

**COMPASS SCHOOL HANDBOOK  
2016-2017**

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## **VISION AND MISSION**

### ***Vision***

Compass School provides a unique model for publicly accessible education, serving children in our region while making an impact on the larger educational world. We embody an inspiring learning community that balances personalized education with high expectations for all, leading each student to successful graduation and post-graduate experiences.

### ***Mission***

The Compass School inspires and educates students to gain the knowledge, skills, and personal qualities essential to pursuing their dreams and having a positive impact on the world.

### ***Our Values***

At Compass, we...

- “ Integrate rigorous academics with teaching to the whole person (intellectual, emotional, social, physical, and aesthetic).
- “ Live and teach our values, creating a community of respect, tolerance, democracy, healthy relationships, and service.
- “ Establish student responsibility, leadership and ownership.
- “ Recognize the importance of great teachers—skilled, committed, inspired, whole people.
- “ Ensure that all students experience a variety opportunities and approaches to learning.
- “ Personalize our approaches and attend to individual needs and passions so that every child can experience success.
- “ Hold high expectations for all.
- “ Combine classroom learning and real world experiences that extend education beyond the school walls.

### ***Learning Results***

The Compass program is thoughtfully designed to develop:

- “ Knowledge and Academic Achievement through rigorous courses designed to address meaningful issues using a wide range of learning styles.
- “ Citizenship and Leadership through involvement in school wide democracy, community service and interaction with diverse cultures near and far.
- “ Self Awareness and Confidence through our rigorous portfolio evaluation process requiring all students to reflect deeply on their strengths and areas for growth.
- “ Problem Solving and Critical Thinking Skills through diverse experiences that demand students apply their learning to real world challenges.
- “ The Ability to Work with Others and Value Diversity by working closely with peers and adults to create a stronger community at Compass and in the larger world.

## **PROGRAM OVERVIEW**

### **Philosophy**

Compass School offers a middle and high school program that balances depth of understanding and breadth of coverage, is responsive to student needs, and involves students actively in the learning process. Compass prepares students for the world outside school and encourages them to become active and involved community members.

The Compass program is built around our Five Learning Realms: Knowledge, Thinking and Reasoning, Communication, Community Involvement, and Personal Development. Students develop in each of these realms by engaging in meaningful investigations that will expand their thinking and knowledge, help them to develop skills and exercise judgment, and encourage them to explore the connections in the world around them.

The framework of the Compass School follows a curriculum of diverse learning experiences that initially grounds students in their immediate surroundings and radiates out to the larger world as they progress towards graduation. Assessment uses a variety of strategies, seeking to be performance-based and focused on key understandings and the ability to apply information and skills. Students, teachers, and parents are encouraged to have an active role in determining the topics and activities of the evolving curriculum.

### Teaching, Learning, and Student Growth at Compass

Compass aims to balance two complementary types of learning experiences—more teacher directed activities that help students work with a sense of order and structure and more student centered activities which entail greater complexity, uncertainty, and development of self-discipline. As students move through the Compass program, they are led from structured learning situations with a high degree of teacher direction and support to increasingly independent learning experiences. Students are encouraged to undertake studies that challenge them and that draw on their personal interests and abilities. With the guidance of the faculty and the help of peers, students learn the skills of organization, decision making, problem solving, and critical and creative thinking. As they progress through their high school years, students are given opportunities to take increasing ownership for their learning and to exercise leadership for themselves and the school as they become responsible and independent learners.

Student success is our goal. The small size of the school, flexible programming, and a supportive learning community promote individual attention to Compass students. By providing engaging learning experiences, opportunities to build on student interests, and specific attention to individual needs, Compass School aims to help each student develop the knowledge, skills, and attitudes to succeed in school and beyond.

### **LIFE AT COMPASS**

#### The School Day

Students should be at school by 8:15 and classes at 8:20 when attendance is taken. Please do not drop off children before 7:30 as supervision is not provided and the school is not open.

Exploratories are offered three days a week: Monday, Tuesday, and Thursday, beginning at 2:30 and continuing until dismissal at 4:00. Students who may be involved in an exploratory outside of school must be picked up by 2:30.

Wednesday and Friday are staff meeting days with 2:10 dismissal for all students.

All parents must see that their children have transportation to and from school. Departure from school must be no later than 4:15 on Monday, Tuesday and Thursday, and 2:30 on Monday and Friday.

**SCHEDULE**

Monday	Tuesday	Wednesday	Thursday	Friday
8:20-9:05 7/8 Spanish 8:20-9:05 9/10 Math 8:20-8:50 11/12 Directed Study	8:20-9:05 7/8 Spanish 8:20-9:05 9/10 Math 8:20-8:50 11/12 Directed Study	8:20-9:25  Health	8:20-9:05 7/8 Spanish 8:20-9:05 9/10 Math 8:20-8:50 11/12 Directed Study	8:20-9:20 7/8 Spanish 9/10 Math 11/12 Directed Study
9:07-9:50 7/8 Directed Study 9:07-9:50 9/10 Spanish 8:52-9:50 11/12 Math	9:07-9:50 7/8 Directed Study 9:07-9:50 9/10 Spanish 8:52-9:50 11/12 Math	9:30 - 11:00  7/8 Science 9/10 Humanities 11/12 Comp	9:07-9:50 7/8 Directed Study 9:07-9:50 9/10 Spanish 8:52-9:50 11/12 Math	9:25-10:25 7/8 Directed Study 9/10 Spanish 11/12 Math
9:53-10:35 7/8 Math 9/10 Directed Study 11/12 Spanish	9:53-10:35 7/8 Math 9/10 Directed Study 11/12 Spanish		9:53-10:35 7/8 Math 9/10 Directed Study 11/12 Spanish	
10:40-11:00 Advisory	10:40-11:30 Specials		10:40-11:30 Specials	
11-11:30 All-school			11:02 - 11:30 <b>Even Weeks:</b> Academic Advisory/ SC/ Jude <b>Odd Weeks:</b> HS/MS meeting	
11:30 - 12:10 <b>Lunch</b>				
12:10 - 1:10 7/8 Science 9/10 Humanities 11/12 Science	12:10 - 1:10 7/8 Science 9/10 Humanities 11/12 Science	12:10-12:40 9/10 Advisory	12:10 - 1:10 7/8 Science 9/10 Humanities 11/12 Science	12:10 - 1:10 7/8 Science 9/10 Humanities 11/12 Science
		12:40-2:10  7/8 Humanities 9/10 Science 11/12 Comp		
1:10 - 2:10 7/8 Humanities 9/10 Science 11/12 Humanities	1:10 - 2:10 7/8 Humanities 9/10 Science 11/12 Humanities		1:10 - 2:10 7/8 Humanities 9/10 Science 11/12 Humanities	1:10 - 2:10 7/8 Humanities 9/10 Science 11/12 Humanities

2:30 - 4:00 <b>Intensive</b>	2:30 - 4:00 <b>Intensive</b>	Student Early Release <b>Staff Meeting</b>	2:30 - 4:00 <b>Exploratory</b>	Student Early Release
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## **THE LEARNING PROGRAM AT COMPASS**

**Main Lesson:** The main lesson blocks are the heart of the academic program at Compass. All students are enrolled in one Humanities and one Science and Technology Main Lesson block throughout the year.

Main lesson time is designed to have students learn the essential concepts and skills in the traditional academic subject areas by investigating real world examples and engaging in "hands-on, minds-on" application of learning. Through the organization of Main Lesson, Compass seeks to develop independent learners able to pose questions, solve problems, and apply the tools and ideas of a variety of disciplines to understand and make a difference in the world around them. A balance of "teacher directed" and teacher supported "student centered" time is structured to help students develop as independent learners. As a general guideline, the percentage of time for student-centered time will increase with increasing maturity and age of the students.

Main lesson is intended to engage students in applying multiple disciplines to the exploration of ideas. When appropriate, Main Lesson teachers will coordinate activities to further reinforce these connections between subject areas of study. Student learning in Main lesson will be demonstrated with a variety of evidence including projects, exams, presentations, reflective writing, homework assignments, and in-class discussions.

**Mathematics:** While math is incorporated within main lesson study at various times, developing math skills involves a degree of concentrated study. Each student will be enrolled in a math class that meets daily for 45 minutes to support each student in their developing comfort and skill with mathematical problem solving, computation, reasoning, thinking, and communication.

**Spanish:** The Compass School highly values development of second language skills in all our students. In addition to improving skills in both the foreign language and English, exposure to foreign language learning opens doors for our students to other cultures and perspectives. Our Spanish courses are designed to provide students an enjoyable and safe introduction to foreign language and cultures and to help each student build proficiency over time. By focusing on Spanish at Compass, we are able to incorporate Spanish into various areas of the school program, including trips, all school meetings, and guest speakers where, at times, Spanish is the primary language of use. All Compass students are required to be proficient at the level of two years of high school study before being exempt from foreign language study.

**Specials:** Students are enrolled in specials classes on Tuesday and Thursdays in Q1, Q2 and Q4. Students will take one of each course for one quarter in time. The three special courses for grades 7-10 are art, physical education, and life skills seminar. Seminar topics include: study skills, financial literacy, economics, life and career planning. For grades 11-12, the special courses include health, art, and seminar. In Q3, a variety of options are offering for Tuesdays opposite winter sports.

**11-12 Comps:** "Comp" time is designed to give students opportunities for independent learning around topics of individual interest with adult supervision. Students in grades 11-12 are

required to complete sufficient comp projects to demonstrate “comp” etency in critical skills expected of our graduates. Two blocks per week (3 hours total) are scheduled as supervised “Comp Time” for work on this requirement with teacher support. Each student will be paired with a faculty “comp coach” with whom they will plan their work and assess progress. A student can meet these requirements by completing at least 3 of the optional projects below or, with comp coach approval, in one extensive, high quality project. Students will present their comp work in several formats, with the 11<sup>th</sup> graders showing their progress in conjunction with senior project presentations in May as well as including comps as part of the graduation portfolio. Students will develop a “Comp” portfolio folder that represents their work each year, including a cover letter that reflects on their accomplishments, challenges, and learning. Students are expected to complete at least 3 comps per year from the list below, unless other arrangements are made with the student’s coach. The Wednesday schedule is arranged to enable students to work outside of school on that day for internships, field study or other organized learning experiences.

**11/12th grade Competencies**

<b>Competency</b>	<b>Description</b>	
<b>REQUIRED ELEMENTS</b>		
Post- graduate Plan	Complete all steps of plan, including a resume and application to college or Gap-year program	Seminar
Senior Project	Complete a long-term senior project	Seminar
Research Paper	Develop greater knowledge and understanding of a topic of interest to you by conducting independent research in an organized and effective manner and writing up your findings.	Class
Real world support or publication	Create a product, write a grant, or raise funds for a real world client; OR publish in the real world; OR research and write proposal to support donation of money to some organization that supports global development	Class
Writing Portfolio	Show your ability to write in a variety of ways by compiling an organized writing portfolio	Class
<b>OPTIONAL ELEMENTS</b>	<b>YOU MUST COMPLETE AT LEAST 3 PER YEAR</b>	
College/online course	Complete an online course or an internship of similar duration	
Create art	Write a fictional script, create a piece visual art, or choreograph and perform a dance	
Design and make something functional	Use carpentry, sewing, engineering, or other skills to create an object that can be utilized.	
Learn current technological tools to present or research or to analyze data	Show substantive facility in current technological tools that help to research, present, and create effective visuals or to analyze data (Excel or other).	
Independent reading	Seek and read at least 2 authors for pleasure in at least two genres	
Non-CS academic discipline	Engage in a discipline-specific learning experience (a project or college course) in an area that's <i>not</i> a focus in Compass Curriculum	
Apply scientific method	Apply the scientific method in a research project	
Historical Thinking Project	Complete a project that demonstrates understanding of how an event is connected to historical contexts	
Follow a personal interest	Propose a project of your choosing, create a detailed plan, and follow through on commitments	

Intensives and Exploratories: Exploratories are intended to develop well-rounded individuals by exposing students to the wealth of learning beyond traditional academic core subjects. Students are required to successfully complete exploratory courses in physical education and the arts. Two days each week are dedicated to “Intensives”—two-day offerings in Art, Music, Physical Activity, Academics, and Service. Intensives are intended to be more in-depth engagement with a particular topic, using highly qualified instructors, and following an organized curriculum that builds knowledge and skill through both theory and practice. There are intentionally fewer choices for Intensives, to facilitate greater focus and quality.

Exploratories are more wide ranging opportunities to “explore” new experiences. Whether led by a teacher or student or community member, exploratories are meant to expose students to different learning opportunities and interests. We invite parents and students to propose and/or lead exploratories. Exploratory offerings are diverse and may include photography, computer technology, cooking, video production, holistic health, creative writing, woodworking, jewelry making, gardening and other appropriate topics suggested by students and faculty. The exploratory program will be discussed in advisory so students understand the program, are aware of requirements, and make positive choices.

Students are required to participate in exploratory activities three afternoons each week for a total of 12 credits, in the course of the school year. In meeting these minimum requirements, an exploratory "credit" is considered meeting once per week for one eight-week exploratory period.

It is our hope that students will explore a wide range of experiences that make our lives whole and rewarding. Students engaged in similar activities outside the school program can apply for credit in the exploratory requirement. There is a process for students to propose and lead individual or group exploratories or to do exploratory activities outside school. Students are encouraged to propose and organize courses of their own by submitting a proposal sheet to the Exploratory Coordinator (form available in appendix).

Competitive sports teams will meet as intensives in addition to meeting on exploratory days.

Exploratories are a privilege offered to students. Students whose behavior disrupts the positive tone of exploratory will be required to go home early and will not receive credit for that exploratory.

Community Service is now part of exploratory time and can be met either through one-quarter of a service exploratory or 12 hours of independent service. There are service opportunities in exploratory time as well as opportunities for in-school service with Judiciary, Student Council, and yearbook.

There are processes to meet any of these requirements through independent options.

#### Physical Fitness and Sports:

Physical activity is an essential part of health and wellness. All students are expected to participate in some form of physical activity throughout the year. Through exploratory time, students have the opportunity to engage in both competitive and non-competitive athletic

activities. Non-competitive offerings include yoga, winter survival, mountain biking, hiking, fencing, ball games, dance, winter sports and challenge course. Compass also has competitive sports teams in soccer, basketball, and ultimate Frisbee.

Students also may be able to join with other local schools for competitive sports. We have a partnership agreement with Bellows Falls Union High School where Compass high school students are eligible to play on any BFUHS athletic team. Compass students must follow all the BFUHS sports rules and deadlines, which can involve starting practice before the school year begins. Information on BFUHS sports opportunities are available on their school website. This is a wonderful opportunity to build community and healthy habits in our students at both schools.

We encourage all students to participate on sports teams. The purposes of our competitive sports teams are to help students develop athletic skill, improve physical well being and coordination, learn the value of teamwork, goal setting, and dedication to work, become more sportsmanlike in victory and defeat, and last but not least, have fun along with peers and faculty.

We try to maintain a balance between being competitive in interschool games and encouraging widespread participation of all team members in competitive games. While we don't guarantee equal game time for each student, we try our best to involve each individual fully in all aspects of the team and to find a place in which each student contributes to the team and can also achieve personal success.

While we aim to perform our best in interschool competition and we certainly enjoy winning, the overriding goal for the sports program is to have students learn to strive for their personal best as individuals and as a team. While we expect to learn to win and lose graciously, we won't measure our success by our won-loss record. We will, however, push our students to aim for personal greatness, team development, and continual growth.

The weekly schedule is adjusted in Winter to accommodate winter sports at local ski and skating areas. All students are required to participate in this program and be engaged in an outdoor activity at this time. Details of the program will appear in the newsletter in December. There is a minimal fee for Winter Sports charged by ski areas.

A policy was passed in 2012 requiring every student to complete 50 hours of physical activity in or outside school during the school year unless there is a medical exception. Summer hours can count in either the preceding or subsequent school year but not for both. This is a minimal expectation to encourage every student to be physically active in some way on a regular basis. There is a form for students to record their activities throughout the year that must be completed to move on to the next grade.

Arts Philosophy: An understanding for the arts encourages appreciation for self, peers, and culture. The arts are an important element in American and all cultures throughout history. At Compass, all students will be enrolled in a quarter long art course each year. Art is also a central part of the exploratory program, with offerings including: drawing, painting, animation, photography, stained glass, sculpture, chorus, and a variety of other music and performing arts offerings.

The visual art program exposes students to a variety of media and techniques. This includes 2-dimensional and 3-dimensional art. Through these classes we introduce students to various historical and contemporary works that educate and influence the students work. Basic skills, composition, design, and critique methods are taught to all students. The opportunity to focus in depth on a medium of choice can be arranged between students and staff. Students are assessed on participation, not perceived ability.

The arts are purposively incorporated throughout the academic program. It is common in Main Lesson for students to use the arts to explore ideas, develop understandings, and communicate their learning. Some units, such as Art for Social Change, are designed around specific art outcomes. In other units of study, students are required to use the arts as one means of communication. Moreover, students are encouraged to use the arts for individual assignments as an alternative means of sharing their learning. The arts are also central options in Winter Term and Project Week, when students can choose to dedicate intensive time to applying the arts to real world situations. Through the diverse integration of arts in exploratories, academic courses, and in real world contexts, Compass students develop a strong appreciation of and skill in the arts.

Advisory: Advisory allows students and teachers to develop close and long-term relationships that help support each student in his or her learning and living at Compass. Advisory groups are organized to have one teacher meet 2-3 times per week with a small group of students over the course of the year.

Advisory groups discuss issues from within and outside school pertinent to students and teachers and serve as a primary vehicle for student governance and representation. Advisory activities might include health and wellness activities, group building activities and challenges, physical activity, community service projects, or working with students' portfolios and proficiency tracking. Each advisory group also takes responsibility for building clean-up and helps with the school lunch program as well. Advisory activities evolve over the course of the year and can take many directions as the tenor of the group dictates. The advisor acts as an advocate for the student, and is the primary person parents can contact to address general issues and concerns that they might have concerning their son or daughter. In addition to meeting regularly with all advisees, advisors are available to students or parents for conferencing or voicing concerns. Conferences are scheduled with all parents in fall and spring. Conferences with staff members also can be scheduled before or after school by parents, teachers, or students at any time. Usually, it is the practice to hold conferences with the student's active participation and involvement in the conversation.

All School Meetings: An important element of the Compass School community is All School Meeting. Scheduled twice weekly, on Mondays and Wednesdays, as well as other times when appropriate, these meetings are a chance for the whole community to come together, celebrate accomplishments, address challenges, set common direction, and be together in a common space.

Students will be encouraged to take increasing responsibility for all school meetings in helping expand our horizons, inspire quality work, elevate school spirit, and contribute to the continuing development of a positive school community.

Wednesday Schedule: The Wednesday schedule differs from the rest of the week. On Wednesday,

The day starts with Health programming for all students. Health classes are organized around quarter long strands, some of which are required during the year by state curriculum guidelines, and others that are choices for students to select. Options include: Flexfit Gym, Mindfulness, Yoga, Zumba, Sex Ed, Substance Prevention, Cooking/nutrition, Walking and Stress reduction. Main lesson blocks are longer on Wednesday to allow for more extended work in class.

Health Curriculum: We continue to focus on student health and wellness this year, with two dedicated “Health Days” to offer a variety of purposeful workshops and activities and a series of shorter classes offered on a regular basis throughout the year. The health curriculum encompasses a wide range of activities from presentations to hands-on activities to support healthy lifestyles for all students. Some topics that may be addressed are nutrition, safety, first aid, mental health, mindfulness, consumer health, human growth and development, human sexuality, issues of substance use, diversity, environmental sustainability, and healthy living on a personal, community, and global level. The focus of our work is raising awareness and helping students develop the ability to make informed, responsible, and healthy choices.

Community Service Winter Term: As part of our belief in connecting students to the community, and in an effort to apply academic learning in the "real world," Compass students participate in a

“Winter term” in February dedicated to Community Service Learning. This break in the regular schedule allows students to work in across grade level teams to use their academic skills to address real community needs. We solicit "problem statements" from community partners that define a particular need for which they seek a solution. A team of students, working with a teacher, determine a plan to study this problem and produce a report, solution, or service to address the community need. This has proven a great opportunity to allow students to be involved in real learning for the real world and to be of direct service to our community. We encourage anyone who knows of any community based needs to discuss them with the director to see if they are appropriate for our Community Service Learning "Winterm."

Project Week: Project Week is the culminating event for the Compass school year. This is the time where students are asked to synthesize their learning throughout the year in self-directed, student or faculty initiated projects under faculty supervision. These projects offer students an energizing structure for learning in which students can demonstrate command of knowledge and skills developed in their courses from throughout the year. Students are asked to develop projects that relate to course learning goals while allowing each student to pursue areas of particular interest. Past projects include writing short stories, making a movie, creating a mural, bike touring Vermont, or a wide range of job shadows and internships. There are also a few group projects for students not able to develop individual proposals. Project Week concludes with a community celebration of learning. Students who fail to satisfactorily complete these project exhibitions will be asked to demonstrate their learning more satisfactorily before being promoted to the next grade.

Mountain Day: An annual tradition at Compass is Mountain Day, usually scheduled for the first

Friday in October. All students and faculty, along with any parents who wish to join us, together climb a local mountain. The purpose of Mountain Day is to enjoy nature and the outdoors, engage in a physical challenge, and develop into a stronger community.

College Day: To help all students see themselves as college students and to help them begin to develop criteria for choosing an appropriate school, we take the whole school to visit colleges once each year. College Day incorporates visiting at least two colleges, taking a school tour, and experiencing some of the many possibilities offered in higher education institutions.

Community Service: Contributing to the community is central to the Compass mission and incorporated through the school program. There are many ways Compass students are involved with community based learning, from field-based studies to Winter Term to a variety of trips.

In addition to these diverse experiences and the dedicated time of Community Service Winter Term, all students are expected to participate in at least 12 hours of community service throughout the year. This may occur through exploratory offerings with the school, in school service with judiciary, student council or yearbook, or independent service students complete outside the school.

Student Travel/Global Connections:

We truly believe learning occurs beyond the classroom walls and that we want our students to feel connected to the community from within our school to the world at large. And we believe that our students benefit from seeing themselves as global citizens, connected to people throughout the world, and members of a global community where they may find themselves everywhere at home. Our travel program goals have two distinct threads:

1. To expose all of our students in as many ways as possible to different cultures and places.
2. To provide our students with direct experience with other cultures, and particularly with direct immersion as the most powerful experience we can provide.

Achieving our goals requires using every means possible to connect students to cultural diversity. We've made a school wide commitment to international education aimed to expand their perspective, peak their curiosity, and inspire their confidence to be strong and productive community members who are committed to creating a better world.

The whole school climbs a peak on Mountain Day and experiences college life on College Visit Day. Everyone goes on three day Spring trips, is exposed to a curriculum that expands from the local to the international, participates in community service, admires our exchange students who are away from home for a whole year, and experiences countless other messages that support the value of cross cultural learning.

The junior class travels together to a Spanish speaking country for direct immersion in the complexity of issues in the developing world. Combining family stays and community service with meetings with individuals from the full spectrum of perspectives, students have a transformative experience that opens minds and hearts.

It is the combination of all these experiences that show how Compass lives its values and brings **all its students** to see themselves as global citizens interested in and ready for participation in international travel and learning.

These trips rely on parent support, both in chaperoning and fundraising. Every parent will be expected to help in some way. School trips taken during school days contribute to curriculum goals, and will be planned and led by the school staff. Parents are welcome and encouraged to chaperone trips. We are unable to reimburse chaperones unless prior arrangements have been made with the trip coordinator.

Portfolio Week: We dedicate a week near the end of May for all school attention to preparation for portfolio roundtables and related reflective experiences that celebrate student growth over the year. Students work with peers and teachers to prepare their portfolio of evidence of their learning and accomplishments in and outside the school during the past year. During the later part of the week, students attend portfolio presentations of peers and present their own.

Grade Level	Portfolio Type	Audience	Requirements
7	POL (Presentation of Learning)	Middle School peers teachers, and parent(s)	Reflections on 2 significant learnings, 4 corners look at courses, list of new experiences, trajectory, presentation to group.
8	Portfolio Roundtable	Parent(s), small peer group, advisor	Overall cover letter, 5 realm folders with reflective letter in each, proficiency list.
9	YEAR (Year End Review)	Parent(s), small peer group, advisor	Reflect on 5 pieces of work, one from each realm. Proficiency list and overall reflection letter.
10	Portfolio Roundtable	Parent(s), small peer group, advisor	Overall cover letter, 5 realm folders with reflective letter in each, proficiency list.
11	YEAR	Parent(s), small peer group, advisor	Reflections on 3 significant pieces of work. Answer series of prompts. Proficiency list and overall reflection letter.
12	Portfolio Roundtable	Parent(s), advisor, Director, outside community member, other teachers or peers	Overall cover letter, 8 realm folders with reflective letter in each, writing portfolio, comp folder, proficiency list.

Lunch, Food and Snacks: Compass has incredible food provided by our talented and award winning Chef Cher Anderson. She provides generous quantities for lunch of healthy, tasty food. Students are allowed to have seconds (and thirds) and no one goes hungry. The cost of lunches is \$4.00 per day, with 10 and 20 lunch cards sold through the office. A weekly menu will be provided.

Cher also provides snacks on exploratory days, free to all students. There is also breakfast food available in the kitchen. Breakfasts are \$2.00.

Compass encourages all eligible students to submit forms for the free and reduced lunch program. This not only entitles you to free or reduced meals at school, but an accurate count of school demographics is critical for any outside fundraising or grants we apply for. All this information is kept strictly confidential. Students are expected not to use the phone for lunch arrangements or to have food delivered to school.

## **LEARNING GOALS AND ASSESSMENT**

### **GRADING AND REPORTING**

Assessment at Compass is meant to involve on-going feedback to students and parents on student learning at the school. While much of this feedback is communicated in the course of the school day formally and informally, more formal reporting on each student's progress occurs two times during the year following scheduled semesters. On these occasions, teachers complete a detailed report form with narrative that addresses key learning areas. This report card format is organized around the five learning realms, with each teacher selecting indicators that they have focused on each in each semester. This formal feedback is not intended to compare or rank students but instead is meant to identify areas of individual strength and areas for further attention, and to encourage students to grow as learners. While more detailed feedback occurs on an on-going basis in the course of the school day, these report cards serve as a snapshot on student achievement and growth at regular intervals. At the end of the year, students receive overall grades in each learning realm for each class, reflecting competency in that realm over the course of the year. An example of the report card is available on the Compass website ([www.compass-school.org](http://www.compass-school.org)).

It is our hope that the report form serves less as a final judgment on student learning than as a vehicle to open up thinking and conversation about each child's progress. Parents are urged to bring their questions about reports to the teachers either by phone, email, or by scheduling a conference.

Grading may be used by teachers for individual assignments as one means of giving feedback that is both short and direct. These grades indicate whether assignments are completed satisfactorily and allow teachers to specify areas for commendation and improvement. These grades on individual assignments serve as a recording and reporting device and are not meant to be cumulatively averaged as we are more interested in overall student achievement and growth at year end (or even graduation) and not the average of ability over time.

#### **Report Cards**

The report card form outlines the learning goals for each student. These are derived from the Compass School Graduation Portfolio Requirements and the Vermont State Framework of Standards. The report form lists these learning goals under 5 Realms of Learning.

Evaluative categories used on the report card are:

A+, A, A-, B+, B, B-, C+, C, C-, D, F

The category of A+ is used very selectively reflecting not only work of the highest quality, but also a level of consistency that is very demanding.

A more detailed description of each outcome area follows.

## COMPASS SCHOOL OUTCOME AREAS

The Five Learning Realms are:

- 1) KNOWLEDGE
- 2) PERSONAL DEVELOPMENT
- 3) COMMUNITY INVOLVEMENT
- 4) THINKING AND REASONING
- 5) COMMUNICATION

### 1) KNOWLEDGE

Knowledge and Understanding: Has depth and breadth of factual knowledge, understands major concepts in a subject area and uses these to organize information.

Application of knowledge in use: Ability to apply knowledge in a variety of situations, access and transfer of knowledge to other circumstances.

### 2) THINKING AND REASONING

Critical thinking and logic: Synthesizes information and ideas, distinguishes fact and opinion, takes the total into account, seeks reasons, open minded, deduction and induction, identifies assumptions.

Questioning and Inquiry: Seeks to determine relationships, causality, relevance, credibility, perspective, and quality.

Problem Solving and Decision Making: Identifies and frames problems, generates options and solution strategies, evaluates and tests ideas, chooses an option well suited to the task or problem, justifies choices, accesses appropriate resources.

Creative Thinking and Expression: Seeks the original, integrates and expands ideas, takes appropriate risks, thinks "outside the box," flexibility.

Information handling: Gathers, organizes, analyzes, and presents information from a variety of sources (including human, electronic, and print).

Numeracy: Ability to use numbers "fluently" for a variety of purposes.

Making Connections: Draws connections between information and ideas, connects disparate

events or ideas into understandings to draw new insights, can place relationships and connections into a systemic whole.

### 3) PERSONAL DEVELOPMENT

Personal insight: Self-knowledge, finding interests and talents, aware of preferred learning styles and personal strengths and weaknesses.

Self-direction: Goal setting, self-responsibility, taking ownership and initiative, being prepared and involved, independent learning, adaptability, growth, effort. Has a sense of self-worth, acts appropriately in class, expresses learning needs, follows through on learning commitments, positive attitude, integrity, honesty, perseverance, courage, sense of purpose, trustworthy.

Self-nurturance: Health and well being, physically active, makes healthy choices, advocate for self.

Organization: Keeping track of things, being prepared, understanding the interdependence of time, space, materials, and tasks, optimizing time and resources, setting priorities, managing materials.

Homework record: Promptness and responsibility keeping up with homework assignments.

### 4) COMMUNICATION

Writing: Ability to express ideas in a variety of written genres, write with purpose and clarity, follows grammatical and spelling conventions, employs voice and tone appropriate to audience, organizes and supports ideas.

Reading: Comprehension, selects appropriate and varied material, uses a variety of strategies to aid understanding, ability to follow plot and character development, able to draw out themes from text.

Verbal expression: Speaks with preparation and "off the cuff," employs voice and tone appropriate to audience, clarity and poise, responds appropriately to others, communicates intended message.

Listening: Listens and observes with respect and understanding, asks clarifying questions, ability to understand and restate ideas.

Presenting in a variety of formats: Uses graphics, art, music, and other media to communicate ideas, engage audiences, and adds clarity and life to communication.

### 5) COMMUNITY INVOLVEMENT

Collaboration: Works well with others, values diversity and difference, contributes to group vision, understands group dynamics and roles.

Respect for others and the environment: Safe, supportive, considerate, understanding, empathetic, appropriate humor, responsible for the well being of others and one's surroundings.

Democratic participation: Involvement, interest in common ground and common good, follows democratic process, accepting of agreed upon decisions.

Community Service: Acts in interest of community needs in school and beyond, respectful of those being served, willingness to be of service.

Leadership: Takes initiative, positively challenges self and others, constructively confronts problems, synthesizes disparate ideas, builds connections between people and tasks, articulates vision.

Digital Citizenship: Uses technology responsibly and ethically, skilled at technology use, uses technology for appropriate purposes and to enhance productivity.

6) OTHER LEARNING GOALS (developed by students, parents, or teachers)

**SAMPLE REPORT CARD**



**Student:** Holden Caulfield

**Teacher:** Rick Gordon

**Course:** 11-12 Humanities:  
Global Studies

**Academic Credit:** ~

**Course Description:** This is a demanding class. We began the year studying world geography and the concept of culture in various settings. This was followed by a focus on Africa, working with folktales, reading *Notes from the Hyena's Belly*, analyzing demographic information, working on individual projects, and completing an end-of-term test. We focused particularly on the skills of information handling, making connections, and communication (especially writing). In addition, we learned to use Excel spreadsheets to help in the analysis of information. This work required students to think deeply and exercise good work habits. These expectations seem essential for graduation and for success in life after Compass. This class also asked students to work in a variety of areas; this diversity of experiences hopefully taps into areas of student strength and interest but also areas that are a stretch.

<b>2012-2013</b>	1 <sup>st</sup> semester-	
	<b>KNOWLEDGE</b>	
Knowledge and understanding	Map and Culture Test, Africa Test	B
Application of knowledge	Africa Project, Demo. Report, Writing	A-
Making connections	Africa Project, Demographic Report	A+
	<b>THINKING &amp; REASONING</b>	
Questioning and Inquiry	In-class discussion, Asking for help	B
Numeracy	Demographics, Mapping Contest	A+
	<b>PERSONAL DEVELOPEMENT</b>	
Respect for self & the learning process	Use of class time	C
Self-direction	Homework, Finishing Assignments	B+
Organization	Notetaking, materials	B
	<b>COMMUNICATION</b>	
Writing	Autobiography, BF and Walpole Essays, Folktale, Africa Projects	B+
Reading	Study Questions, Class discussion	A-
Information Handling	Africa Project, Demographic Report, Maps	A
Presenting in a variety of formats	Use of Excel, Graphs, Tables, Graphics	A-
	<b>COMMUNITY INVOLVEMENT</b>	
Social Skills	Class Participation, Interaction	B+
Leadership	Setting an example for others	D

**Narrative**

I greatly enjoy having Holden in class. He rose to the challenge in this class and showed what he is capable of. On his demographic projects, Holden shows exceptional ability to make connections and handle information—this is at graduation quality already. He is able to grasp concepts, access information, and write with clarity (most of the time). He often brings fresh insights to the work. I am pleased to see him speaking up in class and showing more confidence sharing his thinking (although his word choice and sullen attitude could be improved☺). Holden has been challenged by the tests in this class—working under time pressure is not the best environment for him. While this is a struggle, the practice in these situations will serve him well. The other area for growth for Holden is in writing that manages to keep a balanced perspective. Again, with practice this will surely come. Holden has great potential and can produce very high quality work. Putting this all together can help him achieve at the highest level. He has done this at most times this quarter and I trust he will perform at this level consistently in the future.

## **GRADUATION EXPECTATIONS**

Graduation requirements include acceptable demonstration of competence with the Vermont Proficiency Standards through class work or independent study. It is expected that the integrated course structure of The Compass School day and traditional “credit requirements” of area public and independent high schools will be equivalent. A transcript for each student is created that includes credits (see below) in addition to the student portfolio to be included with applications to colleges and training programs (An example of the transcript is on the Compass website).

Subject Area Credits Required (1 credit = 1 year)

### Humanities Block

English 4

Social Studies 4

### Science/Tech Block

Science (w/lab) 4

Technology 1

Mathematics 3 (Completion of Algebra II & Geometry required)

Foreign Language 3 (In same language and successfully passing level 2 competency exam)

The Arts (.5 per year) 2

Physical Activity (.25 per year) 1

Health (.25 per year) 1

### Other Requirements

Senior Project and Graduation Portfolio 1.5

11-12 Grade Competencies: 2

Community Service and Winter Term, Project Weeks, and/or Independent Study 1.5

Total required: 28

**Community Service:** Minimum of 12 hours of Community Service Activities each year

**Health:** Acceptable Participation in health classes and health day activities each year

**Physical Activity:** 50 hours per year minimum

**Portfolio Requirements:** Successful completion of 10th and 12th grade portfolios

**Senior Project:** Successful completion and presentation

## GRADUATION PROFICIENCY EXPECTATIONS

COMMUNICATION	
Proficiency	Indicator
<b>Writing</b>	C1. Organizes writing for purpose and clarity.
	C2. Follows grammatical and spelling conventions.
	C3. Adapts voice and tone based on the audience, context, and purpose.
	C4. Provides supporting evidence for ideas.
	C5. Uses a variety of strategies to effectively pre-write, revise, and polish written work.
<b>Reading</b>	C6. Comprehends text in a variety of formats (fiction, nonfiction, textbooks, magazines, internet).
	C7. Uses a variety of strategies to ensure comprehension.
	C8. Demonstrates ability to draw out big ideas and themes from text.
<b>Verbal Expression</b>	C9. Speaks with clarity and poise, with preparation and "off the cuff".
	C10. Employs voice and tone appropriate to audience.
	C11. Communicates intended message and content.
<b>Listening</b>	C12. Integrates information gathered from active listening.
<b>Presenting in a Variety of Formats</b>	C13. Uses graphics, art, music, and other media to communicate ideas and engage audiences.
	C14. Uses technology to further enhance and disseminate communication.

<b>THINKING AND REASONING</b>	
<b>Proficiency</b>	<b>Indicator</b>
<b>Questioning and Inquiry</b>	T1. Seeks to determine relationships, causality, relevance, perspective.
	T2. Asks thoughtful questions that encourage inquiry and learning.
<b>Critical Thinking</b>	T3. Distinguishes fact from opinion, identifies bias and assumptions, determines the validity and reliability of information.
	T4. Uses evidence and reasoning to justify claims.
	T5. Analyzes, evaluates and synthesizes information.
<b>Numeracy</b>	T6. Uses numbers fluently for a variety of purposes across disciplines.
	T7. Creates, uses, and understands graphic presentations of numerical information.
<b>Information Handling</b>	T8. Accesses information from a variety of thoughtfully chosen sources.
	T9. Purposefully uses strategies to gain understanding from information sources. (i.e. takes appropriate notes, goes back to review video).
<b>Creative Thinking &amp; Expression</b>	T10. Demonstrates "outside the box" thinking and takes appropriate risks.
	T11. Expresses ideas and concepts in an innovative manner.
<b>Problem Solving</b>	T12. Identifies and frames problems.
	T13. Generates solution strategies and implements viable options.
	T14. Evaluates problem solving progress and generate alternative solutions.

<b>Making Connections</b>	T15. Connects information, ideas, and disparate events to draw new understandings and insights, can place relationships and connections into a systemic whole.
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<b>PERSONAL DEVELOPMENT</b>	
<b>Proficiency</b>	<b>Indicator</b>
<b>Self Direction</b>	P1. Shows a positive attitude toward learning, new experiences and personal growth.
	P2. Focuses and uses school time effectively.
	P3. Demonstrates flexibility and perseveres through challenges.
	P4. Asks for help when needed.
	P5. Plans and revises to produce high quality work.
	P6. Develops interests; sets goals; takes ownership and initiative.
	P7. Demonstrates responsibility for learning, follows through on commitments, and meets deadlines.
<b>Personal Insight</b>	P8. Shows awareness of personal strengths and weaknesses.
	P9. Reflects on growth over time in multiple areas.
<b>Organization</b>	P10. Effectively manages tasks, physical and digital resources (i.e. notes, documents and file naming), and individual schedule in an orderly manner.
<b>Decision Making</b>	P11. Identifies objectives, collects pertinent information, weighs evidence, sets priorities, selects among alternatives, and evaluates effectiveness of decision.

<b>COMMUNITY INVOLVEMENT</b>	
<b>Proficiency</b>	<b>Indicator</b>
<b>Collaboration</b>	CI 1. Works well with others through active engagement, disagreeing agreeably, and sharing responsibilities.
	CI 2. Identifies and assumes roles required in a group.
	CI 3. Collaborate as needed to advance goals.
<b>Leadership</b>	CI 4. Takes initiative in response to collective challenges.
	CI 5. Positively engages and motivates others, knows when to step back and let others lead.
	CI 6. Responsibly cares for one’s surroundings and environment (school, local, global).
<b>Digital Citizenship</b>	CI 7. Uses technology and digital media responsibly with consideration of impact and consequences.
<b>Community Service and Democratic Participation</b>	CI 8. Participates actively in service work.
	CI 9. Seeks opportunities to help others.
	CI 10. Shows respects for those being served.
	CI 11. Actively participates in the democratic process.

**Writing Collection:**

<b>Genre</b>	<b>Writing Sample 1 Description</b>	<b>Writing Sample 2 Description</b>
Scientific		
Fiction		
Response to Literature		

Persuasive		
Autobiographical		
Expository		

**Health Curriculum Goals**

<b>Health</b>	H1. Demonstrate the ability to use interpersonal communication skills; to advocate for personal, family and community health to enhance health and avoid or reduce health risks:  a. Use skills for communicating effectively with family, peers, and others to enhance health.  b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.  c. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.  d. Demonstrate how to ask for and offer assistance to enhance the health of self and others.
	H2. Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
	H3. Demonstrate the ability to access valid information and products and services to enhance health.
	H4. Makes healthy choices, uses decision-making skills and goal setting to enhance health. Chooses healthy alternatives over unhealthy alternatives, develops plans to attain personal health goals that addresses strengths, needs, and risks, and implements strategies and monitors progress to attain a personal health goal-decision.
	H5. Self-management: Demonstrate a variety of behaviors to practice health enhancing behaviors and avoid or reduce health risks to self and others.
	H6. Promotes personal well being with physical activity.

Evidence possibilities, in addition to class work, include: exploratories, intensives, orientation, sports participation, mountain day, health days, winter term, winter sports, project week, spring trips, comps, travel, outside school experiences, etc.

**PORTFOLIOS**

A central part of the promotion process at Compass revolves around student portfolios. Throughout the year, with the support of the advisor, each student collects work representing achievement in each learning realm. At the end of 8th, 10th, and 12th grades, each student presents his or her portfolio at a roundtable, where it is determined if the student is ready for promotion to the next grade level. In addition to the collected work, students write reflective letters related to each learning realm and present their work to the roundtable committee.

### Graduation Portfolio Expectations

As students prepare for graduation at the Compass School, they work intensively to prepare a portfolio of their work that will represent their mastery and performance in each of the Compass learning realms and in each core discipline areas. This portfolio will be evaluated by a graduation committee composed of teachers from different subjects and grade levels, parent(s), outside examiner(s), and a student peer. The committee members examine all of the entries and hear the students' oral presentation of their work to determine if a student is ready to graduate.

The Graduation Portfolio Exhibition represents a student's hard work and accomplishments in the 11th and 12th grades. The exhibition will consist of a comprehensive reflective portfolio of work, reflective letters for each learning realm, and a roundtable presentation. This exhibition will serve as a teaching/learning tool that will provide students with the opportunity to observe growth, to evaluate work, and to reflect upon one's Compass learning experiences and Compass Learning Realms. The graduation portfolio is a powerful celebration of a student's accomplishments throughout his/her Compass School experience. The Graduation Portfolio Exhibition is a requirement for graduation.

The following is an outline of the process for the Graduation Exhibition. It consists of five phases:

- I. Collection- the first step in creating your portfolio
- II. Selection- choosing what you will include in your final portfolio
- III. Reflection- demonstrating understanding of yourself as a learner
- IV. Presentation- presenting your portfolio and making connections between your past, present, and future as a learner
- V. Decision- reflection and response of roundtable committee on readiness to graduate

From the work a student collects, s/he selects pieces that demonstrate mastery in the Compass School Learning Realms. Students must have at least six (6) pieces of work for each learning realm. In the area of knowledge, students must demonstrate mastery in each of the four core discipline areas. Students will have eight (8) sets of work total, four in the area of knowledge for each discipline and one each for the other four realms. These work pieces must be chosen from all of the Core Discipline Areas and at least two (2) Enrichment Areas. It is recommended that students include more than just their "best work" and choose pieces that show growth over time or overcoming challenge.

Using the works collected for the realms listed above, a student will look for at least 6 pieces of work (a set) that help answer the following questions within each realm:

1. How have I demonstrated mastery in each of these realms?

2. What indicators within this realm do I feel are areas of strength?
3. What indicators within this realm do I have to improve upon?
4. How have I grown in this realm over the past two-four years?

#### Part 1—Work Reflections: (8 narratives)

\* As part of the Graduation Portfolio Exhibition, students are required to write 8 reflective narratives (4 in the realm of knowledge and one in each other realm) in which s/he must discuss his/her work as it relates to each of the Compass Learning Realms.

#### Part 2—Reflection Letter to Roundtable

Another piece of reflective writing is the Letter to the Roundtable. This is intended to be a written overview of the 11th and 12th grade years at Compass School, and presents one's most important or meaningful work and experiences. Teachers and advisors assist in the formatting of the letter outline, drafts and final copy.

IV. Presentation: You will present yourself as a multidimensional learner to a Roundtable consisting of your advisor, a staff member, a peer advocate, your parents, and up to three outside community members. Your presentation focuses on demonstrating to them your knowledge of yourself both past and present, your accomplishments, and your thoughts or plans for the future.

#### V. Decision: Roundtable Response:

After your roundtable presentation, the roundtable committee meets to determine readiness to graduate. There are three possible outcomes: Pass, Pass with Conditions, and Need to Present Again. The committee will give specific feedback on strengths and areas for improvement to support the student in successfully completing this requirement.

#### Deadlines

Flag days are intended to be a checkpoint, at which time advisors can determine if students are making reasonable progress on their Graduation Portfolio Exhibition. If a student has not completed the indicated work by the flag day, advisors should meet with the student to make a plan and date by which the work will be completed. In addition, advisors should call home and notify the student's parent(s)/guardian(s) that they are falling behind in their work.

“ 1st Flag: Two sets of work with reflective letters – January 15

“ 2nd Flag: Second two sets of work with reflective letters– March 15

“ 3rd Flag: Third two sets of work with reflective letters–April 15

“ 4th Flag: Final two sets of work with reflective letter—May 15

“ 5th Flag: Rough draft of Letter to the Roundtable is completed by May 18

“ 6th Flag: Completed Portfolio and Letter to the Roundtable turned in by May 20

“ 7th Flag: Roundtable Scheduled May 19-22

Note: “Completed” means that you have met all the criteria to pass. A student being flagged does not prohibit a student from passing; however, if a passing portfolio and letter are not turned in by

May 30th, the student may have their roundtable rescheduled during the summer. Students are required to successfully pass the exhibition to graduate.

Portfolio items are evaluated according to criteria for the portfolio process and rubrics in the learning realms. When students have completed the portfolio, they have learned to inquire, critique, analyze, present, and defend their ideas. They have also learned to manage long-range tasks that require intention, planning, perseverance, initiative, reflection, and revision. In short, they are ready for the world outside of school.

Grades 8 and 10 Portfolios: A similar portfolio exhibition process is in place for promotion from Grades 8 and 10 with work representing each of the five learning realms. Detailed explanations and guidelines for each division portfolio process are posted on the Compass website.

### **SENIOR PROJECT**

An important part of senior year is the Senior Project, scheduled for the period between April vacation and the May spring trips. The senior project is a chance for students to demonstrate their learning skills and interests by pursuing an extensive learning project of their own design. Each student must undertake a significant study of their choosing, writing a formal proposal before January that outlines the topic of study and the methodology. Each student is required to present their learning to the community, engage in an oral examination, and complete a written, research component of some type.

For most of students, senior project gives them a taste of the field they might study in college and maybe for a career. Examples of past projects include: work with Human Rights Organizations involved with the United Nations, interning with a Broadway Theater Director, shadowing a State Senator, taking a course to be certified in fiber optics, serving with a midwife, and working with a documentary filmmaker.

As part of directed learning, juniors may carry out a project of smaller scope but with similar expectations to help prepare them for Senior Project and the independent learning skills it entails.

Mike Williams



Sample Transcript  
**COMPASS SCHOOL**

P.O. Box 177  
 Westminster Station, VT 05159  
 802-463-2525  
[www.compass-school.org](http://www.compass-school.org)  
 CEEB: 460474

See reverse for info

**WE DO NOT RAN**  
 See Profile for Cou

Date of Birth: 12/07/92  
 Date of Entrance: 9/07  
 Expected date of graduation: 6/11

**CUMULATIVE RECORD:**  
 9/07-6/11

Class	Grade 9	Grade 10	Grade 11	Grade 12		
<b>Humanities</b>					<b>SCHOOL LEADERSHIP</b>	<b>HONORS</b>
Knowledge:	B	A	A-	A-	2009-10: Admissions Team	10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>
Critical Thinking:	B+	B	B+	B+	2010-2011: Student Council	
Personal Development:	A	A-	A-	A		
Communication:	B	A-	A	A		
Community Involvement:	A	B+	A	A	<b>WINTERM SERVICE</b>	

<b>Science w/Lab &amp; Tech</b> Knowledge: Critical Thinking: Personal Development: Communication: Community Involvement:	A- B B B+ B+	A- A- A- B+ A-	A- B+ A B A	A- B+ A B+ A	<b>PROJECTS</b> 2009: Great River Arts Institute 2010: Ecuador Expedition 2011: Transit Facility Design  <b>PROJECT WEEKS</b> 2008: Comedy 2009: Screen Play Writing 2010: Graphic Design Job Shadow  <b>INTERNATIONAL TRAVEL</b> 2/10: Expedition to Ecuador  <b>PORTFOLIOS</b> Sophomore: Pass Senior: Pass  <b>HEALTH WEEK</b> 2008: Pass 2009: Pass 2010: Pass 2011: Pass	<b>JUNIOR PROJECT</b> Documentary Filmmaking  <b>SENIOR PROJECT</b> Life of an Artist  <b>ADDITIONAL:</b> Community Service: over 22 hours per year Health: ¼ credit per year Arts and PE: 1 credit per year
<b>Math</b> Knowledge: Critical Thinking: Personal Development: Communication: Community Involvement:	Algebra 1 B B+ A B A-	Algebra 2 A- B+ B+ A- A	Pre-calculus A- B A B A	Calculus A- B+ A B+ A		
<b>World Language</b> Knowledge: Critical Thinking: Personal Development: Communication: Community Involvement:	Spanish Div IB B B A- B- B	Spanish Div IB B+ A- A- B+ A-	Spanish Div II A- B A- B A	Spanish Div III A- B+ A B A		
		HONORS	HONORS	HONORS		

<b>INTENSIVES&amp; EXPLORATORIES</b>  (1)=12 contact hours (2)=24 hours (3)=36 hours or .25 credit  (I)=Intensive	Frisbee (I) Monday Morning Skits Watercolors Photography Volley Ball Xtreme Rock Balancing Landscaping Skiing	Frisbee (I) Play Acting (I) Ceramics (I) School Newspaper Volley Ball Skits Landscaping Skiing	Documentary Writing Club SAT Study Sculpture Independent Physical Play (I) Frisbee (I) Play Directing Skiing Surfing	Writing Club Volleyball Senior Seminar Play (I) Chorus (I) Frisbee (I)	<b>XXXXXXXXXX</b>  ----- <b>School Official</b>
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## **RULES AND EXPECTATIONS**

### **THE COMPASS SCHOOL LEARNING POLICY**

The primary purpose of Compass School is student learning. Actions that distract from student learning will not be tolerated. In order to have an optimal educational environment, it is an expectation of the Compass Community that Compass School students put forth their best effort in their school work and agree to respect all members of the Compass community at all times. Prior to admission, all students have signed The Admission Agreement, a contractual commitment in four areas:

1. **Respect for self, others, the environment and the learning process:** Every word and action of the Compass Students should be considerate of people and things. This means polite language, a helpful attitude, and regard for property (your property, the school's property and others' property.)
2. **A positive attitude toward learning:** A positive attitude means trying new things, setting high expectations for yourself, and becoming involved in your studies. This may not always come easily. Compass School students must be willing to make the extra effort that this requires.
3. **Full and active participation in school:** You must be actively present in mind, body and spirit, and ready to learn and share what you are learning with others.
4. **Being prepared for class:** Being prepared for class means being there on time, being ready to start, having everything you need with you, and completing all your required school work. You can only take advantage of what The Compass School has to offer if you are consistently prepared for class in all these ways.

In addition, students are expected to follow Compass School Guidelines reiterating their commitment to the Compass School community. When it is determined that a student is not meeting their contracted agreements in the behavioral or academic areas, the following procedures are set forth to address such concerns.

Violations of the Compass Learning Policy will be dealt with on a case-by-case basis by the student's teacher(s), advisor, and the school administration. Possible interventions include meeting with the student, parent contact, formal SST meeting, referral to the student judiciary committee, development of a behavioral or academic contract, suspension or probationary status.

#### **Suspension Procedure**

In the event of suspension in response to violations of the learning policy, the student will be suspended for an amount of time determined by the SST while the SST develops a formal contract to address the student's issues. Interventions may include counseling, in-school modification of the student's program, weekly evaluation of the student's progress, and other measures deemed appropriate by the team. The SST will meet periodically to modify the program and monitor out of school interventions. If problem behaviors persist, the student will meet with a Probation committee.

### Final Probation

The probation committee will be created from the following individuals: the student, his or her parent/guardian(s), the director, a representative of the board, a teacher, a member of the student judiciary committee, a student advocate chosen by the student in trouble, and the student's advisor. The probation committee meeting will result in a final contract for the student stipulating expectations and consequences. The committee will prepare a report with recommendations regarding the student's status to present to the Board. The student will be suspended until the

student and a parent attend a hearing with members of the Compass School Board to discuss the report and the student's commitment to attending Compass School. The Board may ask the student to withdraw as the result of that meeting or may place the student on final probation.

Continued violations of the Learning Policy will result in the student's withdrawal from Compass School.

### **DISCIPLINE PROCEDURES**

The purpose of the Compass disciplinary procedures is to ensure a safe and focused learning environment. Disruptions to the learning process or threats to safety will not be tolerated. For consistency in disciplinary procedures across the school, the following protocols will be applied, with the understanding that there may be extraordinary circumstances that warrant exceptions to this protocol:

	Violations	Consequences
Level 1	<ul style="list-style-type: none"><li>* Not prepared for class</li><li>* Disruptive behavior</li><li>* Tardy for class</li><li>* Missing class (counts double)</li><li>* Not following teacher's directions</li><li>* In unauthorized location</li><li>* Inappropriate kitchen use</li><li>* Inappropriate technology use</li><li>* Inappropriate language</li><li>* Dress code</li><li>* PDA</li></ul>	<p>Warning from teacher to stop offensive behavior</p> <p>1<sup>st</sup> Discipline Form—Communication to Parent and Advisor and may be sent to office</p> <p>2<sup>nd</sup> form—Sent to office, remain for rest of period if second in 2 week period</p> <p>3<sup>rd</sup> form—In school suspension for remainder of day</p> <p>4<sup>th</sup> form—In school suspension for following day, SST meeting required</p> <p>5<sup>th</sup> form—Out of school suspension (1 day first time. A subsequent incident will result in a suspension of 3 days and being put on the status of “final probation” after which another incident may result in the student's expulsion from the Compass School subsequent to review by the Compass Board).</p>
Level 2	<ul style="list-style-type: none"><li>* Physical altercation</li><li>* Bullying and/or harassment</li><li>* Damage to property</li><li>* Substance, weapons policy violations</li><li>* Repeated level 1 violations</li></ul>	<ol style="list-style-type: none"><li>1. Notification of parents and advisor</li><li>2. Investigation</li><li>3. Possible immediate suspension pending investigation results</li><li>4. If determination made of violation, first response is a meeting with judiciary or</li></ol>

- SST meeting with advisor and/or parent and/or a school administrator.
5. Second offense likely to result in a one day out of school suspension
  6. A subsequent incident will result in a suspension of 3 days and being put on the status of “final probation” after which another incident may result in the student's expulsion from the Compass School subsequent to review by the Compass Board.

### Restitution Opportunities

We encourage students to restore their good standing in the Compass community through restitution in response to transgressions. A student can lower his or her form level if s/he takes restorative action. Restorative actions include:

(-3 forms):

- \* Meeting with judiciary
- \* Request and hold a productive SST meeting

(-2 forms):

- \* Community service to school: i.e. cleaning special assignments/bus/ maintenance
- \* Essay about infractions and impact on individual(s) and the community
- \* Letter of apology
- \* Educative Presentation to school meeting
- \* Personal goal setting related to behaviors
- \* Student initiated restitution activity designed with/for impacted teacher(s) (may bring this to advisory for help from peers)

Restitution opportunities may be assigned by an administrator or teacher. Advisors will approve the student's restorative action to determine if it is acceptable to offset the discipline form.

Without restitution, discipline forms are cumulative over the course of the year and across all transgressions. Repeated level 1 violations can move a student to level 2. At the same time, the restitution options provide a student the opportunity to take responsibility for his or her actions and lessen the severity of subsequent consequences as s/he works towards better behavior.

### **STUDENT SUSPENSIONS & EXPULSIONS**

It is the policy of Compass School that:

The Compass School Director and Teachers shall be responsible for carrying out discipline procedures conforming to the following guidelines. Suspension or expulsion of students shall follow the following process requirements.

