to this policy is medication, authorized in writing in advance by a licensed health-care provider. Any student required to take medications during school hours is required to comply with school policies, procedures and regulations for the administration and possession of medications. It is also the policy of the school to make appropriate referrals in cases of substance abuse.

BRIGHTality's

Weapons/Firearms/Explosives Policy

It is the policy of BRIGHTality to comply with the federal Gun Free Schools Act of 1994 and state law requiring schools to provide for the possible expulsion of students who bring firearms to or possess firearms at school. And in the spirit, BRIGHTality is also including explosives and weapons that it deems dangerous. It is further the intent of the board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

For the purposes of this policy, the terms “firearm” “school” “explosives” “expelled” and “weapons” shall be defined consistent with the definitions required by state and federal law. Sanctions Any student who brings a firearm to school, or who possesses a firearm at school shall be brought by the administrator to the school board for an expulsion hearing. A student found by the school board after a hearing to have brought a firearm to school shall be expelled for at least one calendar year. However, the school board may modify the expulsion on a case-by-case basis when it finds circumstances such as, but not limited to:

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

At the discretion of the school board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy. Policy Implementation An expulsion hearing conducted under this policy shall

afford due process as required by law and as developed by the administrator or their designee. The administrator shall refer to appropriate law enforcement agency any student who brings a firearm to a school under the control and supervision of the school district. The administrator may also report any incident subject to this policy to the Department of Social and Rehabilitative Services. The administrator shall annually provide the Commissioner of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled, and the type of firearms involved.

BRIGHTality's Search and Seizure Procedure

Maintaining school security requires a balance between student privacy and student safety. When it has been determined that the search of a student's property is required, such determination shall be made by the administrator or their designee. Any searches will be based on a reasonable suspicion that a school rule has been broken, or a student has committed or is in the process of committing a crime. These are called "suspicion-based" searches. Any searches or seizures of property shall be made by the administrator or their designee. All searches and seizures are documented in the students file along with the finding. Depending on the results of all searches and seizures, the findings will be reported to the student and/or their parents.

BRIGHTality's Non-Discrimination Policy

BRIGHTality has adopted the state of Vermont's Agency of Education policy on Discrimination. BRIGHTality does not discriminate and provides an equal opportunity education to all. The State's guidance is outlined below. For more information we encourage you to visit the State of Vermont Agency of Education website linked below.

Agency of Education Nondiscrimination Policy

The Agency of Education does not discriminate on the basis of race, color, national origin, creed, marital status, sex, disability, age, gender identity or sexual orientation in its programs and activities. Review the [DHR Discrimination Complaints Number 3.3 policy](#).

For further information on notice of nondiscrimination, visit [US Department of Education, Office of Civil Rights](#) for the address and phone number of the office that serves your area, or call (800) 421-3481.

Emergency School Closing and Inclement Weather Policy

Emergency School Closing

In the event of an emergency school closing students and guardians will be contacted by phone as well as through their preferred method of communication.

Inclement Weather

BRIGHTality will evaluate inclement weather and if it is determined that a school closure is necessary, we will post it on our Facebook page as well as send out a confirmation email.

Health Office/ Medication Dispensation

For a variety of reasons, a student may need to take medication during the school day. BRIGHTality has available, and will dispense, basic analgesics such as acetaminophen and ibuprofen with permission from a parent or guardian. For prescription drugs a student may possess and administer a daily dose with permission from a parent or guardian. Alternatively, BRIGHTality can store and administer prescriptions with permission from a parent or guardian.

Discipline Policy

BRIGHTality uses, as a model, Choice Theory (or noncoercive discipline) to inform and guide our discipline policy. A certain amount of discipline is needed to learn and grow. Most of the time, students have the self-discipline to meet these goals. On occasions where self-discipline is lacking, BRIGHTality uses one or more of the following to help the student return to a point where they can learn and grow.

- a) **Take a Break:** Loss of self-discipline often happens when we feel overwhelmed or when we have few choices and limited power over events. Identifying when a student needs a break is basic to preventing loss of self-discipline and the first step to restoring it. Opportunities for a break include such things as getting a snack, playing a game, going for a walk, listening to some music, or working on a different assignment. Taking a break is useful in confronting such issues as work refusal, tiredness, disrespect, and anxiety. This form of noncoercive discipline gives students some power over their basic needs and helps them return to a learning mindset.
- b) **Records Review:** Many discipline issues are ongoing. A records check will be conducted to ensure the student's accommodations are being met and to see if certain intervention strategies have been effective in the past.
- c) **Meeting With Administrator:** In cases of serious discipline issues, such as bullying, harassment, destruction of property, possession of a weapon or illegal drug, or other ongoing discipline problem, the student will meet with the administrator to clarify the problem and identify solutions.

- d) Team Meeting: A team meeting may take place in lieu of the Administrator meeting if it is felt that it would be beneficial to include a parent/guardian and/or LEA.
- e) Coordinated Services Plan (CSP) Meeting: In cases where a student is receiving multiple services, a coordinated services plan meeting may be held to develop a more comprehensive approach to finding solutions to the discipline issue.
- f) Meeting with LEA: A meeting with the LEA can happen at any time but may be called when the student's future enrollment at BRIGHTality is called into question unless the discipline issue is resolved.

BRIGHTality will work to handle incidents internally within their abilities. BRIGHTality carefully documents each incident following its occurrence. Some incidents, depending on their severity, are reported to parents/guardians/local authorities if they are emergent, consistently repeated, places a student or others in harm, or disruptive to students' ability to learn.