Students may be suspended at the discretion of the director for repeated misbehavior or serious misconduct. The principal may also modify the following policies depending on special circumstances. A student who poses a continuing danger to persons or property or a repeated

disruption the academic process of the school may be immediately removed from the school or to a place within the school determined by the director or teachers to be sufficiently secured to permit the academic process of the school to continue. The parent or guardian of a student who is to be removed from school will be notified as soon as practical. If the parent or guardian cannot be located, the student will be detained at school for the remainder of the school day. No student will be removed from school for more than the remainder of a school day unless the student and his or her parents/guardians are given an opportunity for an informal hearing with the director. When immediate removal of a student is necessary prior to a hearing, the hearing shall be held as soon as possible following the removal. The School reserves the right to contact authorities if necessary.

The director may suspend a student from school for a period of ten days or less. Prior to the informal hearing, the student and his or her parent/guardian must be given notice of the charges, an explanation of the evidence against the student, an opportunity for the student to tell his or her side of the story. A decision in writing will be sent to the parent/guardian informing them of the conclusions of the hearing. Students suspended will be provided with a reasonable opportunity to complete required academic assignments and to benefit from counseling or related activities at their own expense, designed to bring about an improvement in their behavior.

The Director may suspend a student for more than ten (10) days but for a fixed period of time for misconduct when the misconduct makes the continued presence of the student harmful to the welfare of the school. The Director may recommend for expulsion any student whose misconduct makes the continued presence of the student harmful to the welfare of the school. A student may be expelled only after a majority vote of the Compass School Board supporting the recommendation of the Director.

A pupil who has a disability and is eligible of special education services and who poses a danger to persons or property or any ongoing threat of disrupting the academic process of the school will be suspended for no more than ten (10) cumulative days until a manifestation determination is conducted and an evaluation is completed by the student's IEP team as to whether there is a relationship between the students misconduct and his or her disability. The evaluation will be provided by the LEA. Expulsion from school may result from the evaluation.

With regard to offenses involving the use and possession of drugs and alcohol, the special disciplinary procedures applicable to disabled students outlined above need not be followed for students who are disabled solely by virtue of their current use of drugs and/or alcohol.

#### **ACADEMIC HONORS AND PROBATION**

In an effort to make clear the learning expectations at Compass and to help structure the learning environment so all students can make reasonable progress towards grade promotion and graduation, the school has a policy of Academic Honors and Probation. This policy is intended to communicate to students and families when a student's performance falls below expectations and to provide a variety of structures to help the student improve his or her work.

Likewise, we hope the honors recognition helps provide a goal for students to honor those who show consistently strong achievement.

### Academic Honors

To be eligible for Academic Honors, a student must have:

- \* No grades below “C-“
- \* No more than 5% of grades at “C” or below.
- \* More than half of all grades above “B”

### High Honors

The High Honors option involves two parts: 1) More than half of all grades above B, and 2) The equivalent of 20 hours of extended work in the semester. This extended work might be extra reading, writing for publication, tutoring another student, conducting a research project outside class, outside service, planning and teaching a workshop or class, or other educational experiences that extend a student’s learning. This work must be arranged with and approved by the advisor by mid-semester to be sure it is suitably challenging and worthy of high honors. High honors proposal forms can be found in the appendix. For grades 11-12, high honors is determined by exceptional comp work and the student’s reflection on this work.

### Academic Probation

The first time in a school year a student falls into the probationary process, the student will be under Academic Probation for the next semester. If no progress is made by mid semester progress reports, there will be an SST meeting to discuss the student’s continuing status at Compass. At this time, it will be determined if the student will remain in the school for the remainder of the year and if the student will return for the next year, as well as other conditions for the student’s continuation at school.

A student can be placed on academic probation for:

Greater than 20% of grades below “C”, or 3 “Ds” in one class.

Consequences:

1. Academic warning: the first time a student is on probationary status, the student goes to study hall exploratory for the following quarter and may be required to attend afternoon supervised study support, as well as other conditions determined by the school.

2. If the student remains on probationary status into mid-term in the second semester, the student is under academic probation. This will require an SST meeting to discuss the student’s continuation at Compass for the remainder of the year and the following year. If the student remains at Compass, the student will be in study hall exploratory and may be assigned any of the following consequences:

- \* Midterm reports and check-in
- \* Lunch or after school study hall
- \* Daily check in system

- \* Loss of non-academic computer privileges
- \* Weekly contact with parents
- \* Extra help or required tutoring
- \* Write letter of commitment
- \* Meeting with board and/or teachers
- \* Required round table (on non-roundtable years)

4. If a student is under probation at the end of the year, continuation at Compass will be determined on a case-by-case basis.

### **ABSENTEE POLICY**

Regular attendance by all students is a well established, long standing state policy (VEL 1121). The rationale for requiring regular attendance is that student participation in all regularly scheduled school activities is essential for the student to receive the maximum benefits of a complete educational program.

The school cannot teach students who are absent. The complete educational process requires guided practice, continuity, classroom participation and varied learning experiences. Frequent classroom absences irretrievably disrupt the educational process and, in many cases, lessen the student's opportunity for academic success.

It is recognized that no policy, no matter how well intentioned or conceived, can anticipate all circumstances. This policy is in no way intended to create hardships for serious, well intentioned students or their families or to be a burden for students who have legitimate illnesses or family emergencies that cause prolonged absences.

Compass School, in seeking to offer a structure to support the regular attendance of each of its students, applies the following procedures dealing with attendance:

#### General Procedures

**Absence:** All student absences require a phone call from a parent or guardian or a written excuse to be presented to the office manager upon the day of return to school following an absence. Excuses are required for such occasions as personal illness, family emergency, legal obligation, and religious observance.

**Unexcused absences:** Absences for which a parent is not informed (i.e. skipping school) or for which a written excuse is not submitted is considered unexcused. The first unexcused absence will result in a phone call to parents from the advisor. A second unexcused absence will result in an SST meeting.

**Tardies/check-outs:** Tardies and leaving school early result in missed instructional time and are subject to the same guidelines as absences. Written excuses from a parent or guardian must be presented for arrivals more than 15 minutes after the start of school as well as those who want to leave early. Numerous tardies, even less than 15 minutes late, may result in an SST meeting.

Missing the same class repeatedly will also be considered under this absence policy.

**Excessive Absenteeism:** Excessive Absenteeism is defined as the accumulation of more than 6 full-day absences in one semester or 10 in any two consecutive semesters. This provision is not intended to give license to the number of absences that may be taken. In all courses the grade and credits earned reflect daily participation as well as the other academic requirements.

When a student reaches 3 absences, direct contact with the parent or guardian will be made by the advisor.

When a student reaches 5 absences in one semester or 9 in two semesters, the student and his/her parent(s) or guardian may be scheduled for an SST meeting.

If a student is absent more than 6 times in one semester or 10 times in two consecutive semesters, they face possible loss of academic credit in the affected course or courses. They will receive written notification to that effect and may appeal that decision as indicated in the appeal process. Credit may be restored if compelling circumstances are presented to and approved by the board. Students will be expected to make up this credit for grade promotion by summer independent study or repeating the grade or class.

If absenteeism reaches a total of 20 in the course of the year, we may decide to refer the case to agencies outside the school. Parents will be notified by the school of this decision.

#### Appeals Process

1. A written request for an appeal may be presented to the Director within five school days of the receipt of notification of loss of credit. The Director will bring that request to the Board. The board will act on the request and notify the parent or guardian, in writing, of their decision.

#### **TARDY POLICY**

After three tardies within a semester, parents will be contacted to discuss the problem. After six tardies, the advisor will call a meeting between parents and administration to create a plan.

#### **HOMEWORK POLICY**

##### Work Completion Policy

Being prepared for class, including doing homework, is a most basic expectation for success in school. To help students dedicate the time to their work, we provide the following structure to help students stay up to date on their work:

1. All teachers will have clear work completion policies for their classes.

2. Late or incomplete work will result in lower grades. Homework has its own individual line on the report card for every class. Each teacher will also have individual policies for scoring late work and how this affects grades for each assignment.
3. At the teacher's discretion, students with incomplete work will be assigned to afterschool study hall.
4. After two assignments are incomplete in any class, the parents will be contacted to inform them of that work is missing.
5. When a pattern of late or incomplete work is evident, parents will be contacted. If problems completing work continue, an SST meeting will be arranged to discuss an action plan to resolve the problem.
6. Problems with work completion will be reported on midterm progress reports.
7. Late work will not be accepted after the end of the semester. In extenuating cases, a student may petition the teacher for an extension.
8. Incomplete work may result in not passing a class for the semester and possibly losing credit for the overall year in that discipline. In such cases, an SST will be convened to develop action steps in response to the loss of academic credit.

#### **STUDY HALL**

If a student does not satisfactorily complete work for class, the student will be assigned to exploratory or after school study hall. Students who miss an assigned study hall will be referred to the teacher from whose class the missing work came for further action which can include additional study halls, lower grades or loss of credit, parent contact, and/or academic warning.

There is also a study skills exploratory for students who need or want additional support in their learning. Students who are performing below expectations can be referred to this exploratory by a teacher. Attendance at this study skills exploratory will be required until student work meets expectations.

#### **ADDITIONAL ACADEMIC SUPPORT**

Compass School admits students with special needs and is certified for Special Education in the areas of specific learning disabilities, other learning impairments, and high functioning ASD by the State of Vermont Department of Education. Acceptance and continued education are conditional on the school's ability to provide an appropriate program within the framework of the school's resources and the value of the Compass School education to these students.

A licensed special educator is on the school staff to provide support services for students with special needs and to advise staff regarding programming to support these students. Students

with identified special needs are expected to receive support services within the school. The cost of special education services beyond the programs funded by our regular tuition is the responsibility of the parent. For publicly funded students, we expect families to make arrangements with their local school districts to secure funding for the provision of special education services.

### **THE REFERRAL PROCESS**

If parent or teachers have concerns about a student, a parent/teacher conference should be arranged. If necessary, the Student Support Team (SST) can also be called together to determine further action at school and make any necessary referrals to outside agencies.

### **STUDENT RECORDS**

Student records are kept in the office and maintained by the Office Manager. These records are available to teachers. When a student transfers to another school, the complete educational records follow the student, provided all payments to the school are up to date. Parents may request a photocopy of records at the cost of photocopying. The school will provide information to parents and/or legal guardians regarding attendance and achievement during and following the dates of enrollment. We will not deny information to one parent on the request of the other. Release of student records to outside parties can only be done with expressed approval of a parent or guardian.

### **ADMISSIONS**

#### **ADMISSIONS POLICY**

It is a priority of the Compass School that students be willing to put in their "best effort" and agree to respect all members of the Compass community at all times. It is also our intent that the school reflects the demographics of our communities. Students will be selected for whom the Compass School appears to be the best placement, and to establish balance in the classes and the overall school population. Priority in admission will be given to siblings of current or former students of the Compass School in the years to follow.

Application to the Compass School shall be open to students of all academic levels. Compass School retains the right to admit students upon recommendation of the admissions committee. Admissions will be based on all application materials received and will be on a space-available basis. The Compass School shall not discriminate against any applicant on the basis of race, religion, gender or national origin. An effort will be made to inform the various sending schools and the public at large of the admissions procedure so all students who are interested might apply.

**Tuition and Fees:** Parents are financially responsible for tuition at all times regardless of whether their child is from a tuition-paying town or a non-tuition-paying town. Tuition will be billed to the individual towns as a convenience to Compass School families. **By enrolling at the Compass School, families are obligated for the full year tuition regardless of circumstances that might arise during the school year.**

**Enrollment:** Compass follows a rolling admissions process beginning in November. New students applying to Compass with complete applications will be notified of acceptance within four weeks.

**Re-enrollment:** A statement of intent form will be issued to families for re-enrollment for the coming school year by February 15 and need to be returned by March 5 with a deposit in order to guarantee a place in the school. Returning students have priority over new student enrollment until March 5, after that time, admission will be on a space available basis.

**Financial Aid:** The Compass School is committed to enrolling a diverse student body that reflects our community. A scholarship/financial aid program is provided through fund-raising and grant writing. We expect that families support the student by paying at least one-half the tuition and contribute to the school through a contribution of work/service that supports the school whenever possible.

Any family who would like to apply for financial aid needs to indicate this desire to the Director in writing and complete and mail the Private School Aid Service paperwork in order to establish financial need by February 15. These applications will be evaluated by the Board Financial Aid committee to determine awards within the funds available, based on the demonstrated financial need and other factors. Families will be notified by April 1 when the complete application is on file at Compass by February 15. Applications received after February 15 cannot be guaranteed support, but every effort will be made to work with families to facilitate their student's attendance at Compass.

Financial aid awards are subject to adequate progress. Failure to meet expectations during the school year may result in loss of financial aid.

**Tuition Delinquency Policy:** Any payment more than 2 months late will be considered delinquent. An interest charge for delinquent accounts will be assessed at a rate of 1.5% of the remaining balance per month from the due date. Accounts that require the use of a collection agency **and/or small claims** for payments unpaid will also be assessed any collection costs and attorney fees.

#### **Independent Study Tuition Payment Schedule**

To help students and parents in decisions regarding independent study options outside Compass, we are including the tuition payment schedule for students who may undertake independent study. We are aiming to have a consistent and clear policy that applies to all students so you are able to plan accordingly. If you have questions, please contact the school.

- Students who are taking individual courses at a location outside Compass are expected to pay the full Compass tuition.
- Students who enroll in a semester program outside of Compass or in a program for the full year more than 50% of the time outside Compass, the tuition costs for Compass will be calculated according the following formula:
  - Fixed administrative cost: (33% of tuition costs)
  - Pro-rated daily rate based on full tuition minus administrative cost
  - Individual Services cost if needed (for time meeting with advisor, senior project support, portfolio support, and involvement in other Compass programs such as Health Week, Exploratories, etc.) charged at an hourly rate.

\*Financial aid may be applied to these costs on an individual basis. Families must submit a letter to the school requesting aid and explaining the particular circumstances of the costs of the student's program.

#### Tuition Refund Schedule for Regular Tuition Students

Enrollment, as specified within this Enrollment Contract, may be cancelled by the parents or guardians in writing, without penalty prior to June 15. If enrollment is cancelled between June 15 and August 1, the deposit is non-refundable. Withdrawal between August 1 and September 30 means 50% of the annual charges are due and as of October 1 there is no tuition refund if a student is withdrawn after that date. This contract shall be interpreted in accordance with the laws of the State of Vermont.

#### TUITION REFUND INSURANCE

##### MANDATORY PARTICIPATION

Compass School commits a high percentage of its budget by June of the school year. Enrollment and staffing play a key role in establishing the budget curriculum and must, therefore, remain solvent. To do so, we must have a plan in place that guarantees tuition payment of the "academic year" (actual calendar days of the school year) regardless of your payment plan. Full tuition payment is expected whether or not a student is withdrawn or dismissed (installment payments do not constitute pro-rated contracts). To lessen parental/school financial hardship and maintain the integrity of the school, Compass School is providing a Tuition Refund Plan to be equal to 2% of Tuition Fee. This will be billed separately and payable within 14 days from date of tuition invoice. These terms are set because your tuition insurance becomes active once a student has attended more than the first 15 consecutive days of the academic year

You have made a substantial investment in education. The school has made a substantial investment in creating a budget to meet student needs. This protects all payment plans, monthly, full year payments in advance and town paid tuitions. Parents are liable for their child's town paid tuition if for any reason the town refuses payment.

The Tuition Refund Plan will allow a 50% tuition return of the student's unused days for the school calendar year under the following circumstances:

- \* Debilitating Accident or Illness of Student
- \* Death of Tuition Payer or Student
- \* Job transfer more than 100 miles
- \* Academic Dismissal
- \* Documented Financial Reversal of Tuition Payer
- \* Student pregnancy and /or childbirth

##### Exclusions:

1. Expulsion due to disciplinary action
2. Voluntary withdrawal for non-medical reasons
3. Expulsion due to any drug, narcotic, alcohol or agent which is similarly classed or has similar effects unless given under the care and attendance of a legally qualified medical practitioner.
4. Intentional self-inflicted disability

5. Consistent failure to attend classes for any reason other than injury or sickness.

## **SCHOOL GOVERNANCE**

### **Compass School Board**

**Structure:** The board establishes a sound organizational structure and creates an environment that will permit all students to attain the Compass School mission. The board employs a director, faculty and staff. Working with the director, faculty, staff, students and families the board adopts missions and goals in harmony with its vision through a strategic planning process, develops and approves policies, formulates budgets, and sets standards for students and staff commensurate with the mission and philosophy of the school.

**Accountability:** The board oversees the continuous assessment of all conditions affecting education at Compass School and ensures that the school is accountable for results in student learning. The board monitors student achievement and program direction, and ensures that all functions follow the mission and philosophy of the school.

**Advocacy:** The board serves as an advocate on behalf of students and the school. This includes advocacy for needed resources, such as facilities and funds. It also includes advocacy to state and local agencies and private groups whose efforts could help the school achieve its vision.

### **Philosophy**

Compass School is a middle school and high school, focusing on academic goals, democracy, community and personal growth. It encourages the building of community on all levels, from the classroom to the larger world beyond. Students at Compass experience living and making decisions in a democratic environment as they move into the society at large. The Compass School provides opportunities for students, families, and staff to participate in decision-making at the school, learning respect for others and their ideas. The Compass School values individual achievement and gives continuity and consistency to the educational process. The high expectations shared by the Compass community challenges each student to be responsible for achieving his or her goals.

### **Board Members as of 6/16**

Dean Dorman, President  
Eric Anderson  
Rick Cowan  
Billy Donovan  
Joe Graves  
Mollie Oglesby  
Linda Quimby  
Eric Rhomberg  
Skye Rhomberg  
Mathew Sawyer  
Wilson Schreiber  
Randi Solin  
Meg Stern  
Eaddy Sutton  
Hal Wilkins

Board Committees: Finance, Educational Program, Building and Grounds, Admissions, Development, Nominating, Ad hoc committees as needed

Parental Involvement: Parental involvement is critical for the success of each student and the success of the school. At Compass, the quality of programming we can offer depends on parent participation and volunteerism. *We expect that each family contributes at least 10 hours each year to the school.*

There are numerous formal and informal opportunities for parents to help out at Compass. The Board and committee structure offers a formal venue for parent involvement in the many decisions that affect the school. Each of you is invited to join one of these committees.

Less "structured" but equally vital ways to contribute include: substitute teaching, teaching exploratories, coaching sports, chaperoning trips and dances, meeting with prospective students and families, assisting in the ski program, helping in the library, helping with special classroom projects, creating costumes for plays, joining in fundraising, assisting with construction projects, volunteering on community workdays, plowing snow, and a wealth of other logistical and educational needs required to make the school a great learning environment for all. We hope every parent can find a place to contribute to the education of their child and the operations of the school.

Compass Parent Committee (CPC): The CPC serves to support the school in a variety of ways, from helping organize events, assisting with teacher requests, giving feedback, assigning chaperones, soliciting volunteers, and acting as liaisons to the parent community. CPC meetings are open to all and all parents are invited to join this important asset to the school.

Student Council: Student Council is intended to serve as an important forum for student voice in school governance and policy making. Student Council is a representative body constituted of elected student members and at least one teacher. Membership consists of at least one representative from each advisory. It is hoped that this group can act as in advisory capacity to the director, as a venue for student concerns, a place to receive, create, discuss, and vote on proposals from the student body, and as a student leadership team looking out for the health and well being of the school and students. Student Council has fiduciary responsibility, allocating student activity funds based on requests from students or faculty. Students needing financial support for school related activities should submit a student activities fund request form to the council. Details of how the council operates are articulated in the Compass Constitution.

Student Judiciary Committee: The student judiciary committee is an adjudicatory body made up primarily of students elected as at large representatives, with at least one faculty representative, that acts to respond to concerns about student behaviors in the school. The charge of this committee is to help students self-regulate behavior in the school and serve as peer mediators to address conflicts or problems. Student Judiciary can work on issues directed to them by the director or teachers or on issues students identify themselves and submit on judiciary referral forms available on the student bulletin board. This committee works in concert with the director to handle disciplinary issues in the school.

Judiciary role in the school (as approved by Judiciary 2002-2003):

- “ To make the school feel like a safer place for other students
- “ To provide a way of solving problems between peers and peer or other groups
- “ To get people together to solve issues
- “ To work together as a community
- “ To solve problems within our community so that we all get along
- “ To review and evaluate rules in the school and make sure they are constitutional
- “ To create policies based on the need of the school and in conjunction with the Student Council
- “ To enforce school policies

Our goal:

1. To practice restorative justice, as practiced by the state of Vermont, versus retributive justice as much as possible.

In the Vermont state model, the cornerstone of restorative justice is the harmed person. In regular courts that use the retributive system, the victim and offender are usually not allowed to speak to each other, which is what the two parties really need. The offender is punished as if the victim doesn't exist. In most cases, the victim wants to express themselves, and the offender needs to hear it. This could be in person, video, audio, letter, etc.

If the victim does not want contact with the offender, the offender may instead attend a Victim Impact Panel, where a group of people who were affected by given crime tell offender what it's like to be a victim.

Once everyone has expressed themselves and tension is relieved, a Restorative contract is signed by all parties.

The idea behind restorative justice is that people will do less harm in a community if they feel connected to that community. The goal is to raise the offender's consciousness about how the offense affects the community.

Reparative board agreements all include the following two things:

1. Make amends to victim:
  - a. Apologies given all the time: written document may or may not be given to the victim, depended on whether the victim wants it.
  - b. Reparative arrangements made to address the damage.
2. Service to community: This should have relevance to the case. The student's advisor oversees the community service and reports completion to the Judiciary Committee.

## **THE COMPASS SCHOOL CONSTITUTION (Ratified Fall 2001)**

Preamble

We, the members of The Compass School community, in order to form an outstanding learning

environment, hereby write this Constitution to establish procedures by which all members of the community can have voice and a clear and known process to follow to share in the policies and processes of the school. As a whole, we seek to maintain the balance between order and freedom and grant each individual with their own respect, rights, and responsibilities, in order to attain this exceptional environment we wish for the Compass School.

#### Legislative Branch

##### 1. Membership:

- a. One representative elected from each grade and three elected at-large from the School.
- b. Elections must be held before the close of October at a date determined by the council. The student council from the previous year remains in office until this election is held.
- c. Term length: One year. At mid-year, in the last week of February, council members who want to step down have that opportunity then and only then. A new election will be held for that position in advisory or all School depending on the seat.

##### 2. Legislative Process:

###### a. A bill may be proposed by any of the following procedures:

1. A petition signed by 50% or more of the School body,
2. An advisory representative from his/her advisory with the signatures of 2/3 or more of the advisory members.
3. The student council if there is interest within it (of more than  $\frac{1}{2}$  of its membership)
4. Faculty senate can bring a bill to student council with a 2/3 vote of the faculty.

###### b. Once Student Council receives an eligible bill, they take a poll (through advisories) of what people in the School want.

c. After the Student Council receives poll results, they vote on the bill, taking in and considering the results of the poll. A 2/3 majority from the Student Council is needed to pass the bill on to the faculty council for their consideration and vote.

d. Any bill passing out of Student Council will be brought to faculty senate and then to the board by the director and/or a student representative and/or a faculty representative.

e. The board, after consideration of the votes of student council and the faculty senate, can pass or veto it.

f. If a bill passed by student council is denied by the board, it can be brought for reconsideration to the board if:

1. 90% of any constituent body in the School votes for appeal (i.e. students, teachers, students and teachers, student council)

### 3. Impeachment

A. Reasons for Impeachment: If a member of the Student Council fails to attend meetings regularly, or commits a major violation of School expectations, or is repeatedly rude, disrespectful, or disruptive in council, or is abusive of their position or uncommitted to the welfare of the School, that person may be impeached.

B. Impeachment Process: A Student Council member can be impeached by a 75% vote of either the Student Council or their constituency (advisory group for advisory reps, all School for all School reps). With a vote of 75%, the case is sent to judiciary for a final decision.

### Judicial Branch

The Student Judiciary Committee is an adjudicatory body made up primarily of students, with at least one faculty representative, that acts to respond to concerns about student behaviors in the school. The charge of this committee is to help students self regulate behavior in the school and serve as peer mediators to address conflicts or problems. Student Judiciary can work on issues directed to them by the director or teachers or on issues students identify themselves.

#### 1. Membership

a. There are 9 student judiciary members. These are elected at large from the school.

b. Elections must be held before the close of October at a date determined by the judiciary committee. The Judiciary Committee from the previous year remains in office until this election is held.

c. New members are voted into a minimum of three available seats. Seats become available through students deciding to step down or through graduation from Compass School. If three seats are not available, a democratic all-school election will be held to choose the six members that will remain. Any school member can be nominated for one of the three available seats, including former judiciary members.

d. Term length: Continuous while enrolled at Compass. At mid-year, in the last week of February, judiciary members who want to step down have that opportunity then and only then. A new school wide election will be held for that position.

#### 2. Impeachment:

a. Reasons for Impeachment: If a member of the Judiciary Committee fails to attend meetings regularly, or commits a major violation of school expectations, or is repeatedly rude,

disrespectful, or disruptive in council, or is abusive of their position or uncommitted to the welfare of the school, that person may be impeached.

b. Impeachment process: A judiciary member can be impeached by a 75% vote of either the Judiciary Committee or the school community. With a vote of 75%, the case is sent to judiciary for a final decision.

### 3. Judicial Process:

1. A person, or group of people, brings a case to the Judiciary Committee by filling out a Judiciary Referral Form
2. People who bring a case before judiciary must be available during the hearing.
3. The Judiciary Committee decides whether the case is indeed a matter for judiciary (see case guidelines) or if it should be dealt with in another manner (i.e. with a staff member, in advisory, etc.)
4. If the case does concern the Judiciary Committee, then judicial members meet as a group to discuss the case and talk with all parties involved in, and affected by, the case.
5. After hearing the input of those involved, the Judiciary Committee decides on a course of action to rectify the situation. This action may result in the enactment of a new policy.
6. The parties must follow the process recommended by the Judiciary Committee.
7. If one or more of the parties demonstrates willing participation in this process and is not satisfied with the process or the verdict, they can bring the case to Student Council, which can then abide by the judiciary decision or send it back to the Judiciary Committee to reassess.

### Case guidelines:

1. Cases should relate to the school guidelines as outlined in the handbook.
2. Cases should be those that involve student vs. student, student vs. school property, or student vs. community.
3. If a case involves a teacher vs. a student, teachers and staff members should explore procedures such as improvement forms and parental notification before referring to the judiciary committee.

### **STATE APPROVAL**

Pursuant to Vermont Statutes Annotated, Title 16.166(b), The Vermont State Board of Education has granted independent school approval to Compass School. Compass has been a member of the Coalition of Essential Schools, a national network of quality schools dedicated to student centered, principles based learning (see [www.essentialschools.org](http://www.essentialschools.org) for more information). The Common Principles are listed at the end of the handbook.

### **COMMUNICATIONS**

#### **COMPASS NEWSLETTER**

Our main line of communication to parents is the newsletter, which is emailed to families. Current events and activities, meetings, and schedule changes are made in the newsletter. It is imperative you read the newsletter weekly to keep abreast of all important school information. If you have any items to submit to the newsletter, please contact Maera. Please be sure to read the newsletter every Wednesday and read this regularly to keep up with school events.

## **CONTACTING SCHOOL**

Please call the teacher when you have a question about anything in the classroom or the school program. Also call if you want to check on something your child has told you that seem different from your expectations. Teachers need to know if there are ongoing problems with homework, or when a parent feels he or she is doing the "teaching" at home. Let the teacher know when there is a disruption at home (such as a parent on a trip, a family member who is sick, a lost pet, etc.). This information allows teachers to offer timely support. Parents who cannot reach a teacher directly are encouraged to call the school during the day and leave a message or contact the teacher through email (teacher's first name@compass-school.org).

It is appropriate to direct general academic or social concerns to the student's advisor and specific course concerns to the teacher of that course. If parents need further support beyond the teacher or advisor, a conversation with the director should follow. If this does not adequately address the concern, a conversation among the teacher, advisor, parent, and director, as necessary will be arranged.

Please call the office between 8:30 and 9:00 when your child is going to be absent or late. This communication is important; it ensures that no child will be "lost" between leaving home and arriving at school. Let the office know when your child is sick and especially when your child has been diagnosed as having something contagious, such as chicken pox, strep throat, or head lice, which other children might have been exposed to. Should your child need to know about a change in pick up plans at the end of the school day, please call the office before 2:30.

## **CRISIS PROTOCOL**

If there is a major safety issue involving a student or students, we work as a team to address the issues promptly and thoughtfully. The exact make up of the crisis team is dependent on the circumstances but usually is drawn from the following list: Rick Gordon, Director; Eric Rhomberg, Assistant Director; Louise Hodsdon, Middle School Coordinator; Ron Bos-Lun, Health Coordinator; Kellie Crowder; Director of Student Support Services; and Nancy Wohl, School Based Clinician. During school hours, if you have particular concerns about safety, you should contact Rick or Brian Whitehouse, Director of Admissions and Development, one of whom is usually available in the office. Nancy Wohl is at school Mondays and Wednesdays and can be sought out for mental health related questions. The school number is 802-463-2525. The direct number to the director's phone is 463-2519.

HCRS is a tremendous community resource for mental health related concerns and can be accessed through their First Stop program. Billy Fairbrother is the **contact there** at 802-254-6028, 24 HOUR CRISIS NUMBER 800-622-4235.

Christine Bourne Bullard is a **helpful resource** as Police Liaison, Police Social Work Program, Bellows Falls Police Department ([\(802\) 463-1234](tel:8024631234) PD, ([\(802\) 591-3005](tel:8025913005) Cell

Of course, 911 is the standard number to call in case of general emergencies.

## **TELEPHONE USE**

In the interest of maintaining focus during the school day, student use of the telephone is limited. Students may not use phones while classes are in session, unless asked to make a call or given permission by a teacher or staff member. Cell phones, pagers, etc. must be turned off during class time and put away. Class time includes all classes, advisory, exploratories, school meetings, and other school activities. Phone use is limited to during lunch, break (2:10-2:30), and after school. Phones may not be used to order food to be delivered to school. Phones and IPODs that are visible in class without teacher permission can be confiscated for the remainder of the period or day.

A phone for student use can be accessed in the office. Students may use this phone only during designated times. This phone may not be used for incoming calls. If you need to reach your child, please call the main office. Please do not call or text your child during class time.

#### **SNOW DAYS**

It is our policy for Compass to follow the school cancellation decisions of the Windham Northeast

Supervisory Union. Listen for radio announcements placed on local stations for cancellations for

Windham Northeast (WTSA, Q106, WFCR, WKNE). You can also check [www.overnet.com](http://www.overnet.com) or [www.wtsa.net](http://www.wtsa.net) for school cancellations.

## **School Policies**

### **TEXTBOOK POLICY**

Textbooks, library books and other school materials are the property of the school. Students will be charged for damaged, lost, or not returned materials at the end of the school year.

### **LIBRARY**

Books are to be used and read! At the same time, the library is a resource for all students. No strict limits are imposed on the number of books a student may sign out and no fines are charged for overdue books. As we are an entirely volunteer run library, we are dependent on an honor system for the sign out and timely return in good condition of all materials borrowed. A charge will be made for lost or damaged materials. Please optimize this resource by acting responsibly with library materials.

### **DROPPING OFF AND PICKING UP**

When dropping off or picking up students, please drive slowly and with caution. From the main entrance, drive in a counter clockwise direction placing the passenger door facing the front door of the school affords the safest loading and unloading of passengers. For parking, please park facing the school and leave the area directly in front of the school free. Students are expected to be off school grounds by 4:15 on Tuesday, Wednesday and Thursday, and at 2:30 on Monday and Friday (unless they have arranged to stay for Mon./Fri. afternoon study hall). If students are still at school 15 minutes after these times, they will be taken to the Rockingham Library and left there for pick-up.

### **STUDENT CAR POLICY**

Students with driving licenses are allowed to drive to and from school with parental permission.

All students are expected to be at school by the beginning of classes at 8:25 and remain at school until closing. Once a student drives on campus in the morning, he or she is considered at school and should not drive their car off school grounds until the school day ends with the exception of 11<sup>th</sup> or 12<sup>th</sup> graders with lunch privileges. As such, no students are permitted to drive “off-campus” during the school day. If there are extenuating circumstances, students may be allowed to drive off school grounds during the school day only with specific permission from a parent and the school director. During school hours, students are not allowed to transport other students. These permissions, whether specific or general, should be submitted to Maera and will be kept on file at school. Students should park in the front parking lot. Student cars are off limits during the school day. Students who violate this policy, or drive in an unsafe manner, may lose driving privileges.

Consequences for breaking policy: 1st offense: warning; 2nd offense: loss of driving privileges for

1 week. 3rd offense: Lose driving privileges for month. Also, students driving unsafely will follow the same process or go to judiciary.

### **OFF CAMPUS POLICY**

For safety reasons, students must not leave school grounds without adult, school administered supervision. Leaving school grounds without adult supervision may result in suspension. The one exception to this policy is the lunch policy below.

## Off Campus Lunch Policy

Students in 11th or 12th grade not on academic probation or warning and who are not behind in their schoolwork or presenting behavioral problems in school are allowed to leave campus by car to go out for lunch. (Note: students are not allowed to walk off campus except with special permission from the director.) To be eligible for this privilege, students must have an off campus permission contract signed by themselves and their parents and on file in the office (see contract below). In addition, each student leaving must have permission on file to drive or be able to go with whoever is driving. When leaving for lunch, students must sign in and out in the office and list where they are going, and they must return to school on time for their next class. Off campus lunch privileges don't begin until the month of October.

A lunch sign-out clipboard will be established in the office. On this clipboard, any students who are ineligible for off-campus privileges will be listed. Advisors may list individual advisees as ineligible due to academic or behavioral concerns.

If a student who leaves school for lunch is late to class or fails to check in or check out or brings food to class, then that student will lose his or her off-campus privilege for one week. Second offense: loss of privilege for one month. Third offense: loss of privilege for the rest of the year, pending an appeal to the judiciary committee.

### **CHAPERONING**

We ask parents who accept the responsibility of chaperoning a trip to review the following guidelines for assisting on school trips. These guidelines have been developed to share common expectations with you and to help make trips run smoothly.

1. When traveling in private vehicles, all students must be wearing a seat belt. Drivers should feel free to maintain a reasonable noise level in your vehicle.
2. Please review the Compass School Learning Policy. Students are expected to adhere to these guidelines at all times. In other words, students are expected to behave courteously at all times. No inappropriate language or behavior will be tolerated. You should feel comfortable addressing any student's behavior you feel is inappropriate.
3. Once back at school, stay with your group until you can turn them over to a teacher or their parents. Students are expected to help clean up the vehicle in which they ride.
4. You are asked not to deviate from the planned transportation route or program.
5. All parents are reminded that they must abstain from using any alcohol or tobacco products while on school trips.
6. Should there be an accident while driving students on a school trip in your own automobile, the

parent's auto insurance would provide primary coverage and the school's insurance secondary coverage. Parents who help us by driving students must carry \$300,000 liability coverage. In the event of an accident on a school trip, attend to the immediate needs of individuals involved and contact the school as soon as possible.

7. Chaperones must have a valid driver's license and Proof of Auto Insurance prior to a trip.

### **COMPASS DRESS CODE** (passed in Compass “town meeting” on 12/9/15)

The fundamental school policy is “Clothing that is conducive to maintaining a positive learning environment.”

Compass is a school, so the environment should be one of learning. Therefore, we should present ourselves as students not just in our own community but to the wide range of visitors and outsiders who visit our community. This policy is not designed to restrict individuals, but to promote respect both for oneself and each other.

School regulations prohibit student dress or grooming practices which:

- Present a hazard to the health and safety of the student or to others in the school.
- Materially interfere with school work, create disorder, or disrupt the educational program.
- Prevent students from achieving educational objectives because of blocked vision or restricted movement.
- Obscure or mask a student’s identity.
- 

#### **RULES:**

These are the only items that require an immediate remedy or the student has to go home.

- Clothing with offensive images or messages, reference to drugs, alcohol or tobacco, and or otherwise presents a hazard must be changed at once.
- Shoes must be worn indoors at all times.
- Your privates are private, not public.

#### **NORMS:**

These items have to do with maintaining a respectful school environment and warrant conversation if not respected.

In general, a student shouldn’t wear clothing they would not like to see on others (or on their grandmother/father). This includes:

- Clothing, including footwear, should be appropriate for all school activities and should not interfere with a person’s ability to participate appropriately.
- Underwear should remain unseen and under clothing. This does not include bra straps.
- Except for athletic activities such as dance, sports, swimming, etc. students should avoid having overly exposed midriffs.
- Skirts, shorts, dresses, and shirts should not be so short as to be overly revealing.
- Clothing should not have excessive rips and tears as to be overly revealing.
- Eyes should be visible.
- Excessive or bothersome perfumes and colognes should be avoided.

#### **CONSEQUENCES:**

Individuals in violation of Rules are asked to make immediate changes. Not making those changes leads to disciplinary consequences.

Individuals not meeting Norms are made aware of the issue in as respectful a way as possible. Conversation with friends, members of their advisory, or staff about dress code should:

- happen in a private setting
- be non-judgmental and non-shaming
- offer the possibility for changing clothes at the time
- emphasize constructive conversation and problem solving

Repeated infractions without effort to meet these expectations may result in further disciplinary consequences.

#### **PDA POLICY (passed Spring 2004)**

We see a difference between casual demonstrations of affection and contact of a sexual nature. As a student body, we would like to see certain limitations placed on physical contact that will eliminate our discomfort at witnessing displays of a sexual nature.

--No kissing allowed

--No embracing blocking the flow of traffic

--No pelvic contact

Consequences: Teacher issued consequences or sent to judiciary.

#### **VISITOR POLICY**

Compass welcomes visitors to the school. Out of respect for the educational environment of the school, we limit visitors to no more than two from any one group at a time, except with prior approval from the director. All visitors will be expected to sign in at the office upon arrival and complete a visitation form before leaving the school.

#### **LAPTOP COMPUTER POLICY**

Computers and other mobile internet access devices offer a powerful learning tool for our students—both for accessing and processing information. Compass believes that laptop computers and other mobile internet access devices provide students and families a unique opportunity to encourage "anytime, anywhere" learning.

A centrally located wireless transmitter allows access to our high speed Internet connection and computer network from all classrooms within the school and on the grounds. Usage is controlled by teachers and students are expected to ask teachers for permission to use any of these devices during class time. Laptop computers and other mobile internet access devices are intended to enhance the educational programs at Compass and are to be used for educational purposes. Laptop computers and other mobile internet access devices are not allowed to be used to bypass school filters or networks or to access any sites not accessible through the school computers and network. There is a computer access fee for all students for use of the technology resources of the school. The Computer Technology Appropriate Use Policy details policies related to appropriate use of this valuable resource.

Violation of this policy may result in confiscation of the laptop computer or other mobile internet access device for the class period, day, or a more extended period of time.

## **TECHNOLOGY RESPONSIBLE USE POLICY**

It is the policy of Compass School to use electronic resources including the Internet to support and enrich the curriculum. Compass School believes that the benefit to students from access to electronic information resources and opportunities for collaboration far exceed the disadvantages. Curriculum involving applied learning using Information Technology resources is necessary for students to become fully prepared to succeed in the 21st Century environment.

### **Inappropriate Use:**

- Uses that cause harm to others or damage to their property. For example, do not engage in defamation; do not employ another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating or otherwise using his/her access to the network or the Internet.
- Intentionally accessing, transmitting, copying, or creating material that violates general standards of conduct (such as messages/content that are pornographic, threatening, rude, discriminatory, or meant to bully or harass).
- Creating or sharing images, videos, audio or other products that are not part of the educational program taken without permission of those depicted.
- Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.
- Uploading or downloading a worm, virus, or other harmful form of programming or vandalism; participating in hacking activities or any form of unauthorized access to other computers, networks, or information systems.
- Uses that jeopardize the security of student access and of the computer network or other networks on the Internet. For example, do not disclose or share your password with others; do not impersonate another user.
- Using the network for financial or commercial gain, political action, or solicitation.
- Unauthorized downloading, installing, and/or running online resources that limit bandwidth availability and could limit network functions (e.g., streaming or downloading audio and video, gaming, computer programs, etc.).

### **Internet Safety**

Educators do their best to monitor student technology use. Despite every effort for supervision and filtering, all users and their parents/guardians are advised that access to the electronic network may include the potential for access to inappropriate materials for school-aged students. Every user must take responsibility for his or her use of the network and Internet and avoid these sites.

- **Personal Safety.** In using the network and Internet, users should not reveal personal information such as home address, birthday, or telephone number. Users should never arrange a face-to-face meeting with someone “met” on the computer network or the Internet without a parent’s permission if under 18 years of age.
- **Student Photos on the Web.** Using student photos on school websites promotes learning, collaboration and provides an opportunity to share the achievements of students. However, safety of students is the main priority. Images of Compass students may be included in the website without identifying captions or full names.

School websites may include full names for student work/honors without accompanying images. Any exceptions to this guideline will be communicated to parents/guardian and written consent given to Compass personnel. Parents may opt out of any use of image/student work by indicating their wishes to the school director.

- **Confidentiality of Student Information.** Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian, or, if the student is 18 or over, the permission of the student himself/herself. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects or activities.

#### User Responsibilities

It is assumed that parents grant their child the right to access the equipment, network, and resources unless a permission denial form is signed and submitted to school administration.

Access to Compass technology equipment, networks, and resources is a privilege, not a right, and carries with it responsibilities for all involved. Any violation of this agreement, or any other use that is not included in the agreement but has the effect of harming another, or his or her property, is considered misuse and may result in disciplinary action which could include loss of network access, loss of technology use, confiscation of device(s), suspension or expulsion, or other appropriate disciplinary action. Violations of local, state or federal law may subject students and school personnel to prosecution by appropriate law enforcement authorities.

**Privacy:** Network and Internet access is provided as a tool for education. Compass reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of Compass and no user shall have any expectation of privacy.

**Fair Use - Copyright:** Users are expected to abide by current copyright and fair use laws. Users shall not copy and publish any digital materials as their own (e.g., video, music, text, images, etc.).

#### **Use of Web Tools, Social Networking, Personal Devices, and Emerging Technologies**

Online communication and use of new and emerging technologies is critical to our students' learning of 21st Century Skills. As technologies evolve it becomes increasingly difficult to categorize and evaluate the benefits of these tools, therefore use and discretion may be determined by school administration with ongoing support of teachers. Tools such as blogs, podcasts, wikis and social networking/sharing sites offer an authentic, real-world vehicle for student expression. As educators, our responsibility is to encourage and provide these opportunities to students in a safe environment. All users should be aware that these technologies rely on shared network connections and use of internet bandwidth and network resources must be responsible and in accordance with this policy. Expectations for classroom blogs, student E-mail, podcast projects or other Web interactive tools must follow all established Internet safety and netiquette guidelines.

Use of personal electronic devices with access to school networking resources may be used at the discretion of administration, and in accordance with this policy. Responsible use of these devices includes measures that keep school networks and resources protected (e.g., bandwidth control, filtering measures, anti-virus protection, etc) and abide by the terms of this policy.

#### **Protocol & Etiquette:**

- Students using blogs, podcasts or other web tools are expected to act safely by keeping ALL personal information (e.g., full name, address, birthday, etc.) out of their posts.
- Students using such tools agree to not share their username or password with anyone besides their teachers and parents and treat virtual spaces as classroom spaces; interactions that are inappropriate for classroom
- Be polite. Use appropriate language and graphics. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.
- Avoid language and/or graphic representations which may be offensive to other users. Don't use network or Internet access to make, distribute, or redistribute jokes, stories, or other material which is based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
- Do not assume that a sender of e-mail is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should only be done with permission or when you know that the individual would have no objection.

### **Consequences for Violation**

Violations of these rules may result in disciplinary action, including the loss of a user's privileges to use the school's information technology resources or confiscation of device(s). Further discipline may be imposed in accordance with the school's discipline policies up to and including suspension or expulsion depending on the degree and severity of the violation.

### **Supervision and Monitoring**

The use of school owned information technology resources is not private. School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

The school reserves the right to determine which uses constitute acceptable use and to limit access to such uses. The school also reserves the right to limit the time of access and use

### **MEDICAL**

A typical number of absences for a generally healthy child is three to five days per year. Although illness can be prevented with good nutrition and adequate sleep, genuine sick days are hard to avoid. Students who miss more than five days of school very clearly risk being at a serious disadvantage in the learning program. We ask parents to avoid the scheduling of trips and appointments during school time and to work the school calendar in the planning of family trips.

Routine visits to the dentist, doctor, or orthodontist should be scheduled after school. Where possible, please avoid scheduling that may cause your child to miss school activities.

When a child is absent due to sickness, we ask that parents take responsibility for informing the school and arranging for homework assignments if the child is well enough to do school work.

1. Do not send your child to school if:

- a. He or she has a fever (anything above normal at 7:30 a.m. is likely to increase as the day progresses);
- b. He or she has vomited the previous night;
- c. Your child has had a fever in the last 24 hours.
- d. Nits or lice are present.

We realize that it is difficult for families to arrange for a sick child to be cared for, but we feel very strongly that children who are ill should not be in school. We would like to ask that parents call the office between 8:00 and 9:00 if they are keeping a child home.

In the event of an emergency requiring more than the usual first aid treatment, parents will be notified immediately. If necessary, an emergency medical treatment/ambulance will be called and the child will be transported to Springfield Hospital. It is important that you sign and return the Student Information and Permission Form that you receive when you enroll your child. Unless we have this form signed by you, your child cannot be treated at the hospital until you arrive.

If a child has a special medical need, it is important that the school be provided with full details and instructions regarding these needs. We will administer an oral antidote to a child with a bee sting allergy in the event of a bee sting. We ask parents to provide the school with a clearly labeled kit that we can keep in the first aid chest.

We discourage children from bringing medications to school. If, however, a child is on a medication schedule that requires administration during the day, the medication should be brought to the main office with a note from the parents regarding the time and amount to be given. State law requires a written note from the prescribing physician in the school office before medication can be given at school. We do ask parents, if at all possible, to apply salves and give medications before and after school.

It is the policy of the school to require that all newly enrolled children have a physical examination. We also ask that all other students return a Physician's Report of Health signed by their physician each year. We ask that this form, which does not require a physical exam, also be returned to the office by the first day of school.

A record of inoculations must also be presented. A child should be immunized appropriately for his or her age in accordance with the Vermont Department of Health's recommended schedule against diphtheria, tetanus, pertussis, polio, measles, rubella and mumps.

State law requires that all students should have received a second dose of live measles vaccine or a MMR booster before beginning school in September. All students must have received at least their initial dose in a series of three Hepatitis B vaccinations prior to the beginning of the school year. This does not necessarily require a physical exam, but should be noted on the physician's form. This form must be received in the office before students begin school. No child shall be required to have any such immunizations if documentation is provided that immunization is medically contraindicated, or that parents object for religious or other reasons.

**Head Lice:** Head lice are not an uncommon problem and not cause for undue alarm. This is something that happens and has nothing to do with poor hygiene or living conditions. We recommend that children's scalps be checked regularly for lice or nits (eggs). The lice and the eggs they lay are usually found in the warmer parts of the head, closer to the neck, under pony tails and barrettes, near the ears. The nits are small things hanging onto the hair shaft approximately one quarter inch from the skull. We ask that families inform the Compass School administration if an infection is found, so that we know if there is more than an

isolated case here. This information would be kept confidential. An infected child would simply need to undergo the recommended over-the-counter treatment before returning to school. More information can be found at the Vermont Department of Health: <http://healthvermont.gov/prevent/lice/headlice.aspx>.

### **WEAPONS POLICY**

It is the policy of The Compass School Board that any student who brings a weapon to school shall be immediately suspended until there is an opportunity for a hearing before members of the Compass School Board. The Board may expel any student who brings a weapon to school. Weapons include, but are not limited to, firearms, knives, explosives, sharp or solid objects or any other materials that may be used in a manner that may be threatening or endangering to others.

However, the recommendation for expulsion may be modified on a case-by-case basis. Modifications may be granted in circumstances such as but not limited to:

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

It is the policy of the Compass School Board that any student who brings a weapon to school may be referred to a law enforcement agency. In addition to any action the law enforcement agency may take, the incident may be reported to the Department of Social and Rehabilitative Services.

### **TOBACCO, ALCOHOL AND OTHER ILLEGAL DRUGS POLICY**

The Compass School Policy prohibits use or possession of tobacco, alcohol or other drugs on school property, at school functions or on trips off campus.

Procedure in event of violation of Policy:

1st Offense: Immediate suspension and student is in a status of "Final Probation"

Hold parent conference and develop a contract with the Student Support Team to address the behavior. The contract may include the following:

- \* Suspension (length determined by SST, 1-5 days).
- \* An evaluation with diagnosis and recommendations by a licensed professional with a report sent to Team and Parent.
- \* Personal Community service activity to be determined by the Team and may include appropriate local community service and/or service to the school community.

Student and Parent will be required to attend a hearing with members of the Board of the Compass School before returning to school and will present the contract developed by the Team

that shall outline the student's commitment and progress in implementing the contract. The contract is with the Compass School community and the community will support the student's plan as appropriate.

2nd Offense: A second incident may result in the student's expulsion from the Compass School. The Compass Board will conduct a hearing and take action based on the hearing and recommendations from the SST.

\*SST consists of the student, the parent, advisory teacher and school director and/or outside professional consultants or staff and students as needed. SST will meet regularly to monitor status of any student on Final Probation.

## **POLICY ON THE PREVENTION OF HARASSMENT, HAZING AND BULLYING OF STUDENTS**

### **I. Statement of Policy**

The Compass School 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 Compass School 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 Compass School to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The Compass School 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 Director 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.
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 Compass School that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
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 be 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 Compass School 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 Compass School'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 Compass School 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:

- A. **"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:

- a. Is repeated over time;
- b. Is intended to ridicule, humiliate, or intimidate the student; and
- c. (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.

B. **“Complaint”** means an oral or written report information 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.

C. **“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.

D. **“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.

E. **“Employee”** includes any person employed directly by or retained through a contract with the Compass School, 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.

F. **“Equity Coordinator”** is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the Compass School and for coordinating the Compass School'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 Compass School's *Preventing and Responding to Harassment of Students and Harassment of Employees* policies. This role may also be assigned to Designated Employees.

G. **“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.

H. "**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.

I. **“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 Compass School, 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.

J. **“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.

K. **“Pledging”** means any action or activity related to becoming a member of an organization.

L. **“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.

M. **“School administrator”** means a Director, principal or his/her designee assistant principal//technical center director or his/her designee and/or the Compass School’s Equity Coordinator.

N. **“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.

Designated Employees

The following employees of the Compass School have been designated by the Compass School 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: Brian Whitehouse

Title: Director of Admissions and Development

Contact information: Compass School, POB 177, Westminster Station, Vt 05159

802-463-2525

brian.whitehouse@compass-school.org

Name: Kellie Crowder

Title: Student Support Services Director

Contact information: Compass School, POB 177, Westminster Station, Vt 05159

802-463-2525

kellie.crowder@compass-school.org

## **MODEL PROCEDURES ON THE PREVENTION OF HARASSMENT, HAZING AND BULLYING OF STUDENTS**

### **I. Reporting Complaints of Hazing, Harassment and/or Bullying**

A. Student Reporting: Any student who believes that s/he has been hazed, harassed and/or bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute hazing, harassment and or/bullying, should promptly report the conduct to a designated employee or any other school employee.

B. School employee reporting: Any school employee who **witnesses conduct** that s/he reasonably believes might constitute hazing, harassment and/or bullying shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee and immediately complete a Student Conduct Form.

Any school employee **who overhears or directly receives information** about conduct that might constitute hazing, harassment and/or bullying shall immediately report the information to a designated employee and immediately complete a Student Conduct Form. If one of the designated employees is a person alleged to be engaged in the conduct complained of, the incident shall be immediately reported to the other designated employee or the school administrator.

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

D. Documentation of the report: If the complaint is oral, the designated employee shall

promptly reduce the complaint to writing in a Student Conduct Form, including the time, place, and nature of the alleged conduct, the identity of the complainant, alleged perpetrator, and any witnesses. Both the complainant and the alleged perpetrator will have the right to present witnesses and other evidence in support of their position.

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

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

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

Office for Civil Rights, Boston Office  
U.S. Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921  
617-289-0111 (voice)  
877-521-2172 (tdd)  
617-289-0150 (fax)  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

## **II. Responding to Notice of Possible Policy Violation(s)**

A. Upon **notice of information** that hazing, harassment and/or bullying may have occurred the designated employee shall:

- i.** Promptly reduce any oral information to writing, including the time, place, and nature of the conduct, and the identity of the participants and complainant.
- ii.** Promptly inform the school administrator(s) of the information;
- iii.** If in the judgment of the school administrator, the information alleges conduct which may constitute harassment, hazing or bullying, the school administrator shall, as soon as reasonably possible, provide a copy of the policy on hazing, harassment and bullying and these procedures to the complainant and accused individual, or if either is a minor, cause a copy to be provided or delivered to their respective parent or guardian.

**B. Upon initiation of an investigation**, the designated employee shall:

- i.** Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:
  - 1.** an investigation has been initiated;
  - 2.** retaliation is prohibited;
  - 3.** all parties have certain confidentiality rights; and
  - 4.** they will be informed in writing of the outcome of the investigation.

**C.** All notifications shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. Pursuant to 34 CFR Part 99.30, a school administrator may seek the consent of the parent/guardian of the accused student, or the accused eligible student (if 18 or older, the accused student has the ability to consent), in order to inform the complainant of any disciplinary action taken in cases where the school determined that an act(s) of harassment, hazing, and/or bullying, or other misconduct occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

### **III. Investigating Hazing, Harassment and/or Bullying Complaints**

**A. Initiation of Investigation - Timing.** Unless special circumstances are present and documented, such as reports to the Department for Children and Families (“DCF”) or the police, the school administrator shall, no later than one school day after Notice to a designated employee, initiate or cause to be initiated, an investigation of the allegations, which the school administrator reasonably believes may constitute harassment, hazing or bullying.

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

**C. Interim Measures.** It may be appropriate for the school to take interim measures during the investigation of a complaint. For instance, if a student alleges that he or she has been sexually assaulted by another student, the school may decide to place the students immediately in separate classes and/or transportation pending the results of the school’s investigation. Similarly, if the alleged harasser is a teacher, allowing the student to transfer to a different class may be appropriate. In all cases, the school will make every effort to prevent disclosure of the names of all parties involved – the complainant, the witnesses, and the accused -- except to the extent necessary to carry out the investigation. In all cases where physical harm has resulted and/or where the targeted student is known to be expressing suicidal ideation, or experiencing serious emotional harm, a safety plan will be put in place. Safety plans must also be considered in cases where the targeted student is known to have difficulty accessing the educational programs at the school as a result of the inappropriate behavior. No contact orders, or their enforcement, may also be appropriate interim measures.

D. Due Process. The United States Constitution guarantees due process to students and School employees who are accused of certain types of infractions, including but not limited to sexual harassment under Federal Title IX. The rights established under Title IX must be interpreted consistent with any federally guaranteed due process rights involved in a complaint proceeding, including but not limited to the ability of the complainant and the accused to present witnesses and other evidence during an investigation. The School will ensure that steps to accord due process rights do not restrict or unnecessarily delay the protections provided by Title IX to the complainant.

E. Standard Used to Assess Conduct. In determining whether the conduct constitutes a violation of this policy, the investigator shall consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. The complainant and accused will be provided the opportunity to present witnesses and other evidence during an investigation. The school will also consider the impact of relevant off-campus conduct on the school environment where direct harm to the welfare of the school can be demonstrated or the conduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs. Whether a particular action constitutes a violation of this policy requires determination based on all the facts and surrounding circumstances.

F. Completion of Investigation – Timing. No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the school administrator.

G. Investigation Report. The investigator shall prepare a written report to include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes hazing, harassment and/or bullying. The report, when referencing student conduct, is a student record and therefore confidential. It will be made available to investigators in the context of a review conducted by either Vermont AOE, or investigations of harassment conducted by the Vermont Human Rights Commission or U.S. Department of Education Office of Civil Rights.

H. Notice to Students/Parents/Guardians. Within five school days of the conclusion of the investigation, the designated employee shall:

- i. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:
  1. the investigation has been completed;
  2. whether or not the investigation concluded that a policy violation occurred (and which policy term was violated, i.e. harassment, hazing and/or bullying);
  3. that federal privacy law prevents disclosure of any discipline imposed as a result of the investigation unless the parent/guardian of the accused student and/or the accused eligible student consents to such disclosure, pursuant to 34 CFR Part 99.30, as set forth in Section II, Part C, above.
- ii. Notify the Complainant Student -or if a minor, their parent(s) or guardian - in writing of their rights to:

1. an internal review by the school of its initial determination as a result of its investigation as to whether harassment occurred;
  2. request an Independent Review of the school's "final" determination as to whether harassment occurred within thirty (30) days of the final determination or although a "final" determination was made that harassment indeed occurred the school's response to that harassment was inadequate to correct the problem; and that the review will be conducted by an investigator to be selected by the director from a list developed by the Agency of Education;
  3. file complaints of harassment with either the Vermont Human Rights Commission and/or the federal Department of Education's Office of Civil Rights.
- iii. Notify the Accused Student – or if a minor, their parent(s) or guardian - in writing of their right to appeal as set forth in Section V of these procedures.

I. Violations of Other Policies. In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies or codes of conduct.

#### **IV. Responding to Substantiated Claims**

A. Scope of Response. After a final determination that an act(s) of hazing, harassment and/or bullying has been committed, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the hazing, harassment and/or bullying and prevent any recurrence of harassment, hazing and/or bullying, and remedy its effects on the victim(s). In so doing, the following should be considered:

(i) Potential Remedial Actions. Remedial action may include but not be limited to an age appropriate warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee. A series of escalating consequences may be necessary if the initial steps are ineffective in stopping the hazing, harassment and/or bullying. To prevent recurrences counseling for the offender may be appropriate to ensure that he or she

understands what constitutes hazing/harassment and/or bullying and the effects it can have. Depending on how widespread the hazing/harassment/bullying was and whether there have been any prior incidents, the school may need to provide training for the larger school community to ensure that students, parents and teachers can recognize hazing/harassment/bullying if it recurs and know how to respond.

(ii) **School Access/Environment Considerations.** The School will also take efforts to support victims' access to the school's programs, services and activities and consider and implement school-wide remedies, where appropriate. Accordingly, steps will be taken to eliminate any hostile and/or threatening environment that has been created. For example, if a female student has been subjected to harassment/bullying by a group of other students in a class, the school may need to deliver special training or other interventions for that class to repair the educational environment. If the school offers the student the option of withdrawing from a class in which a hostile environment/bullying occurred, the School will assist the student in making program or schedule changes and ensure that none of the changes adversely affect the student's academic record. Other measures may include, if appropriate, directing a bully/harasser to apologize to the affected student. If a hostile environment has affected the entire school or campus, an effective response may need to include dissemination of information, the issuance of new policy statements or other steps that are designed to clearly communicate the message that the school does not tolerate harassment and/or bullying and will be responsive to any student who reports that conduct.

(iii) **Hazing Case Considerations.** Appropriate penalties or sanctions or both for organizations that or individuals who engage in hazing and revocation or suspension of an organization's permission to operate or exist within the institution's purview if that organization knowingly permits, authorizes, or condones hazing.

(iv) **Other Remedies:** Other remedies may include providing counseling to the victim(s) and/or the perpetrator(s), and additional safety planning measures for the victim(s).

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

The School will take reasonable steps to prevent any retaliation against the student who made the complaint (or was the subject of the harassment), against the person who filed a complaint on behalf of a student, or against those who provided information as witnesses. At a minimum, this includes making sure that the students and their parents, and those witnesses involved in the school's investigation, know how to report any subsequent problems and making follow-up inquiries to see if there are have been any new incidents or any retaliation.

**C. Alternative Dispute Resolution.** At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints. Certain considerations should be made before pursuing alternative dispute resolution methods, including, but not limited to:

(1) the nature of the accusations (for example, face-to-face mediation is not appropriate for sexual violence cases), (2) the age of the complainant and the accused individual, (3) the agreement of the complainant, and (4) other relevant factors such as any disability of the target or accused individual, safety issues, the relationship and relative power differential between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual.

## **V. Post Investigative Reviews**

### **Rights of Complainants**

#### **A. Internal Review of Initial Harassment Determinations By Complainant.**

A complainant or parent of a complainant may request internal review by the School of a designee's initial determination (following investigation) that harassment has not occurred via written request submitted to the School director. All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the School, be completed within 30 calendar days after review is requested.

#### **B. Independent Reviews of Final Harassment Determinations By Complainant.**

A complainant may request an independent review within thirty (30) days of a final determination if s/he: (1) is dissatisfied with the final determination as to whether harassment occurred, or (2) believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem.

The complainant shall make such a request in writing to the director within thirty (30) days of a final determination. Upon such request, the director shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 570a.(b)(1) and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school's investigation.

Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing: (1) as to the sufficiency of the school's investigation, its determination, and/or the steps taken by the school to correct any harassment found to have occurred, and (2) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Secretary of Education.

The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the School. The School may request an independent review at any stage of the process.

#### **C. Rights to Alternative Harassment Complaint Process. In addition to, or as an alternative to**

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

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

Office for Civil Rights, Boston Office  
U.S. Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921  
617-289-0111 (voice)  
877-521-2172 (tdd)  
617-289-0150 (fax)  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

#### Rights of Accused Students

A. Appeal. Any person determined to have engaged in an act(s) of hazing, harassment and/or bullying may appeal the determination and/or any related disciplinary action(s) taken, directly to the school board of the school. The school board shall conduct a review on the record. The standard of review by the school board shall be whether the finding that an act(s) of hazing, harassment, and/or bullying has been committed constitutes an abuse of discretion by the school level fact finder. Appeals should be made to the school board within ten (10) calendar days of receiving the determination that an act(s) of hazing, harassment and/or bullying has occurred and/or any announced discipline. The school board shall set the matter for a review hearing at the next scheduled school board meeting to the extent practicable, but not later than 30 days from receipt of the appeal filing.

B. Accused Student/Appellant Access to Investigative Reports/Findings. The school shall make available upon request of the Accused Student/Appellant, any relevant information, documents, materials, etc. related to the investigation and related finding on appeal that can be redacted and de-identified in compliance with the requirements set forth at 34 CFR Part 99. For those documents that cannot be provided due to the requirements set forth at 34 CFR Part 99, when an Accused Student/Appellant seeks a review on the record before the school board of the school, a school administrator may seek the consent of the parent/guardian of the targeted student, or the accused eligible targeted student (if 18 or older, the targeted student has the ability to consent), in order to inform the accused student of the findings which gave rise to the school's determination that an act(s) of harassment, hazing, and/or bullying occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

## **VI. Confidentiality and Record Keeping**

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

**i. Concerns Related to Harassment Complaints.** The scope of appropriate response to a harassment complaint may depend upon whether a student or parent of a minor student reporting the harassment asks that the student's name not be disclosed to the harasser or that nothing be done about the alleged harassment. In all cases, school officials will discuss confidentiality standards and concerns with the complainant initially. The school will inform the student that a confidentiality request may limit the school's ability to respond. The school will remind the student that both federal Title IX and Vermont Title 9 prevent retaliation and that if he or she is afraid of reprisals from the alleged harasser, the school will take steps to prevent retaliation and will take strong action if retaliation occurs. If the student continues to ask that his or her name not be revealed, the school should take all reasonable steps to investigate and respond to the complaint consistent with the student's request as long as doing so does not prevent the school from responding effectively to the harassment and preventing harassment of other students. The school will evaluate the confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. The factors the school might consider in this regard include the seriousness of the alleged harassment, the age of the student harassed, whether there have been other complaints or reports of harassment against the alleged harasser, and the rights of the accused individual to receive information about the accuser and the allegations if a formal proceeding with sanctions may result. If information about the incident is contained in an "education record" of the student alleging the harassment, as defined by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, the school will consider whether FERPA prohibits it from disclosing information without the student's consent.

**B. Document Maintenance.** The Director or school administrator shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the School in a confidential file accessible only to authorized persons. All investigation records created in conformance with this model policy and model procedures, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept by the Equity Coordinator, Designated Employees and School/Central Office for at least six years after the investigation is completed.

## **VII. Reporting to Other Agencies**

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

**B. Reports to Vermont Agency of Education.** If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the Director and the Director shall report the alleged conduct to the Commissioner. If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the head of school is encouraged to report the alleged conduct to the Secretary of Education.

### **C. Reporting Incidents to Police**

**a. FERPA Rights.** Information obtained and documented by school administration regarding the school's response to notice of student conduct that may constitute hazing, harassment and/or bullying may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed without prior parent approval to local law enforcement except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.

**b. First Hand Reports.** Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that may be considered to be a criminal act to law enforcement officials.

**c. Hazing Incidents.** It is unlawful to (1) engage in hazing; (2) solicit direct, aid, or attempt to aid, or abet another person engaged in hazing; or (3) knowingly fail to take reasonable measures within the scope of the person's authority to prevent hazing. It is not a defense in an action under this section that the person against whom the hazing was directed consented to or acquiesced in the hazing activity. Hazing incidents will be reported to the police in a manner consistent with the confidentiality rights set forth above in this section.

**D. Continuing Obligation to Investigate.** Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy to pursue and complete an investigation upon receipt of notice of conduct that may constitute hazing, harassment and/or bullying.

## **VIII. Disseminating Information, Training, and Data Reporting**

**A. Disseminating Information.** Annually, prior to the commencement of curricular and co-curricular activities, the School shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and staff members, including references to the consequences of misbehavior contained in the plan required by 16 V.S.A. 1161a. Notice to students shall be in age-appropriate language and include examples of hazing, harassment and bullying. At a minimum, this notice shall appear in any publication of the School that sets forth the comprehensive rules, procedures and standards of conduct for the School.

**B. Student Training.** The school administrator shall use his/her discretion in developing age-appropriate methods of discussing the meaning and substance of this policy with students to help prevent hazing, harassment and bullying.

C. Staff Training. The board or its designee shall ensure that teachers and other staff receive training in preventing, recognizing and responding to hazing, harassment and bullying.

D. Data Gathering. Public school Schools shall provide the Vermont Agency of Education with data requested by the Secretary of Education.

**Legal References:**

Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 et seq.;

Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d;

Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§ 1681 et seq.;

Family Education Rights Privacy Act; 20 U.S.C. §1232g;

Public Accommodations Act, 9 V.S.A. §§4500 et seq.;

Education, Classifications and Definitions, 16 V.S.A. §11(26);(30)(A);(32);

Education, 16 V.S.A. §140(a)(1); Education, 16 V.S.A. §166(e);

Education, Bullying, 16 V.S.A. §570c;

Education, Harassment, Hazing and Bullying, 16 V.S.A. § 570;

Education, Harassment, 16 V.S.A. §570a;

Education, Harassment, 16 V.S.A. §570c;

Education, Harassment, 16 V.S.A. §570f;

Education, Hazing, 16 V.S.A. §570b;

Education, Hazing, 16 V.S.A. §570f

Education, Discipline, 16 V.S.A. §1161a;

Education, Suspension or Expulsion of Pupils; 16 V.S.A. §1162;

Child Abuse, 33 V.S.A. §§4911 et seq.;

Adult Protective Services, 33 V.S.A. §6901 et seq., all as they may be amended from time to time.

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

**APPENDIX**  
**High Honors Proposal Form**

**What will you title your outside academic addition?**

Example:

Works by Jane Austin and How they Differ?

Photos of the Exner Block- Shape and Shadow

**What academic subject does your study enhance?**

Example:

My study on Jane Austin will extend my humanities by looking closely at this classic author.

My photography work expands my art credits in exploratories.

**Are you working with an outside organization or individual?**

If yes, with whom?

**Where will your additional twenty hours be completed?**

**Who will sign you off on these hours?**

Example:

My guitar teacher Bryan will sign me off.

Julia will grade my paper.

**How will you present your learning to the community?**

Examples: I will hang my photos in the big room.

I will do an oral presentation at all school

I will write a ten page paper and hand it in to Julia, Rick and Eric for comments.

## Senior Year Alternative Learning Plans

Dear Students, Parents, and Guardians of the upcoming Senior class:

In approaching the senior year, we encourage students to pursue a class or academic opportunity outside of Compass but at the same time need to assure you meet all Compass expectations in working towards grade promotion and graduation. If you are considering alternative options, you need to follow the process below, filling out the General Independent Study Form as well.

Some of the most common options are:

1) **An accredited academic course with an instructor:** There are some obvious alternative options, like taking classes offered at C.C.V., Tech Center in Springfield, or taking an approved academic on-line class through a certified program. To apply, complete Form A. You will still need a Compass staff to check in with about the progress of the course, and to communicate transcript grades. In order to qualify, you need to complete the independent study form attached.

2) **Approved Academic Independent Study:**

An independent study requires an exceptionally high level of planning, commitment, and responsibility. In practice, it is much more demanding than being in a class planned and organized by a teacher. Plans must be submitted and approved by the school's academic committee, including the Director. If this involves being away from Compass, a plan must be detailed for meeting all Compass graduation expectations, a detailed plan your work, and clear goals for the entire year. Please fill out Form B.

If you are interested, you need to fill out the appropriate form by August 15th. You can send the form to the Compass School office c/o your advisor. If you are interested, begin the discussions now and make plans! For each course taken, you should fill out a separate sheet.

**FORM A: Senior Alternative Academic Course Proposal**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Course name and description:

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Name of institution and course instructor:

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Contact information of institution or instructor:

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Time and days for attending:

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How will this affect your Compass schedule and if you missing time at school, how will you satisfy Compass School graduation requirements you will be missing?

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What proficiencies do you expect this course will meet?

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Student signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

\*\*\*"I have discussed this project with my child. I approve of my child's project, including any off-campus travel and work described above."

Director Approval: \_\_\_\_\_ Date \_\_\_\_\_

Form B

Independent Study Proposal Form

Independent study requires an exceptionally high level of planning, commitment, and responsibility. In practice, it is much more demanding and difficult than being in a class planned and organized by a Compass teacher. Independent study must be connected to an organized program or teacher outside the school which serves as your coach. To help in your planning, you are required to complete the following planning form with a high degree of quality and specificity. Feel free to use other paper if needed.

Why are you applying for independent study (IS)?

Title of IS Course(s) Proposed:

Overview of IS Course (Goals, topics, activities):

How will this affect your Compass schedule and if you are dropping a course or unit here, how will you satisfy Compass school graduation requirements?

What proficiencies do you expect to meet with this independent study?

How will you address proficiencies you may be missing from the course(s) at Compass you are not attending?

Who will be supervising and assessing this work, and granting credit?

What is the schedule for this course?

Where will you be doing the work for this course? Will you be at Compass during the class time of the course you are replacing? (You may not be in the Big Room. If so, we will designate you to a room, or area in the school.)

What resources or support from Compass do you need for this IS?

What evidence of your learning do you expect to get from this course to add to your portfolio and proficiency list?

Along with your IS supervisor, create your independent study report card (using Compass School Report Card) using a blank Compass School template that includes all five realms. Write a detailed course description, and choose from 10-15 indicators or proficiencies that are relevant to your class, and describe the evidence for each of those indicators. Model this based on past report cards from your teachers. Note: Include on your report card a check box for your coach that will permit you to continue working with them the following semester. (Done each semester). When you are ready to embark on this, email or contact your advisor requesting to send you a report card template via email, so you can craft it on the computer neatly.

Write up a week-by-week timeline for what you hope to accomplish this semester. (Done each semester).

Create a week-by-week check-in sheet that confirms you've met with you coach at least once a week, and allows your coach to evaluate the gains in your progress for that week.

II. After completion of the proposal, have your coach read and approve with a signature your entire proposal, including report card template and timeline. Give them the "Coach

Information” sheet, and discuss the responsibilities (weekly signature and report card evaluation) with them so they know what to expect. Finally, you will then be ready to give the proposal to your advisor for review and submission to the Director and faculty for approval.

Student signature

\_\_\_\_\_ date \_\_\_\_\_

Parent/Guardian Approval

\_\_\_\_\_ date \_\_\_\_\_

\*\*\*I have discussed this independent study with my child. I approve of my child’s proposal and will support them in this process.

Coach signature \_\_\_\_\_ date \_\_\_\_\_

\*\*\*I have read the Coach information sheet and I agree to the following responsibilities.

\_\_\_\_\_

Supervising Compass Teacher Signature

\_\_\_\_\_

Director Signature

“Coach” Information and Responsibility Sheet:

Dear Coach,

Thank you for agreeing to work with a Compass student with their independent study course. The following letter is to clarify your responsibilities before you agree to sign their contract.

First, it is important to read the contract that the student has written in detail to know the goals and details of the study, and how you are to guide them in that process.

Second, please look at the report card created by the student. You will be the one to grade this report card at the end of the semester (by January 1). When you are ready for that, there will be instructions provided on the Compass method of grading.

Third, you will be responsible for meeting with the student once a week to make certain that there has been evidence of 5 hours worth of progress in the work they’ve produced, or gains they’ve made.

It will be during this check-in that students can get feedback, guidance or suggestions from you. They will have a log which records these sign-offs, and will share them with their Compass advisor.

If you have questions now, or anytime along the way, please note the contact information below of the student’s advisor: (The student should inform you of who their advisor is).

Compass School—(802) 463-2525  
Advisor first name@compass-school.org

COMPASS SCHOOL

Exploratory or Intensive Independent Proposal Form

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Circle one:

Proposed Exploratory    Independent Exploratory    Intensive w/ Outside Leader

Name of class: \_\_\_\_\_

Brief description: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If an Intensive describe how you will meet the exhibition requirement for an intensive.

\_\_\_\_\_  
\_\_\_\_\_

Circle one:

Physical Fitness    Art    Other

Name of adult supervisor: \_\_\_\_\_

Phone number (if not a staff member): \_\_\_\_\_

(You must have spoken to him/her, fully informed them of all responsibilities, and received their consent.)

Days this class would meet (circle days):

Tuesday    Wednesday    Thursday

Who will be in charge of each item?

\_\_\_\_ create curriculum

\_\_\_\_ clean up

\_\_\_\_\_ attendance

\_\_\_\_\_ grade- pass/fail

\_\_\_\_\_ supplies

\_\_\_\_\_ keep students engaged

\_\_\_\_\_ make sure always covered

Signature of student: \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_ (\*\*You must have permission from a parent/guardian\*\*\*)

Signature of adult leader: \_\_\_\_\_

Hand in to Amir for approval.

-----

\* Post class reflection: Were the above responsibilities met?

Comments from student:

Signature of student: \_\_\_\_\_

Comments from leader:

Signature of adult leader: \_\_\_\_\_

Independent Community Service Form

In addition to involvement in Community Service Winter Term and other community based learning in classes, all students are required to complete at least one term of community service or the equivalent, with a minimum of 12 hours of service if done independently. This is the minimum expectation and we hope every student goes far beyond this level of service each year.

There will always be an option for service work during Thursday exploratory time. Other school based service opportunities include Service Based Intensives, and involvement in service on Judiciary, Student Council, Tech Club or Yearbook on “Working Wednesdays.” If a student wants to complete service outside of these experiences, please fill in the following form.

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

Independent Community Service Experience(s):

Community Partner/Client:

Date(s):

Hours:

Adult Approving this Service:

Overall Reflections on Service (use other paper if necessary):

“ What did you enjoy or find challenging?

“ What feelings did your service evoke?

“ How did you feel you contributed to the community and how did you benefit from this work?

Advisor Approval: \_\_\_\_\_

**Project Week Contract**

Name:

Date \_\_\_\_\_

Advisor:

**Group project:** Put a "1" by your first choice and a "2" by your second choice.

\_\_\_\_ Landscape Art

\_\_\_\_ Money

\_\_\_\_ Art

\_\_\_\_ Canoe Trip

\_\_\_\_ Play

\_\_\_\_ Rock Climbing

...And just so you know there will be some fun offerings for afternoon activities.

.....(you don't need to sign up for these yet.)

**Individual Project:** The key to this project is to show MASTERY. In what knowledge area will you show mastery? How will you show this?

What do you hope to learn by doing this project?

Description of your project (Describe everything that you plan to do.):

Describe the research component of your project, including how you will exhibit your research:

Describe the written component of your project:

Describe plans for your final exhibition:

For Job Shadow / Off-Campus Work:

Name of site supervisor: \_\_\_\_\_ phone \_\_\_\_\_ email \_\_\_\_\_

Daily Plans for the Project Time:

Day/Date	Plans, including travel plans (where I'm going; who's driving – be specific!)

Signed: \*\*Student\_\_\_\_\_date\_\_\_\_\_ \*\*Coach\_\_\_\_\_date\_\_\_\_\_

\*\*“I agree to work with this student as described above. Student has given me the Information for Site Supervisors sheet.” Site supervisor\_\_\_\_\_date\_\_\_\_\_

\*\*“I have discussed this project with my child. I approve of my child’s project, including any off-campus travel and work described above.”  
Parent/Guardian\_\_\_\_\_date\_\_\_\_\_

**Judiciary Referral Form**

Your Name(s): \_\_\_\_\_

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

Fully describe the situation that you want to bring to Judiciary. Include the names of all those involved. Tell exactly what happened.

Are you directly involved in the case, or is this an issue involving others that you would like to see addressed?

In what ways have you already tried to rectify the situation, and what were the results?

Do the people involved know that you want to bring this issue to judiciary?

If you are directly involved, would you be willing to meet with these people in the presence of the Judiciary?

What would you like to see happen as an outcome of this case?

**RESTITUTION FORM**

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

**Student Name:** \_\_\_\_\_

**Teacher Name:** \_\_\_\_\_

**Restitution Action:**

Negate 3 forms:

- Meeting with judiciary
- Request and hold an SST meeting

Negate 2 forms:

- Community service to school: i.e. cleaning special assignments/bus/ maintenance  
Plan:

- Letter of apology
  1. I'm sorry that .....
  2. It was wrong because ....
  3. Next time I will ....
  4. What can I do?
  5. Will you forgive me?

- Educative Presentation
  - Advisory
  - Your class
  - Grade group meeting
  - All school meeting

- Personal goal setting related to behaviors
- Student-initiated restitution activity with impacted individuals  
Plan:

Plan Approved \_\_\_\_\_ (signed)

.....

Negates \_\_\_\_\_ forms

Approval of Completion \_\_\_\_\_ (signed)

Notes:

## **Coalition of Essential Schools: The Common Principles**

(For more information, see [www.essentialschools.org](http://www.essentialschools.org))

1. The school should focus on helping young people learn to use their minds well. Schools should not be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.

2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.

3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of students.

4. Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

5. The governing practical metaphor of the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.

6. Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet those standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The diploma should be awarded upon a successful final demonstration of mastery for graduation - an "Exhibition." As the diploma is awarded when earned, the school's program

proceeds with no strict age grading and with no system of credits earned" by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.

7. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized. Parents should be key collaborators and vital members of the school community.

8. The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of 80 or fewer pupils on the high school and middle school levels and 20 or fewer on the elementary level, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional schools.

10. The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.

## Compass Issued Student Chromebook Procedures and Information 2016-17

Excellence in education requires that technology is seamlessly integrated throughout the educational program. Increasing access to technology is essential for the future. By providing Chromebooks for students without their own computer, we aim to empower all students to maximize their full potential, and to prepare them for college and the workplace. Learning results from the continuous, dynamic interaction among students, educators, parents and the extended community. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning. Effective teaching and learning with Chromebooks integrates technology into the curriculum anytime, anyplace.

The information included in this document applies to all Chromebooks issued to students by Compass School. Student-issued Chromebooks are the property of Compass School and should be used in accordance with the rules and procedures outlined in the Student Guidebook. Teachers may set additional requirements for use in the classroom.

### **CHROMEBOOK DISTRIBUTION AND RETURN**

**Receiving Your Chromebook** — Chromebooks will be distributed to individual students. Parents/Guardians and students must sign and return Student & Parent/Guardian Chromebook Agreement Form before the Chromebook can be issued.

1. A refundable \$100 security deposit is required before the Chromebook is issued. This will be refunded when the Chromebook is returned provided there is no damage beyond normal wear.
2. Use of the Chromebooks will be determined by the levels cited in the Chromebook Code of Conduct documents for the Middle School and High School.
3. **Chromebook Return** — Chromebooks will be returned during the final week of school so they can be inspected for serviceability and prepared for summer storage or at anytime as needed. Periodic inspections may occur throughout the school year. If a student transfers out of Compass School during the school year, the Chromebook must be returned at that time.
4. **Fines** — The student is responsible for any damage to the Chromebook and must return the device and accessories in satisfactory condition. This includes

the Chromebook, charger, and charger cable. Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment at Compass School for any other reason must return their Chromebook on the date of termination. If a student fails to return the Chromebook at the end of the school year or upon termination of enrollment at Compass School, that student could be subject to criminal prosecution or civil liability. Failure to return the Chromebook could result in a theft report being filed with the Windham County Sheriff's Department. The student will pay the replacement cost of the Chromebook or, if applicable, any insurance deductible.

## **TAKING CARE OF YOUR CHROMEBOOK**

Students are responsible for the general care of the Chromebook issued by the school. Chromebooks that are broken or fail to work properly must be taken to the front office for an evaluation of the device.

### **General Precautions**

1. The Chromebook is school property. All users will follow the procedures and Compass School acceptable use guidelines, as outlined in the student handbook.
2. Only use a clean, soft cloth to clean the screen, no cleansers of any type should be applied to the screen.
3. Cords and cables must be inserted carefully into the Chromebook to prevent damage.
4. Chromebooks must remain free of any markings, writing, drawing, stickers, skins or labels that are not the property of Compass School. Student purchased removable cases are acceptable and encouraged.
5. Chromebooks should never be left unattended, such as in an unlocked locker, unlocked car or any unsupervised area. Unsupervised areas include, but are not limited to the school grounds, big room, computer lab, hallways, or classrooms. Chromebooks left in these areas are in danger of being stolen.
6. Students must not remove or deface any stickers, engravings or identification marks on the Chromebook or charger.
7. It is recommended that students install a passcode on their individual devices. This helps avoid tampering and secures the Chromebook. Teachers and Tech staff may require students to share the passcode in certain instances.

### **Screen Damage**

The Chromebook screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the case or frame. Cracked Screens will result in the student/family being assessed the full purchase cost of the Chromebook.

1. Do not lean on the Chromebook.
2. Do not place anything near or on the Chromebook that could put pressure on the device.
3. Do not place anything in the case that will press against the cover.
4. Do not torque the frame or carry the device by the screen.
5. Clean the screen only with an anti-static or dry, soft cloth. NEVER use any liquids or chemicals.
6. Do not “bump” the Chromebook against lockers, walls, car doors, floors, etc., as it may crack the screen.

## USING YOUR CHROMEBOOK AT SCHOOL

1. **Chromebooks are required for use at school each day** — In addition to teacher expectations for Chromebook use, school messages, announcements, calendars and schedules may be accessed using the Chromebook. Students **must** bring their Chromebook to class each day, unless specifically instructed not to do so by their teacher.
2. **Chromebooks not in class** — If students do not bring their Chromebook to class, they are responsible for getting the coursework completed as if they had their Chromebook present. If a student repeatedly neglects to bring their Chromebook to class, they may be subject to disciplinary actions.
3. **Chromebook Undergoing Repair** — Loaner or replacement Chromebooks will be issued to students when they leave their Chromebooks for repair.
4. **Charging Your Chromebook**— Chromebooks must be brought to school charged each day. Repeat violations may be subject to disciplinary action.
5. **Screensavers/Background photos** — Inappropriate media may not be used as a screensaver or background photo. Images of sexually suggestive materials, inappropriate language, alcohol, drug, gang related symbols or pictures will result in disciplinary actions.
6. **Sound** — Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. Students are required to use headphones/ earbud for audio functions. Students are required to bring their own headphones.
7. **Apps and Storage** — Files (music, photos, etc.) and programs are NOT allowed to be downloaded to the Chromebook hard drives. Cloud storage of media is required for all files. No apps, programs, or browser extensions will be installed without express permission of Tech staff.

8. **Printing** — Printing from the Chromebooks on campus is available, but will be limited.

## USING YOUR CHROMEBOOK AT HOME

1. **Off-Campus Internet Access** — Students are allowed to connect to off-campus networks with their Chromebooks. Compass School will not provide off-campus Internet connectivity. Students can access the school network after school, before school, and during the school day.

2. **Acceptable Use--** Technology devices using the school's network may be filtered at times; however, devices logged on to different networks (home) may only be filtered based on that network's capabilities. A free internet filtering system like OpenDNS- <http://www.opendns.com/home-solutions/parental-controls> may be used to filter content at home.

## SHARING CHROMEBOOK

1. DO NOT loan Chromebooks or equipment to other students.
2. DO NOT borrow a Chromebook from another student.
3. DO NOT share passwords, login information or usernames with others.
4. Access to another person's Chromebook or device without consent is in violation of the Acceptable Use Guidelines.

## SOFTWARE on CHROMEBOOK

### 1. School Installed Apps —

The apps installed by Compass School must remain on the Chromebook at all times. From time to time the school may add apps for use in a particular course. Students should not delete or move any apps, folders, or files that they did not create or that they do not recognize. Deletion of certain files or apps will result in the student's inability to complete class work. If a Chromebook is found to be 'jailbroken', or if school installed apps are removed or modified, the student may be subject to disciplinary action.

2. **Additional Apps** — Students are allowed to install additional apps on their Chromebooks at their own expense with express approval of Tech staff. Some apps may be banned by the administration. It is the student's responsibility to keep these apps off the Chromebook.

3. **Inspection** — Chromebooks will be inspected periodically or at anytime by the Tech staff.

4. **Procedure for re-loading data** — If technical difficulties occur, the Chromebook may be restored to its originally issued state. The school does not accept responsibility for the loss of apps or data deleted due to a Chromebook restore. Cloud storage is required to mitigate such losses.
5. **Updates** — Operating system updates are available from time to time. It is recommended that students keep the Chromebook OS and apps up to date by rebooting at least once per week.

## **CHROMEBOOK MALFUNCTION, DAMAGE, OR LOSS**

1. In the event of Chromebook malfunction, students are required to bring the device to Tech staff for inspection. The school will be responsible for assessing damages, repairing, or replacing Chromebooks that malfunction.
2. Chromebooks that are damaged must be reported to Tech staff immediately.
3. Chromebooks that have been damaged from student misuse, neglect, or abuse will be repaired at a cost to the student or replaced at original purchase price.
4. Chromebooks that are lost or stolen must be reported immediately to Tech staff. A report will be filed with Law Enforcement. The original purchase price of the device will be assessed to replace the Chromebook if the student is found to have been negligent.

## **INSURING YOUR CHROMEBOOK**

Personal Coverage — Students or parents may wish to carry their own personal insurance to protect the Chromebook in the event of theft, loss, or accidental damage. A few options include:

Homeowners – some insurance companies allow devices to be added for an additional fee.

Private Chromebook insurance can be obtained by at <http://www.worthavegroup.com/Chromebook>

## Compass School

### Student & Parent/Guardian Chromebook Agreement Form

To assure equity in access to computer technology and the learning opportunities these allow in and outside school, we are committing to providing a portable computer device for any student who cannot afford one or does not have a computer they can bring to school daily. For students who don't have their own computer to bring to school daily, Compass is offering to provide a Chromebook for a refundable \$100 security deposit and agreement to the conditions below. Financial need based waivers to the security deposit can be requested. We trust families will not request a Chromebook if their student has access to a reliable portable computer device that can serve their needs in and outside school.

Each student and parent/guardian is asked to read the agreement carefully, initial each item and sign the agreement at the back of the page.

#### Use of / Proper Care / Precautions / Personal Responsibilities

	Student Initials	Parent Initials	
1.			I/We understand that the Chromebook/device and its accessory equipment are the property of the Compass School. Students may be issued used devices.
2.			I/We understand that the student, with support of parent/guardian, is responsible for the general care and safety of the Chromebook and will be held responsible for such.
3.			I/We understand that a refundable \$100 security deposit is required before the Chromebook is issued. This will be refunded when the Chromebook is returned, provided there is no damage beyond normal wear.
4.			I/We understand that security deposits returns may be pro-rated for physical damage. Device assessments may be conducted periodically or at anytime. Student may be issued a device with a minimal amount of damage and will not be held accountable of any initial damage, only additional damage.
5.			I/We understand and agree to follow the rules and regulations of Compass's Acceptable Use Policy, and further acknowledge that failure to follow the Acceptable Use policy will result in disciplinary action.
6.			I/We understand that the Chromebook/device will be returned at the school's discretion for maintenance and upgrades. Replacement devices will be available during maintenance. Devices may be swapped out by the school at any point for any reason.
7.			I/We understand that I/We must report all Chromebook

			damages or the theft/loss of the Chromebook/device to administration immediately. In the event the Chromebook is stolen, a police report will be filed.
8.			I/We understand that all students must have their (charged) Chromebooks along with their power cord and headphones/ earbuds ready to go at the start of each school day. Compass will not issue headphones/ earbuds. Headphones/ earbuds are required for audio use and are the student's responsibility to acquire and have each school day.
9.			I/we understand Chromebooks that have been damaged from student misuse, neglect, or abuse will be repaired or replaced at a cost to the student/ family. Severe incidents such as cracked screens may result in the student incurring the full replacement cost of the Chromebook.
10.			I/we understand that the school may install apps or programs on the Chromebook/device to comply with the Compass Acceptable Use Policy as well as state and federal regulations. Students will not download apps without approval from Compass tech support. Students are not allowed to save files to the Chromebook hard drive, only cloud storage is authorized.
11.			<p>I/we understand that students or parents may wish to carry their own personal insurance to protect the Chromebook/device in the event of theft, loss, or accidental damage.</p> <p>A few options include:</p> <p>→ Homeowners insurance– some insurance companies allow devices to be added for an additional fee.</p> <p>→ Private Chromebook/computer insurance can be obtained at <a href="http://www.worthavegroup.com/Chromebook">http://www.worthavegroup.com/Chromebook</a></p>

*Compass School reserves the right to amend this agreement at any time and endorses no product of company.*

A signature below signifies that student and parent/ guardian has read and acknowledges the above rules, policies, expectations, and requirements.

Print Student Name \_\_\_\_\_

Student Grade \_\_\_\_\_

Advisor \_\_\_\_\_

Student Signature: \_\_\_\_\_ date \_\_\_\_\_

Parent /Guardian signature: \_\_\_\_\_ date \_\_\_\_\_

## 2015-16 Compass School Calendar

Weekly Schedule: Wednesday and Friday 8:20 am-2:10 pm; Monday, Tuesday, Thursday 8:20 am-4:00 pm

August 20	Teachers and Staff return
August 29	Family Orientation (mandatory) 10:00-1:00 (lunch included) Community Volunteer Work Day 1:00-5:00 p.m. – Please come help!
August 31	School begins – 8:20 a.m.-2:10 p.m. all week
September 7	NO SCHOOL - Labor Day
September 8	Exploratories begin – school until 4 pm on Tuesdays, Wednesdays, Thursdays
September 24	Health Day for High School
September 23-24	Middle School Camping Trip
September 25	NO SCHOOL - Teacher In-Service
October 9	Mountain Day – 8 a.m.-4 p.m. school day
October 12	NO SCHOOL –Columbus Day
October 22	Compass Day—Open to families, alumni, and relatives 11:30-4:00
October 26	NO SCHOOL –Teacher In-Service Day/ Parent-Student-Teacher Conferences
October 29	1st Quarter Exploratories end
November 2	2nd quarter Exploratories begin
November 6	College Visit Day
November 23-27	NO SCHOOL - Thanksgiving Vacation
November 30	NO SCHOOL - In-service Day
December 11-12	School Play
December 16-17	Middle School Presentations of Learning
December 17	2nd Quarter Exploratories end
December 18	Giving Day (8:25 a.m.-2:10 p.m. school day)
Dec. 21- Jan. 4	NO SCHOOL - December Holiday Vacation
January 4	NO SCHOOL-Teacher In-service Day
January 5	School Resumes - 8:25 a.m.
January 5	3rd Quarter Exploratories begin
January 7	Winter Sports begins
January 18	NO SCHOOL - Martin Luther King Day
January 19	NO SCHOOL – In-service/ Parent-Student-Teacher Conferences
February 15	Deadline to apply for financial aid for '15-'16
February 15-19	NO SCHOOL - Winter Vacation
February 22-26	Community Service Winter Term - 2:10 p.m. dismissal
February 29	NO SCHOOL – In-service day
March 1	NO SCHOOL - Town Meeting Day

March 6	Re-enrollment Deadline for Returning Students
March 18	Winter Carnival
March 30	NO SCHOOL - In-service Day (early release WNESU)
March 31	3rd Quarter Exploratories end
April 4	4th Quarter Exploratories begin
April 18-22	NO SCHOOL - April Vacation
April 25	NO SCHOOL-In-service
April 26-May 6	Senior Projects—Field work
May 9	Health Day
May 10-12	7th/8th and 9th/10th Spring Trips
May 13	NO SCHOOL - Teacher In-Service
May 20	Senior Project Presentations 10:30-2:00
May 24-26	Senior Graduation Roundtables scheduled in afternoon-evening slots
May 26-27	7th grade Presentations of Learning
May 26	Exploratories end
May 26-27	Portfolios (gr. 8 and 10) and Exams/End of 2 <sup>nd</sup> Semester
May 30	NO SCHOOL - Memorial Day
June 5	Graduation Ceremony 2:00 p.m.
May 31-June 6	Project Week (2:10 p.m. dismissal)
June 7	Project Week Exhibition and End of Year Celebration 3:00-8:00 p.m. school day
June 8	LAST DAY OF SCHOOL
June 9-17	Teachers' Meetings

SNOW DAYS: Compass follows WNESU (Windham Northeast Supervisory Union) cancellations. Please listen to the radio or check [www. Dover.net](http://www. Dover.net) for closing information.