Incidents That Require Reports:

- a) Unauthorized departure from school building.
- b) Unauthorized departure from school premises.
- c) Property destruction (to include punching/hitting/throwing/cutting/anything that alters the condition or integrity of furniture, walls, materials, etc. located in or around the school building and premises.
- d) Going through/taking/moving other staff or student personal property.
- e) Failure to attend classes repeatedly across multiple subjects despite accommodations or modifications to a student's class or schedule.
- f) Inappropriate cell phone usage that's disruptive to a student's or others' learning (please refer to phone contract below that must be signed upon enrollment).

Incidents That Can Result in Immediate Dismissal of Enrollment:

- a) inflicting serious bodily injury upon another person while at school, on school premises, or at a school function.

Suspension/Expulsion Procedure

BRIGHTality follows Vermont Agency of Education Rule 4313.1; 34 CFR §300.530 regarding suspension and expulsion of special education students. This rule states,

“Authority of School Personnel Rule 4313.1; 34 CFR §300.530 Case-by-case determination School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 school days in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting (which must be determined by the child's individualized education program (IEP) Team), another setting, or suspend the child. School personnel may also impose additional removals of the child of not more than ten 10 school days in a row in that same school year for separate incidents of Notice of Procedural Safeguards: Rights of Page 33 of 40 Parents of Students with Disabilities (Revised: June 1, 2018) misconduct, as long as those removals do not constitute a change of placement (see Change of Placement Because of Disciplinary Removals for the definition, below).

Once a child with a disability has been removed from his or her current placement for a total of 10 school days in the same school year, your school district or supervisory union must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading Services.

Additional Authority If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see Manifestation determination, below) and the disciplinary change of placement would exceed 10 school days in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under Services. The child's IEP team determines the interim alternative educational setting for such services.

Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting.

A school district or supervisory union is only required to provide services to a child with a disability who has been removed from his or her current

placement for 10 school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed.

A child with a disability who is removed from the child's current placement for **more than 10 school days** must:

1. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; **and**
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **10 school days** in that same school year, and **if** the current

removal is for **10 school days** in a row or less **and** if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

For suspensions of more than ten days, schools are required to provide the following:

Manifestation Determination

Within **10 school days** of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for 10 school days in a row or less and not a change of placement), the school district or supervisory union, the parent, and relevant members of the IEP Team (as determined by the parent and the school district or supervisory union) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by you to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
2. If the conduct in question was the direct result of the school district or supervisory union's failure to implement the child's IEP.

If the school district or supervisory union, the parent, and relevant members of the child's IEP team determine that the conduct in question was the direct result of your school district or supervisory union's failure to implement the IEP, your school district or supervisory union must take immediate action to remedy those deficiencies.

Determination that behavior was a manifestation of the child's disability

If the school district or supervisory union, the parent, and relevant members

of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

1. Conduct a functional behavioral assessment, unless the school district or supervisory union had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**
2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading ***Special circumstances***, your school district or supervisory union must return the child to the placement from which the child was removed, unless you and the school district or supervisory union agree to a change of placement as part of the modification of the behavioral intervention plan.

Special circumstances

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

1. Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the Vermont Agency of Education or a school district or supervisory union;
2. Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance, (see the definition below), while at school, on school premises, or at a school function under the jurisdiction of the Vermont Agency of Education or a school district or supervisory union; **or**
3. Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school

function under the jurisdiction of the Vermont Agency of Education or a school district or supervisory union.

Change of Placement Because of Disciplinary Removals

Rule 4313.7 34; CFR §300.536

A removal of a child with a disability from the child's current educational placement is a **change of placement** if:

1. The removal is for more than 10 school days in a row; **or**
2. The child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals.
 - c. Such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; **and** whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the school district or supervisory union and, if challenged, is subject to review through due process and judicial proceedings.



BRIGHTality

Cell Phone Contract

This contract between _____ and BRIGHTality , signed on the ____ day of _____, 20____, establishes cell phone usage rules and consequences.

I understand that having a cell phone is a privilege and that if I choose to disregard the following expectations listed in this contract, I am forfeiting my privilege of using my cell phone during school hours.

Cell Phone Responsibilities

I, _____, [student's name], understand that while at school or engaging in school based interactions or activities that I must:

- Be courteous during instruction time by not interrupting the conversation or activity with my phone use.
- Be in control of my phone, don't let my phone control me.
- Do not take videos or photos of others without their permission.
- Do not share videos or photos of others without their permission.
- Lower my volume while using my phone so as to not disrupt others around me.
- If I am asked to put my phone away, I will respect this request and follow-through by placing my phone in phone jail and having the privilege of charging at this time.
- Turn my ringer to silent or vibrate when I'm with other people who might be disturbed by a call.
- Don't put my phone on speakerphone when I'm with other people.
- If I break or lose my phone it will be my responsibility.

Consequences

I, _____, [student's name], understand that if I choose to break the cell phone usage rules above then I am voluntarily forfeiting my privilege of having a phone at school.

Signed _____ [Student]

Signed _____ [Parent/Guardian]

Signed _____ [BRIGHTality Staff]

Acknowledgement of Handbook

My signature below indicates that I understand and will conform to the policies listed above. Prior to signing, I know that I am able to ask any questions to clarify any aspect of this handbook so that I can submit an informed signature.

Parent/Guardian:

Parent/Guardian (Print):

Date:

Student:

Student (Print):

Date:
