



Burke Mountain Academy  
2022-23  
Handbook

A Guide for Students, Parents, Faculty, and Staff

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**A Note About this Handbook:**

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

**Non-Discrimination:**

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

**Inclusivity and Gender Identity:**

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

# Acknowledgement & Receipt Page

I have received, reviewed, and understand the 2022-2023 Burke Mountain Academy Handbook (the "Handbook"). We understand that this Handbook is for informational purposes only and is only meant to be used by those affiliated with the school community. It is not intended to create, nor does it create, a contract or part of a contract in any way, including but not limited to, between the school and any parent, guardian or student affiliated with or attending the school. We understand that the terms and conditions of the Enrollment Contract signed by us determines our relationship with the school. We further understand that the school reserves the right, in its sole discretion, to add, revise and/or delete school policies before, during, and after the school year and such updates need not be in writing or incorporated into this Handbook.

Student Printed Name: \_\_\_\_\_

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

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

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I have read the Honor Code within the Handbook. My signature below attests to my clear understanding and commitment to the Honor Code.

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

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I have read and agree to the Acceptable Use Policy for the computer network at BMA on page 39 of the Handbook.

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

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## Mission Statement

Burke Mountain Academy provides passionate ski racers the opportunity to pursue their limitless academic and athletic potential in a community based on trust.

We embrace an ethos in which hard work is held in the highest esteem, and believe risking failure and learning from success are exceptional preparation for life beyond Burke.

## Honor Code

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

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

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

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

## Photography/Video Release

Burke Mountain Academy (BMA) uses photographs and videos of students in its marketing materials, including printed materials and electronic materials that may be distributed via email and/or posted on BMA's website, blog, Facebook page and/or other social media outlets, as described in the Student Media Policy on page of the Handbook.

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

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

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

# The BMA Process: The Three Legs of the Stool

When students arrive at BMA they are welcomed as members of our community. They have chosen to take part in a rigorous academic and athletic program and are given the respect and freedom to shape their own Burke experience. The demanding program of BMA requires hard work. Freedom and trust require students to act with respect, honor, and responsibility in order to build and maintain the program and the community. Students are encouraged and ultimately required to take risks and expand boundaries as they struggle and work hard not only to negotiate but also to define the responsibilities and values of the three legs of the stool: athletics, academics, and community. When students are granted the trust, respect, and freedom to create and sustain the values that define their program, they work much harder to continually strengthen them. It is an environment in which students thrive.

The process is not linear and is intentionally challenging. It involves engagement, reflection, adjustment, and improvement. The rigors and freedoms of BMA provide students the opportunity to push themselves beyond their perceived limits. When fully engaged in this process, periodic failure is likely. In the Burke context, failure is not fatal and is to be embraced as a key catalyst to long term success. The strength of the community provides the support to rebound from failure and grow.

The struggles and triumphs are emotional for students, parents, and staff. Hard work is inspiring and rewarding while also frustrating and tiring. Trust is a huge responsibility that when combined with compassion grows stronger. Freedom for students is daunting but results in ownership, confidence, and leadership. Like muscle, damage and recovery make the community and the individual stronger so all of us can withstand higher loads and be more resistant to injury.

The BMA process aims to nurture and support an individual who values community, takes ownership of the process, sees hard work as a path to growth, and is resilient. This is exceptional preparation for life.

## The Role of Parents and Staff in the BMA Process

### What parents can expect from Burke Mountain Academy:

1. Parents can expect that staff will provide students with an environment in which all student-athletes can “pursue their limitless academic and athletic potential.”
2. Parents can expect that staff will approach all students with a growth mindset that embraces the BMA “ethos in which hard work is held in the highest esteem, and believe risking failure and learning from success are exceptional for life beyond Burke.”
3. Parents can expect that the BMA staff will embrace and model the BMA Process, Mission, and Honor Code.
4. Parents can expect regular communication about their children from BMA, including academic progress reports, semester narrative reports, coaching evaluations, and informal messages (via phone, e-mail, or in person) about successes and areas for growth during the school year.
5. Parents can expect that staff will work closely with student-athletes to support and direct their effort in all aspects of our program. In addition, parents can expect to be part of the process and to collaborate in follow-up plans and strategies to help to ensure student growth in all areas of the school.
6. Parents can expect to be informed when there is a major violation of the Honor Code that impacts or involves their child.

### What Burke Mountain Academy can expect from parents:

1. BMA can expect parents to support and encourage the ethos of personal responsibility and accountability embodied by the BMA Process, Mission, and Honor Code.
2. BMA can expect parents to encourage and support their children in learning the critical skills of self-advocacy and direct communication.
3. BMA can expect parents to support their student’s participation in the full complement of duties, events, and programming offered throughout the academic, athletic and community realms. BMA expects full student buy-in to all aspects of the BMA program and parental support is critical in this process.
4. BMA can expect that parents will model the ideals put forth in the Honor Code and support both their children and the school during violations of the Honor Code.

5. BMA can expect that parents will bring forth their concerns about their children's experience at Burke in a way that honors the belief that direct communication between the parties impacted is the best practice. The first contact should be with the teacher, coach, or dorm parent.

### Proper lines of communication:

- First contact the individual teacher, coach, or dorm parent
- Next, include the student's advisor
- As relevant, contact:
  - Academics: Academic Director
  - Athletics: Athletic Director
  - Residential Life: Residential Life Director
  - Student Life: Student Life Director
- Last, contact, as relevant: The Head of School

# Meet the Staff

ATHLETIC DEPARTMENT	ACADEMIC FACULTY	ADMINISTRATION
Travis Apple - U14 Coach	Kate Apple - Middle School Teacher	Becky Armstrong - Executive Assistant/Registrar
Iver Bjerkestrand - ETeam Head Coach	Tom Bojko - College Counseling Director/ English 12 Teacher	Duncan Barnes - Residential Life & Learning Center Director/STEM Teacher
Lucas Bonnevie - Athletic Trainer	Kenyon Fatt - Art and Math Teacher	Alyssa Belcher - Student Life Director
Kyle Darling - FIS Women Head Coach	Tom Forster - Middle School and Academy STEM Teacher	Marcia Berry - Development Coordinator/HR
Terry Delliquadri - U14 Head Coach	Jonathan Gerkin - English Teacher	Willy Booker '96 - Head of School
Thomas Erhard - U16 Head Coach	Wes Goldsberry - History Teacher	Jenny Bruell Fisher '01 - Advancement Director
Darrell Gray - High Performance Director	Matt Johnson - Middle School Humanities Teacher	Isaac Gresser - Sous Chef
Christian Herzog - FIS Women Coach	John McKinnon - STEM Teacher	Ryan Lajoie - Sous Chef
Jesse Hunt '83 - Sport Director	Britta Milks - Math Teacher	Nate Maleski - Executive Chef
Will Kloman - ETeam Coach	Jack Schrupp - French Teacher	Mike Middleton - Buildings & Grounds Manager
Morgan Korpi - FIS Men Head Coach		Abbie Montgomery - School Nurse
Austin Lilley - FIS Men Coach		Garrett Quimby - Operations Director
Ryan Markham '00 - Training Venue Manager		Warren Samuels - Enrollment Director
Felix McGrath - European Programs Director		Ida Sargent '06 - Academic Director/STEM Teacher
Max McVey - FIS Men Coach		Bethanie Waryas - School Nurse
Diann Roffe '85 - Junior Program Director		Meryl Willett - Marketing & Communications Manager
Ashley Sargent - U16 Coach		
Jeff Sirjane - FIS Men Coach		
Kraig Sourbeer '83 - U16 Coach/Boot Specialist		
Ali Spencer - FIS Women Coach		
Jimmy Whiteley - U16 Coach		

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

# The Academic Program

## Burke Mountain Academy's Educational Philosophy

Burke Mountain Academy's academic program is college-preparatory in nature, but our objectives encompass a larger vision and a broader horizon, stretching beyond college and into one's fuller, later life. We strive to instill both the confidence to take intellectual risks and the passion to pursue them.

Certain distinguishing characteristics of our program both reflect and reaffirm our educational philosophy. Since its founding, BMA has never given grades to mark the completion of courses in our curriculum. Indeed, we believe that the primary motivation for academic work must come from within our students. Working toward some arbitrary measure of performance can undermine a central community value of BMA: learning for learning's sake. We think that, all too often, grades may cause students to work for the wrong reasons. Instead, what we strive to foster is an atmosphere best described by the idea of students having true dialogues with teachers, both in and out of our classrooms.

The academic component of Burke's educational philosophy seeks to develop a personal commitment to life-long learning. Three fundamental principles define the core of our academic program:

1. Stimulating intellectual curiosity
2. Developing critical skills and problem solving
3. Building content and conceptual understanding

These principles provide both an end and a means for determining our curricula, gauging our teaching methods, and providing a backbone for the dialogues we have with our students. We look for "teachable moments" both in and out of the classroom. The best learning that happens here is more a voyage than a destination. The objectives that our students set for themselves often extend far beyond the Burke classroom. In their own ways, students gradually begin to recognize some of our intentions and designs as educators.

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

## Burke Mountain Academy's Evaluation Process

In lieu of grades, at the conclusion of each trimester, our teaching faculty writes comprehensive evaluations of each student's progress in every course. This process of assessment encourages students to recognize individual challenges and opportunities and to work toward self-improvement and future learning – which is, in our eyes, the real purpose of education. We are convinced that continuing growth is always possible. Narrative assessments are written as a letter from the teacher to the student identifying strengths, weaknesses, and opportunities for growth. In line with our academic philosophy, we value curiosity, drive, responsibility, self-awareness, and consideration and we use the narrative assessments as a moment to reflect on these areas of character development as well as content and skill development in the classroom.

Beyond this assessment process, our students write their own self-evaluations twice annually, in which they take personal stock of their recent past, articulate their current state of mind, and set individual goals. These "Term-ends" are a BMA tradition, and the moment of reflection provides the foundation for the personal growth we value.

## Structure of the Curriculum

The four-year, 9<sup>th</sup> grade through 12<sup>th</sup> grade curriculum is based on English, Math, and Science every year, History and World Language for three years, and diverse elective offerings. These are the basic requirements, though individual student schedules vary based on ability and background. Because we do not build our entire class in the 9<sup>th</sup> grade (approximately half of our senior class starts at Burke in the 9<sup>th</sup> grade), despite considerable admissions selectivity, we are often faced with divergent competencies and preparation on the part of our students – from reading and writing skills to widely differing mathematical understanding based on variably integrated curricula. We rely heavily on our small size and attention to individual student growth to wrestle with these individual student challenges. Our boarding school setting provides ample, favorable opportunities for tutorial or extra-help sessions and special attention. However, at times, we insist on

additional academic support (Learning Center) and even require summer work elsewhere, in certain circumstances. In the same vein, our small size also affords room for student enrichment and learning, often beyond the bounds of our regular curriculum structure, based on student interests. In addition, if the established curriculum sequence has been completed, motivated students can set up independent studies with teachers, contingent on the teacher's availability.

We work with two weekly class schedules, one for the fall and spring and another for the winter ski season. We state quite clearly that we expect the "heavy lifting" in the academic program to occur during the fall and spring, when the typical class meets four days per week for three 45-minute periods and one 75-minute period and homework assignments anticipate an additional thirty to forty minutes of preparation per class per night. The winter schedule reduces the class meetings to three per week. The objective during the winter is to maintain continuity, curiosity, and balance in the academic program during the busy competition season. At other points of the school year, in order to align with the unique BMA calendar, faculty will facilitate opportunities for project-based and experiential learning such as through topic based courses or activism and service projects which are a required part of the academic curriculum.

Throughout the year, we try very hard to underscore the primacy of reading. Free reading periods, during which faculty advisors sit among their student advisees for thirty minutes, are designed to encourage a quiet, contemplative time to learn and to begin to enjoy the pleasures of picking up and getting into a book that is not required for a course. At other times in the year, books are assigned for the entire school to read and discuss.

## Accommodations

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

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

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

Although the School endeavors to provide the finest academic programs and assistance to students in helping them to achieve their academic goals and advancement, no particular student success is, or can be, guaranteed. These are primarily the result of the individual student's effort, ability, and attitude.

## The School Year

We have a trimester calendar, with year-long courses. To earn credit in any given subject, students must successfully complete the course requirements for each term of instruction. The dates of the academic semesters for 2022-2023 are as follows:

1<sup>ST</sup> Trimester: 8/22/22 - 11/18/22

2<sup>ND</sup> Trimester: 12/5/22 - 2/10/23

3<sup>RD</sup> Trimester: 2/27/23 - 5/26/23

In addition, students will complete topic based courses during the fall training camp block and community service projects during the final week of the school year.

## Curriculum Map

The following chart lays out the standard flow of courses that a student takes at Burke. Prior coursework may necessitate modifications to this schedule.

### 8th Grade:

English 8  
Social Studies 8  
Math 8  
Science 8  
French  
Art

### 9th Grade:

English 9  
World History  
Accelerated Algebra  
Biology  
French

### 10th Grade:

English 10  
Global Studies  
Geometry  
Anatomy & Physiology  
French

### 11th Grade:

English 11  
U.S. History  
Chemistry  
Precalculus or Data Science  
French

### 12th Grade:

English 12  
Physics  
Calculus or Data Science  
Elective  
Elective

Each entering student is placed into courses by the Academic Director after a thorough review of the student's previous coursework and transcript. Any departures from the standard curriculum, including acceleration and/or changes in course load, need to be discussed with the Academic Director and may involve parents and homeschooling. Transfer credits will not be accepted in lieu of core curriculum courses, unless under an approved circumstance from the Academic Director.

## Missing Classes and Late Work Understanding

At BMA, we believe that students take an active role in making the most of their academic experience. Part of that responsibility is completing academic work in a timely fashion and meeting deadlines as set by the teaching faculty. During the year, it is the responsibility of every student to communicate all ski and athletic related travel with the teaching faculty and Student Life Director. Students must communicate with their teachers well before anticipated trips and then access missed academic assignments via our learning management system, Canvas. Students are encouraged to be proactive in how they manage their time and work ahead when appropriate. If a student falls behind in his or her academic program, the student should schedule a conference with the individual teacher who will follow up with the Academic Director and create a plan of action to get caught up with late assignments and assessments. Students will be required to attend Flex periods for any course that they are behind in and may be asked to attend evening study hall. If the student does not uphold the plan of action by the agreed upon timeline, the teacher will follow up with the Academic Director who will communicate with the student, parents, advisor, and lead coach. It should be understood from the outset that athletic participation can be withheld due to a lack of responsibility to follow through with the plan of action created by the student and teacher.

If a student is incomplete in major assessments and assignments at the end of the trimester, they must finish all late work within two weeks of the last day of the trimester. During this time, the student will communicate with the teacher and Academic Director in order to build a plan to complete all course work. Students will

not receive a narrative evaluation until all outstanding work has been completed. Any assignments or course work not completed within two weeks of the end of the trimester will not be accepted and these incompletes may result in the student not receiving credit for the course.

## Campus Quiet Hours

Burke students have ample opportunity in the evening to study independently, to prepare homework assignments, and to learn to manage their time effectively. It is important that we foster an atmosphere during Quiet Hours, 7:30 pm – 9:30 pm, Sunday through Thursday, in which our students can work productively, at their own individual paces, without interruptions. To accomplish these goals, we have developed and articulated an understanding of what we call “Quiet Hours.”

Our expectation during Quiet Hours is that all areas of campus are quiet so that students can choose a productive place to study whether that is in their dorm room, a classroom, the library, student center, etc. It is expected that even outdoor spaces are quiet so that if windows are open, someone studying inside will not be interrupted. The only music listening option available during these hours is through headphones. Group study and other special study situations should take into consideration the needs of others.

## Study Hall

Study hall will be held Monday through Thursday night in the Witherell classrooms for all boarding 8th and 9<sup>th</sup> graders from 7:30 pm to 8:30 pm. The goal of this study hall is to support our younger learners and model the study habits that are necessary for future success. The on-duty staff member will supervise this study hall.

## Structured Study Hall

Structured study hall will be held Saturday and Sunday from 3:00 pm to 5:00 pm. Students will be assigned to a structured study hall if they are behind in their course work. The on-duty staff member will supervise this study hall.

## Academic Honesty

The Burke community is as strong as all of us working together; and it is as weak as the one person who defies right in favor of wrong. Our Honor Code articulates the premises by which we choose to live here. One of the most central of these premises is academic honesty.

We try hard to develop and encourage a sense of and commitment to intellectual curiosity at Burke. It depends on independence of thought as well as research. More deeply, this sense of inquiry rests on the foundation of recognizing the difference between this independence of thought and outside research. Teachers at Burke do not expect their students to break new ground in quantum mechanics or to revise current theories on the causes of the French Revolution. Our students are here to learn how to learn, and teachers are here to guide them in these efforts.

Given the stresses and strains of homework assignments, travel, race competition, and everything else that goes into the mix of Burke life, the temptation to cut corners academically or otherwise will always be present. We take this ethical crossroad most seriously. Plagiarism – or, for that matter, ANY attempt by a Burke student to portray someone else’s work as his or her own – is simply not tolerated. It is a clear violation of the Honor Code and subjects the offender to our gravest disciplinary measures, including expulsion. Offenses may be as sloppy as the failure to document sources properly in a paper, sharing answers on a homework assignment, or something more malevolent. However, there are no excuses. Students will receive one warning during their time at Burke and then a second offense will result in a suspension. Academic honesty is a pillar of Burke’s foundation.

## College Counseling

College Counseling at Burke Mountain Academy is comprehensive and hands-on but organized in such a way as to avoid interfering with our students' busy lives. While the Director of College Counseling is happy to communicate with parents and students in all grades, the program officially begins in the spring of the junior year. For an in-depth discussion of our college counseling program, please refer to the College Counseling Handbook, which is updated every year and emailed to all parents.

## Remote Learning Under Extraordinary Circumstances

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

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

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

Families are reminded that the School's responsible use of technology policy is in effect during any period of digital learning. Students are expected to treat each other, faculty, and staff with respect and to refrain from any inappropriate conduct. If a student feels uncomfortable or worse as a result of an interaction with another student or a school employee, the student and/or parents should report the concern immediately to the Academic Director. The School's policies for addressing reports of misconduct contained elsewhere in this Handbook will be followed to address the situation.

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

# Athletic Life

The athletic life of a Burke student is an integral part of Burke's overall philosophy of striving for excellence. Burke's athletic program is both supportive and demanding, innovative and traditional, individually oriented and team oriented. Each student is asked to push the limits of his/her comfort zone in a variety of different ways. From fall dryland training to on-snow competition, each Burke athlete explores new depths of conditioning and competition. Burke athletes typically experience a dramatic growth in self-esteem, confidence, coordination, and conditioning.

## Preparation Period

All Burke students will receive strength and conditioning programs during summer vacation. New Burke students will receive a more general plan, and will receive more specific training, coaching, and preparation when they arrive at Burke. The goal for all Burke athletes is to begin the fall conditioning program with a strong base, as ready as possible for the challenges of fall dryland.

Part of becoming a Burke athlete is switching from a part-time competitor to a year-round program of regular training, including a variety of sports, and specific rest periods. It takes time to learn how to make both the physical and psychological commitment required to reach one's goals. Nevertheless, the sooner one begins to develop the necessary self-discipline, work habits, and love of training, the better.

## Physical Test Standards

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

## Fall Sports

BMA belongs to the Vermont Principals Association, the governing body for Vermont high school sports. Both men and women at Burke participate in soccer. Team competition is just one part of a complete, intensive, and well-designed fall conditioning program. In addition to soccer, typical Burke workouts during the fall involve mountain biking, weight lifting, gymnastics, hiking and outdoor strength circuits.

## Winter Ski Program

A notice outlining the specifics of each program will be sent from the Head Coach.

## Spring Sports

The spring at Burke is a transitional time from the winter's competition period through the new training year which begins in May. During this time, students are encouraged to participate in a myriad of available activities and sports here on campus. In recent years, BMA has fielded teams for Road and Mountain Biking. Formal training focuses aerobic and strength base building through morning runs, hikes and bikes; and afternoon strength sessions two to three times a week in the gym or outdoors.

## Green Mountain Run

The spring also involves the entire student body preparing for the annual Green Mountain Run (GMR), the 24-hour, 200-mile, south-to-north run of Route 100. The GMR symbolizes all that can be accomplished through one common will, overwhelming energy, and determination. The community is strengthened and friendships are renewed after the long winter, as staff and students alike pull for one another. Without question, this is one of the major highlights of the year.

## Athletic Evaluations

Each student will receive an athletic evaluation at the end of each academic trimester. Coaches' evaluations will be distributed to the students and parents, and kept on file at BMA. The evaluations are intended to be a

useful communication tool between the coach, athlete, and family to help focus the direction of the athlete's development. Evaluations will cover topics including technical and tactical skills, attitude and motivation, physical conditioning, equipment, etc.

## Ski Equipment

BMA has a close working relationship with all the major ski equipment manufacturers. Equipment ordering should be done in concert with your coach, and is generally completed in the spring or summer. Sponsorships (largely merit-based) are determined by the companies. Questions should be directed to the Head Coaches.

The amount of equipment that must be gathered and organized prior to the first day on snow is significant. Please be sure to contact us immediately if something is not properly attended to.

All racers, either on loan equipment or special purchase, should demonstrate their appreciation for this special relationship between the company, BMA, and themselves. Each athlete is responsible for representing the product favorably, caring for, and maintaining the equipment. A year end "thank you" and mid-season updates from the athletes are great for maintaining this vital relationship. **Company support is a privilege.**

**Ski helmets are to be worn at all times for training, racing, and free skiing. Chin guards (face protection bars attached to the helmet) are to be worn for all SL training and racing.**

## Back Protectors

**All BMA athletes are expected to wear back protectors for all training, racing and free skiing.** Back protectors are made by several different manufacturers and come in a variety of styles. Talk to your coach about which will work best for you. Back protectors provide protection from impact, add both warmth and stability, and help with aerodynamics in speed. They are becoming more and more prevalent at all levels of competition and in all disciplines (they're not just for speed!)

## Non-Ski Sports Equipment

Burke provides some of the sports equipment for team sports, but there are personal items that must be provided by the students for competition and training. Burke operates a school store where some equipment and clothing can be purchased. However, the student must bring the following athletic equipment, broken-in and ready to use!

1. Cross-country Mountain Bike is required!
  - a. Flat pedals with no clips or straps are great for those just starting out, and students can move to clip-in pedals when they are more comfortable on the trail. The terrain around Burke is ideal for mountain bike riding, training, and competition. A mountain bike is also perfect as a rehabilitation tool for those injured or who are unable to run. You must have a bike helmet to be worn at all times for riding.
  - b. **Also required:** bike shorts with good chamois pad; full- or half-finger mountain bike gloves; quick-dry bike jersey and long-sleeved shirt for riding; basic bike repair kit including tube, pump, tire levers, and multi-tool; water bottles or Camelbak for riding.
2. Athletic Shoes:
  - a. Soccer cleats – broken in!
  - b. One pair for running, new or in good shape.
  - c. One pair or older running shoes for hiking & obstacle courses in the dirt and mud – knobby soles & tough (trail running shoes) are best but not necessary.
  - d. One pair of shoes not for training but to save the good ones
  - e. One pair of warm boots for the snow (good for gatekeeping!)
  - f. Though not mandatory, we strongly encourage students to purchase weight lifting specific shoes. If not, they must at least have a pair of suitable shoes to be used only in the training center.
3. Clothing
  - a. Raincoat/suit, good year-round!
  - b. Several changes of dryland training gear – the outdoors is our gym
4. Heart Rate Monitor and Watch
  - a. Each athlete should have a heart rate monitor and/or sports watch. It does not need to be fancy. The basic \$50-\$60 dollar versions are just fine.

# Student Health Procedures

## Health Information Sharing

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

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

## Confidentiality

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

## Physical Exam

Every Burke Mountain Academy student is required to have a complete physical examination prior to departing for the August ski camp or the beginning of the school year. The benefits of our dryland conditioning, ski racing, on-snow ski camps and fall competitive sports are integral to our ski academy program. As mentioned in the Health Information Sharing policy, it is critical that we are aware of any existing or potential physical problems that will require individualized attention and care.

## Medical Forms

To be filled out and signed:

1. Physical Examination form - must be signed by physician
2. Immunization Record – VT State Law requires accuracy
3. School Docs online Health record
4. Northern Counties Health Center forms
5. BMA Medical Release form
6. Proof of Covid 19 Vaccination
7. Concussion History form
8. Impact Permission
9. Insurance Cards copied into School Docs online health record.
10. Any necessary Emergency Action Plans (allergy/anaphylaxis, asthma, diabetes, seizure)
11. Signed physician order for any prescribed medications the student is to be taking. The physician order should state if this medication should be stored with the student or kept with their dorm parent for administration. All controlled medications will be kept with dorm parents to hand out at prescribed times.

Please make certain that the forms which were sent in a prior mailing are **filled out completely and accurately**. The signed medical release form is critical to obtain medical care in the case of an emergency. BMA will work very closely with the Vermont Health Department and local physicians to see that the best health care is provided.

## Dental Appointments

Please have your dental work done before you come to Burke or when you are home during vacations. In case of an emergency, we have established a strong relationship with a dentist in St. Johnsbury.

## Illness

The nature of a boarding school, combined with the amount of travel and intensity of athletic training, creates a situation where we have very healthy student/athletes who are also susceptible to become sick when overtired and readily exposed to other students who might become ill. If a student is feeling ill or is injured on campus during a non-sport related activity, they should inform their dorm parents and/or duty person right away as well as email the Health Center. The dorm parent will update the student's status in Reach Boarding to "in-dorm-sick" then determine next steps as appropriate. The nurse or person on duty that day will be responsible for setting up and transporting the student to any necessary appointments. The student's parents will be contacted promptly by the student, dorm parent, or nurse. Basic first aid supplies are available in the Health Center or on the taping bench in the training room to treat minor cuts, scrapes, blisters, etc. There may be occasions when the parent will know before staff that the student is not feeling well and the parent should urge the student to contact the Health Center or dorm parent so the proper health care is received. Please contact the Health Center if you are concerned with your child's health or question whether they have communicated such concerns. In many cases, we find that students are more comfortable recuperating at home, and request that local parents house students under these circumstances when possible.

## Sports Injuries

Our athletic trainer is responsible for the prevention, evaluation, management, and rehabilitation of athletic injuries at Burke. BMA has a well-equipped athletic training room that allows proper management and rehabilitation for many different injuries. BMA will provide medical coverage for most fall athletic events, many winter races and spring athletic events.

## Injury Procedures

Injury evaluation and treatment will be handled by the athletic trainer. In the athletic trainer's absence, the BMA coaching staff will provide basic care. Based on the athletic trainer's evaluation, the decision will be made whether the athlete needs to be referred to a physician or the emergency room. Most often these referrals are encouraged, whereupon we will travel to either Saint Johnsbury or Dartmouth Hitchcock to an Orthopedic and Sports Medicine Specialist. Parents will be billed for these additional transportation expenses. Parental notification is our policy in all injury and medical cases with the understanding that our primary concern is to address medical issues as permitted by the medical release form if the parent(s) cannot be contacted.

## Injury Limitations

Every student/athlete will be expected to perform all of the physical standard tests on opening day unless restricted by a physician, and more specifically an orthopedist, where applicable. **These restriction notes must be presented to the athletic trainer prior to opening day, and specified as part of the beginning of the school year evaluation.**

## Medication at School

The Health Center nurses **MUST know of ANY and ALL medications**, both prescription and over the counter, that a student is taking or will bring to school. This requirement continues throughout the entire school year (i.e., if a student returns from Thanksgiving vacation with medication, we must know) in order to ensure proper care and a safer living environment for all. Controlled substances, such as ADHD medication, Narcotic pain medications and seizure medication, will be kept with dorm parents and distributed as prescribed. Please indicate ALL medications on the Northern Counties Health care forms and in School Docs. Please email the Health Center with any questions. Prescription drugs are intended to be used only by the person for whom it was prescribed. Misuse of prescription drugs will be consistent with a violation of the alcohol, drug, and tobacco policy (refer to School Life section).

One final note: We strongly encourage good habits regarding nutrition, hydration, sleep, active rest, and disciplined rehabilitation with the belief that neglect in any of these areas can lead to illness and injury. We will continue to assist those who are sick and/or injured to return to normal activity as quickly as possible.

The school does not condone the use of supplements such as those commonly purchased at GNC stores or online and often used for the goal of enhancing athletic performance, building muscle mass or losing weight. Such substances, which are not FDA approved, can pose serious health risks especially to adolescents. Students instead are encouraged to follow good nutrition habits, sleep well and train within their chosen sport or in the fitness center to achieve their athletic and personal goals. Staff members in athletics and the health center are excellent resources for guidance in these areas. Should a student choose to use supplements, parents must provide permission, and the school strongly suggests that such use be under a pediatrician's supervision.

## Communicable Illness and Immunizations

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

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

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

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

## Food Allergies

Our goals are to provide a safe and respectful environment for all students, to educate the school community about the nature of food allergies, and to provide support and encouragement as our students develop good decision-making skills and learn the critical lessons of managing their allergies. We hope to foster self-confidence, self-respect, and self-advocacy in our students, and to support families as they help students learn to appropriately manage their allergies. For students without allergies, our goals are to increase their awareness of food allergies, and to encourage the development of empathy and the skills needed for them to

become supportive allies for their peers. As a school, we strive to help our students graduate with the skills and confidence to advocate for their own and others' health and physical safety. Please note that BMA is not a nut-free environment.

The school is committed to providing a safe and inclusive environment for all students. Parents of students who have severe allergies with the potential for developing anaphylaxis must meet with the School Nurse to develop an Action Plan *prior to the start of the school year*. This plan must be reviewed prior to the start of each school year.

## Medical Leave

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

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

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

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

## Asbestos Hazard Emergency Response Act

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

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

# Community Life

Along with academics and athletics, the Burke community is the very core of the school. To be part of a community requires that certain sacrifices are made for the good of all and in turn many rewards are gained. Burke was founded on the premise that adults and teenagers alike could share and commit to a common set of values, morals, and goals. Every member of the Burke community becomes an integral working part of a tradition of striving for the very best in the human spirit. Through both pain and joy, the community shares the complex and difficult tasks of education, athletics, and personal growth.

The core values and guiding principles of the Burke community are set forth below and in additional materials that each student will receive throughout the school year.

## Day Student Expectations

Burke Mountain Academy was conceived and designed as a residential school, and full commitment to on-campus life is an integral part of the Burke experience. Taking responsibility for your own things, space, behavior, and care is of central importance to learning to be an elite athlete, an accomplished student, and most importantly, a person of strong character. We require work of all our students in our academics, and our athletics, but we also require work of each individual on our campus (students AND staff) to continue to hone and strengthen each of our character. This work takes the form of caring for each other and our physical spaces, and requires a physical presence.

The expectations listed below should be seen as the base-level obligation. As with all things at Burke, meeting the expectation is rarely enough: your goal should be to surpass these expectations and demonstrate true engagement and pride in all aspects of our community.

### Duration of the Day

Day students are required to be on campus from the beginning of their first commitment (morning workout, first class, or training) until the conclusion of their final commitment (end of academic day, end of workout, or dinner). Day students are required to eat lunch on campus, and are encouraged, although not required, to eat breakfast and dinner on campus. However, we do require day students to depart campus following study hall at 8:45 pm and to uphold quiet hours. Day students are expected to complete dining hall duty for any meal they attend.

### Driving and Drop Off

Day students are not permitted to come and go from campus during the day, including between the academic day and workouts, or during meals. Each day, day students should bring all the required equipment, changes of clothing, and toiletries to allow them to be on campus for the full academic and athletic program. There is a shower building for use for day students behind the science center, and day student lockers in Frazier: these areas are the responsibility of the day students to maintain and clean, just as the dorms are the responsibility of the boarding students.

Day student drivers are allowed to drive to and from campus (with siblings, if relevant) but are not allowed to drive boarding students unless permission is given from both students' families and the Head of School. There should be no driving during the academic day, as stated above.

In the winter, day students should arrive on campus and get to the training hill in the same method as the rest of their ski group (i.e., walking up or driving in the vans). No day students should be dropped off or picked up at the Mid-Burke lodge by parents or be driving themselves.

### Weekends

On weekends, day student drivers should follow the same principles: driving to campus is allowed, and again, we encourage day students to feel at home on campus and to center their social life around the school community. However, day students, much like boarding students, should not be coming and going throughout the weekend. Driving with boarding students is not allowed unless permission is given by both sets of parents and the Head of School, and in most cases the preferred option is to have a staff member drive multiple students on errands whenever possible so that trips are more efficient.

## Off-Campus Invitations for Dinner

One of the joys of living close to campus is the ability to open your home to boarding students. The best nights to invite boarding students to dinner or for an off-campus sleepover is either Friday or Saturday night. We ask that all boarding students eat meals in the dining hall Sunday through Thursday night.

## Sleepovers

If a day student wishes to have a sleepover on campus on a non-school night, this must be cleared via Reach Boarding by the dorm parent(s) in the dorm they will be sleeping in and the duty person. The reason for this is not to create additional burdens, but to make sure people who will be in charge in case of an emergency actually know who is present in each dorm. Additionally, this permission must be given by dinner (6:00 pm) on the evening in question, simply as a matter of courtesy to the staff. Sleepovers on school nights, as is the case among the boarding population, are not allowed.

## Philosophy and Community Values

The following is a brief summary of the major principles of the community, guiding student behavior in all areas of their Burke life. For more information, please see Guide to Philosophy and Community Values.

- **Freedom equals responsibility at BMA.** Students have fewer rules here than at most other private schools because we believe that self-disciplined, motivated, and committed student/athletes deserve more freedom to handle their individual training and racing careers. Preparing for college, a possible National Ski Team career, and the rest of one's life means that all our students must take a greater responsibility for the day-to-day challenges and opportunities confronting them. Each person plays a vital role in the success of the BMA program and therefore must be an active and willing member of the Burke community.
- All students are expected to support the Honor Code. The Honor Code embodies the values and principles by which we live.
- All students are expected to look for the positive in other people and focus on it. Be patient, tolerant, compassionate, and supportive of other students and faculty. Good manners, courtesy, and thoughtfulness will win you friends and respect from others all your life.
- Each student is expected to grow stronger every day as a person, a student, and as an athlete. Each student can be a leader and should exercise responsibility for him or herself and for other members of the community.
- All students are expected to take pride in the BMA campus, including the buildings and equipment.
- All students are expected to actively participate in community life through discussions of our basic values and the principles by which we live. BMA is as much the students' school as it is the staff's or Board of Trustees'. The success or failure of BMA is directly related to the degree of understanding, commitment, and participation by the students.

## Mandatory Reporting

Burke Mountain Academy and its staff have a legal obligation to comply with state and federal laws that cover educational institutions. These laws require employees of educational institutions to report when the physical health, psychological growth and development or welfare of a child under the age of 18 is harmed or is at substantial risk of harm by the acts or omissions of his or her parent or other person responsible for the child's welfare. A child who is sexually abused or at substantial risk of sexual abuse must also be reported. We ask that families understand that any mandated reporter who reasonably suspects child abuse or neglect must report to the Vermont Department for Children and Families ("DCF") within 24 hours of the time the information was first received or observed by the reporter.

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

The Head of School (or designee) will review the situation and may consult with the school's physician or mental health consultant, and, if appropriate, the student's family. If appropriate, legal counsel and/or a

consultant specializing in the care and protection of children may be involved in these reviews. The confidentiality of the student and his or her family will be protected to the extent appropriate. Please see the section on Hazing, Harassment, and Bullying Prevention and Intervention for a discussion of reporting concerns related to such misconduct.

## Dorm Life

### Dorm return and check-in

All students are required to be in their dorm at 9:30 pm Sunday through Thursday. Dorm return for the fall and spring will be 10:30 pm on Friday and Saturday night. During the competition season, dorm return will be at 10:00 pm on Friday and Saturday nights. No students may leave the dorm after dorm return without the permission of the dorm parent. Additionally, students are expected to be on their respective dorm floors (or in the case of Woods house, their respective sides of the dorm) 30 minutes after the check-in time.

### See “Quiet Hours” under Academic Section

The goals and objectives of both the students and the school warrant a quiet, disciplined campus environment. Past experience has taught us all that it is counterproductive to one’s health and long term goals to operate on less than eight hours of sleep per night. Many student athletes require an even greater amount and their needs have priority, so students should be mindful to remain quiet if a roommate needs more sleep.

### Room Assignments

Students are assigned different roommates each year and the age groups are mixed. Every student must realize that it is almost impossible to satisfy everyone’s desires. We all must remain open to change and opportunities to establish new friendships. Room changes, when appropriate, may only be made with the approval of the Residential Life Director and Dorm Parents.

### Things to Bring

#### **[All rooms have limited space/storage]**

1. ROOM: linens (regular twin bed), blankets, pillow, a good desk lamp (not halogen), heavy duty extension cord, wastebasket, storage containers for under beds, and other items (depending on how far you have to travel – there is a Wal-Mart in Littleton, about 40 minutes away, or other area shops where you can purchase things you decide you need).
2. PERSONAL: towels, soap and other bathroom items, your own eating utensils for snacks, laundry detergent (liquid) for machines.
3. All students must have an alarm clock! (Preferably electric and battery operated in case of power outage). We highly discourage the use of cell phones as alarm clocks.
4. Sleeping bag and small backpack for overnight trips including races.
5. **NO electric appliances, candles, or incense due to fire regulations (see acceptable room appliances in the BMA Handbook).**
6. Stereos allowed (no subwoofers), but please call your roommate(s) to see what they are bringing. Headphones, yes!
7. Bike – Mountain bike is required, and road bikes are also useful. Please be sure the bike is properly sized by a professional bike shop, not purchased at a department store. Bring appropriate tools for basic bike repair (fixing a flat tire, changing seat or handlebar position). We do a lot of biking in the fall and spring and you should be comfortable and competent on whatever bike you bring to campus. Contact the admissions office for additional questions about bike requirements.
8. Proper bike attire: helmet, bike shorts with chamois, long- or short-fingered bike gloves, non-cotton jersey and long-sleeved non-cotton shirt, water bottles and bottle cages on your bike or a Camelbak.
9. School supplies, such as binders, loose-leaf note paper, notebooks, pens, pencils – we have a limited supply in the school store, but often students have specific methods that work for them. Bring what works for you.
10. Laptop computers are required with updated anti-virus software installed.
11. Cell phone required.

The school expects students (and parents) to be able to judge basic clothing needs. Remember, we are located in a northern climate, subject to severe changes in the weather, usually on the cold and inclement side.

### Dorm Clean

Cleaning our campus and your personal space is an important part of the Burke culture - students must take ownership and personal responsibility for their spaces and their possessions. Everyone is expected to help take care of our school. Official dorm cleans take place once per week as determined by the dorm residents;

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

#### Damages

Each student is responsible for damage to his/her room and for damage done to public areas in the dormitory. This includes cleaning of the student's room at the end of the year. Please refer to "Damage Charges" in the "FINANCIAL POLICIES" section of this handbook.

#### Dorm Parents

Dorm parents are present to supervise the dorm and are in charge. Students should realize that dorm parents are responsible for the students' welfare and safety. The interests of the school may at times be different than a student's immediate desires. Be prepared to compromise and follow the values of the school. Be respectful of the property of the dorm parent and their need for privacy.

#### Room Decoration

All students are free to decorate their rooms as they wish as long as the decorations are not offensive (in the school's sole discretion); safety standards are followed; beds and desks are not altered (that means NO graffiti on any surface) and nails, screws, and other hanging devices are not used. When in doubt, contact the dorm parent or the school maintenance director for approval. **Fire regulations prohibit any poster, tapestry, pictures, or other objects from being put on the ceilings.** Halogen lamps are not allowed because of the fire hazard they present. Doors and windows must also not be locked or restricted in any way. Seek the advice of your dorm parent for assistance in decorating your room. Please be considerate of your Burke property for future generations to come. Extension cords may be used, but must meet the approval of the Director of Maintenance. If you are bringing electrical cords with you, bring the heavy-duty models including the circuit breakers and not the thin, lightweight cords.

#### Lost or Stolen Items

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

#### Fire Drills and Procedures

There will be announced and unannounced fire drills during the year. At the sound of the alarm or when you detect smoke or fire, please do the following:

- If need be – sound the alarm
- Turn off the lights
- Close the door when you leave
- Walk to the nearest exit
- Outside – contact your dorm parent and the Head of School immediately

Playing with fire extinguishers, smoke detectors, or fire alarms is a serious offense. **Nothing is to be burned in your room, including candles and incense.** All staff members have the right to inspect every room for safety and fire hazards.

#### Room Appliances

**No TVs, VCRs, DVDs, or large monitors intended for gaming, Playstations (and such), hot plates, hot pots, coffee makers or toaster ovens are permitted. Please do not bring any.** Small refrigerators and microwaves are allowed, but only one each per room, so check with your roommate. The school has enough video equipment to satisfy all the needs of the students.

#### Illness

(Refer to section on Student Health Procedures) If you are too ill for training or classes, you or your roommate must report to your dorm parent and email the Health Center before breakfast. Students recovering from an illness or injury are responsible for their rehabilitation or rest, with guidance from the staff. Students are reminded not to neglect the proper habits of good rest, diet, and rehabilitation. All doctor appointments will be made by the athletic trainer or Health Center. If parents have set up appointments please email the Health Center.

#### Travel Away from Burke

BMA uses REACH Boarding software and related mobile applications to track students arriving and departing from campus. The software is an important part of ensuring that student whereabouts are accounted

for as well as adherence to the campus safety plan. Any time a student is leaving campus while school is in session, with the exception of school related trips, camps, activities or travel relating to ski races where BMA is providing the transportation, **the student is responsible for using the REACH platform for requesting permission to leave campus.** REACH will initiate a series of approval steps that will allow for school administration and parents to approve the student's requested departure. Parents cannot supersede the protocol for requested leave nor will phone calls, emails, texts or other forms of communication be accepted for requests to leave campus.

#### Sleeping Outside

Permission of dorm parents and weekend duty staff is required if you are to sleep anywhere but your own bed, which includes the school grounds and the ski area camping facilities. A staff member must be told where you will be and you must check in with a dorm parent upon return to the dorm.

#### Stereos

Stereos and headphones may be used only between 6:45 am and the beginning of classes and from the end of class to 7:00 pm. After quiet hours until 10:00pm, use stereos at a low setting or use headphones. Headphones only may be used during quiet time. Stereos cannot interfere with others' rights to study, to sleep, or to peace and quiet.

#### TV and Computer

Television is not to be watched midweek, including television viewed over the internet. Television/DVDs may be watched Friday night, Saturday and Sunday until 6:00 pm. **TVs, DVDs, large monitors intended for gaming, and video game stations are not allowed in student dorm rooms.** BMA has always preferred active and participatory entertainment (dances, talent shows, board games, card games, athletic activities, etc.) over the passive consumption of movies and TV shows. With the development towards expanding the computer into a personal entertainment center, we have experienced an increasing role of personal computers as solitary entertainment machines. This use of the computer goes against the same principle of active and participatory entertainment as unrestricted TV watching, and we discourage it. This type of passive entertainment is counterproductive in a community that has ambitious academic and athletic goals.

# School Life

## Alcohol, Drugs, and Tobacco Products

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

## Seeking Help

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

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

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

A student may disclose to a faculty member information about an episode of drug or alcohol violation currently underway, involving him or herself or other students. No disciplinary consequences will result from that conversation, unless a faculty member has already observed or has obtained material evidence of a violation. The student or students involved will be referred to medical care. Parents and advisers will generally be contacted.

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

## Social Media

The school understands the desire of students to access and use social networking websites, blogs, chat rooms, apps, and other online resources or websites (collectively referred to as “Social Media”). Whether or not a student chooses to use Social Media is a decision the student should make in consultation with the student’s parents. However, to the extent that students, parents or members of the school community

represent the school to each other and to the wider community, participation in such Social Media should be done responsibly with a mind toward how both the forum where one chooses to participate and the content posted reflect on that person individually and on the school. Moreover, issues concerning respect for the privacy of students, copyrights, trademarks, and confidentiality of sensitive information are all important to understand before participating in Social Media. With the foregoing in mind, the school encourages students and parents to create an atmosphere of trust and individual accountability when accessing Social Media and the school's network. Students are expected to comply with the policies outlined in the school's Hazing, Harassment, and Bullying Prevention and Intervention, Sexting, and Acceptable Use policies regardless of whether they are using school-provided equipment or their own personal devices when using Social Media.

## Hazing, Harassment, and Bullying Prevention and Intervention

It is the policy of Burke Mountain Academy to provide a safe, orderly, civil, and positive learning environment. Hazing, harassment, and bullying have no place in BMA and will not be tolerated. The following policy and procedures to prohibit these types of misconduct help to ensure enforcement of this policy.

### Definitions

1. **Hazing** means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the school; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating, or demeaning the student or endangering the mental or physical health of the student. "Hazing" also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts. Hazing may occur on or off school grounds. It is not a defense in that the person against whom the hazing was directed consented to or acquiesced in the hazing activity.

Examples of hazing include:

- o Any type of physical brutality such as whipping, beating, striking, branding, electrical shocks, placing a harmful substance on or in the body, or other similar activity; or
- o Any type of physical activity such as sleep deprivation, exposure to the elements, confinement in a small space, or other activity that creates or results in an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student; or
- o Any activity involving consumption of food, liquid, alcoholic beverage, drug, or other substance that subjects a student to an unreasonable risk of harm; or
- o Activity that induces, causes, or requires a student to perform a duty or task, which involves the commission of a crime or an act of hazing.

It is unlawful to engage in hazing; solicit, direct, aid, or attempt to aid, or abet another person engaged in hazing; or knowingly fail to take reasonable measure within the scope of the person's authority to prevent hazing.

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

2. **Bullying** means any overt act or combination of acts, including an act conducted by electronic means (including via Social Media), directed against a student by another student or group of students, which is severe or repeated over time; is intended to ridicule, humiliate, or intimidate the student; and occurs during the school day on school property, in a school vehicle, or at a school-sponsored activity, before

or after the school day in a school vehicle or at a school-sponsored activity, or does not occur during the school day on school property, on a school bus, or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

3. **Harassment** means an incident or incidence of verbal, written, visual, or physical conduct based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, gender identity, or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources and are creating an objectively intimidating, hostile, or offensive environment. Harassment may include one or more of the following:
  - A. Sexual Harassment, which means conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual, or physical conduct of a sexual nature when (a) submission to that conduct is made either explicitly or implicitly a term or condition of a student's education or (b) submission to or rejection of the conduct by a student is used as a component of the basis for decisions affecting that student.
  - B. Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display or circulation of written or visual material, and taunts on manner of speech and negative references to racial customs.
  - C. Harassment of members of other protected categories, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, sex, sexual orientation, gender identity, or disability, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display or circulation of written or visual material, and taunts on manner of speech and negative references to customs related to any of these protected categories.

## Legal Definitions and School Policies

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

### Reporting Hazing, Harassment, and Bullying

Any individual who believes that he or she has been harassed, bullied, or hazed, or who witnesses or knows of a student who has been should promptly report the harassment to the Student Life Director.

### Retaliation

It is a violation of this policy for a person to retaliate or encourage or cause another person to retaliate against a student or other person for reporting hazing, harassment, or bullying in good faith or cooperating in any investigation or disciplinary proceeding regarding a report of harassment. Retaliation may include behaviors such as being ostracized, having rumors or misinformation spread about the reporter, or the reporter being given extra cleaning or other onerous student life assignments, within the purview of student leaders to assign.

### Investigation

Unless special circumstances are present, the Head of School, or designee, upon receipt of a report of harassment, promptly shall begin an investigation no later than one school day from the filing of a complaint, and the investigation and determination shall be concluded no later than five school days from the filing of the complaint. These complaints will be investigated and the Head of School will determine disciplinary action that is appropriate to the incident. As indicated in the Discipline Section of this Handbook, students

are expected to cooperate with any investigation. In some circumstances, the school is required by law to report incidents of harassment, hazing, and bullying to state officials or law enforcement.

#### Disciplinary Action

If the investigation concludes that a student or staff member violated this policy, that individual shall be subject to appropriate disciplinary action, including, but not limited to, warning, remedial training, education or counseling, suspension, exclusion, expulsion, transfer, termination, or discharge.

#### Independent Review

If a student is dissatisfied with the final determination or BMA's response, he/she may request an independent review in writing to the Head of School. Upon receipt of the request, the Head of School shall initiate an independent review by a neutral person. In addition, the Vermont Human Rights Commission can also receive complaints of harassment.

### **Policy on Sexuality**

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

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

#### Bystander responsibilities

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

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

#### Consent

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

- Consent cannot be inferred by silence or the absence of "no." Clear, verbal or gestured consent, given freely and voluntarily through affirmative words, is necessary.
- Consent to some sexual acts does not imply consent to others, nor does past consent to a given act imply present or future consent. Consent must be ongoing and can be revoked at any time.
- Consent obtained by threat, coercion, or force does not constitute consent.
- Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated, whether due to alcohol, drugs, or some other condition.

#### Sexual misconduct

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

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

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

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

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

#### Where to go for help

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

#### Sanctuary

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

Education is essential in addressing issues related to sexual activity. BMA is committed to educating students and staff during the course of the year.

Under no circumstances are students permitted to spend the night in any dorm room other than the one that they have been assigned to.

#### Sexting

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

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

## Automobiles

Boarding students are not allowed to have a car on campus unless special permission is given by the Head of School. If permission is given, the keys will be held by the Head of School. It is a safety issue first and foremost! Boarding student permission to drive home for school breaks will be granted only via REACH Boarding.

Subject to the limitations described below, day students may drive to and from school to participate in all Burke activities. BMA is not responsible for, nor liable for, damages or injuries sustained while driving to or away from school. Day student driving privileges are the responsibility of the family. Please use the GTC parking lot.

### Driving Limitations of Day Students

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

### Hitchhiking

It is not allowed and not advised.

### Vans

Always clean vans when you return to school. Seatbelts must be worn at all times. Please take care of the vans for they will last only as long as you take care of them. **No student may drive a school vehicle at any time.**

## Eating Out

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

## Free Time

It is free, but get your responsibilities such as homework, ski equipment, or job done before you play.

## Food

Eat meals in the dining hall only. No food is to be taken from the storage room, cooler, milk dispense, or serving areas. Please follow the diet guidelines discussed by the coaches. Day students may eat all three meals at Burke.

## International Students

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

## Jobs

TEAM CLEAN – The job program as outlined during the opening week of school for both the dorms and common areas is a shared responsibility for the cleanliness and smooth operation of the entire Burke community. All day students will be included in the regular job rotation with the boarding students, excluding dorm duties.

## Non-Violence Policy

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

The possession of a weapon or other dangerous object in the school building or on school property, school buses, or at school functions is prohibited. Dangerous objects include (without implied limitation) items such

as guns (air guns, BB guns, etc.), firearms, bows and arrows, slingshots, explosive devices, knives, pepper spray, and chemical sprays.

## Roofs

Students may not go out on roofs.

## Spending Money

Sending children to Burke is a sacrifice for many families and for Burke in terms of scholarship dollars given. Know the difference between what you want and what you need. Those who can afford more luxuries must be very careful not to pressure other students into spending beyond their means.

## Sportsmanship

Courtesy, good manners, and good sportsmanship are expected of all students at all times. Respect officials' decisions. Control outbursts at races or at fields of competition. Because all sports require a large number of volunteers to execute a given event, it is very important to thank others who make it possible for you to compete.

## Students Age 18 and Older

Some students enrolled at the school will reach the age of 18 before graduation. In Vermont, 18 is the age of majority, which means that legally, an 18 year old student is able to enter into contractual obligations (and is required to abide by those obligations). As a condition of continued enrollment, students and/or parent(s) or guardian(s) will be asked to agree that when any student turns 18 while enrolled at the school, the school shall continue to have the right to communicate with his or her parent(s) or guardian(s) about a variety of topics regarding the student including, but not limited to, academics, conduct and discipline, medical and mental health, or financial matters, or any issue whatsoever that the school deems necessary. Once the student turns 18, the student and parent(s) or guardian(s) will receive a reminder about this obligation. If a student refuses to confirm these conditions of enrollment in writing, the student may be asked to withdraw.

## Student Media Information

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

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

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

## Technology

The inappropriate use or theft of property extends to computer programs, software, electronic data files, copyrighted music and video files, and other so-called intellectual property which can be physically installed on school or student computers - or accessed over the Internet. In many cases, such use or theft violates copyright laws, which are increasingly vigorously enforced against individual users. Please see the Acceptable Use Policy for more details on how to use technology while enrolled at the school.

# E-Team

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

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

## Program Rules and Guidelines

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

# Disciplinary Procedures

Each disciplinary problem is handled on an individual or group basis, depending on the particular circumstances involved. The Head of School is the final authority at BMA and makes the final disciplinary decisions after consulting with the staff, if need be. It is very important for all students to understand and remember that it is their school and community to live, study, train, and compete in. Because of the self-discipline of past generations of Burke students, the level of trust is very high at Burke, resulting in a healthy atmosphere in which to grow. A thoughtful reminder from student to student will go a long way in making the Burke community the most positive environment in which to train and study. Consequences of misconduct (and/or attempting misconduct) applicable to all students are detailed below. Students who choose to remain present when other students are engaging in misconduct may be subject to disciplinary action.

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

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

Major offenses may result in suspension or dismissal after a thorough examination and discussion of the infraction in a disciplinary committee hearing. The Student Life Director or a staff member will chair the disciplinary committee and members of the staff and student body will participate. The disciplinary committee will recommend a decision to the Head of School who will make the ultimate decision. Major offenses include, but are not limited to, the following:

- Inappropriate student behavior in relation to other students, including bullying, hazing, harassment, and/or sexual assault
- Sexual harassment;
- Threat or use of physical violence;
- Stealing, cheating, and plagiarism
- Violation of alcohol, drug, and tobacco policy
- Lying
- Endangering the community safety through negligence, abuse of fire, or a weapon
- Illegal use of a vehicle

## Flexibility to Deviate from Disciplinary Committee Process

The Head of School makes all final decisions regarding serious cases of discipline. When deemed necessary by the Head of School, the student may not be required to appear before the disciplinary committee; rather, the case will be reviewed by the Head of School in consultation with such other administrators as the Head of School deems appropriate. On these occasions, these administrators will review the situation, and any interviews with the appropriate students and faculty involved in the situation and conduct such other inquiry and review as may be deemed necessary by them before making a decision about appropriate responsive or disciplinary action.

Students must realize that when they join a community, certain rights are given up for the good of all. While individual needs and rights are respected, the community must maintain and expect certain levels of behavior from all its members. If and when violations occur, they will be dealt with in the appropriate manner.

## Behavioral Expectations While Away From School

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

## Parent Involvement

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

## Other Disciplinary Responses

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

## Cooperation with Investigations

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

## Publicizing Disciplinary Responses

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

## Reapplication

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

## Withdrawal

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

# Burke Mountain Academy Computer Network

## Acceptable Use Policy

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The use of the Burke Mountain Academy (BMA) Computer and Electronic Communications Network is a privilege. All members of the BMA community have full access to the Internet, including voicemail, e-mail and the ability to access computers. In addition to the Internet, BMA users have access to library resources and approved software located on the file server. This privilege brings with it responsibilities. The Internet, by its nature, provides access to unlimited amounts and types of information. The student, by using the BMA Computer Network, or accessing outside information using the BMA Computer Network, accepts responsibility for appropriate behavior. BMA communication systems are not to be used in ways that are unlawful, disruptive, or offensive to others. Under no circumstances may any transmission, communication, voicemail, or email be used in a way that violates the letter or the spirit of BMA's anti-harassment policy. Any action performed or initiated through the network must reflect the integrity and honesty of the BMA Honor Code, and comply with all policies in this Handbook, including the Hazing, Harassment and Bullying Prevention and Intervention and Social Media policies.

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

- Interfering with the normal operation of the network is prohibited.
- Use of another person's access code is prohibited.
- Users must respect the need of others for access. Academy use has priority over personal use.
- Using the network to harass others is prohibited. Students accessing the network are representative of BMA and are expected to behave accordingly.
- BMA network resources are considered property of BMA and may be inspected at any time. Accounts will be investigated when suspicious activities occur on or originate from the school network.
- Using the network for commercial purposes or in an attempt to penetrate computer or network security of any company or other system, or to gain unauthorized access (or attempted access) to any other person's computer, email accounts or equipment is prohibited.
- Transferring files, downloading, and/or distributing offensive or explicit material are prohibited.
- All members of the school will respect the equipment and physical environment related to the network.
- Using the network to access pornography is prohibited.
- Using the network to carry any defamatory, derogatory, discriminatory, sexually explicit, harassing, offensive or obscene material is prohibited.
- Using the network in connection with any infringement of another person's intellectual property rights (e.g. copyrights) is prohibited.
- Using the network in connection with the violation or attempted violation of any other law is prohibited.
- Students may not be "friends" with, or otherwise connected to, any school employee on any social networking site or app unless the connection is for educational purposes associated with the school. If a student is contacted by a school employee via non-school channels for non-educational purposes, the student should immediately notify an advisor or other trusted adult at the school.

**VIOLATIONS OF THE ABOVE RULES WILL RESULT IN LOSS OF ACCESS PRIVILEGES AND MAY RESULT IN DISCIPLINARY ACTION, UP TO AND INCLUDING IMMEDIATE DISMISSAL.**

## STUDENT TRAVEL – SCHOOL BREAKS

The official travel days are listed on the school calendar. Please respect those specific dates, travel times and requirements. Parents will be responsible for making arrangements for any travel outside of our travel days, times and (pickup/drop off) locations. Parents will be directly responsible for any charges incurred. Please note that some travel days may begin *after* classes end on that day. **Permission will ONLY be granted by the Head of School to be away from school other than the days listed on the school calendar and must be requested in advance.** Those students who are returning on their own/with parents are required to be back on campus by dinner unless otherwise specified.

Approximately one month prior to the travel date you should receive an email request for travel information for your child. **PLEASE SCHEDULE YOUR CHILD’S DEPARTURES AND ARRIVALS TO COINCIDE WITH THE VAN SCHEDULES.** The approximate driving time to the Manchester and Burlington Airports is 2 ½ hours and 1 ½ hours to Lebanon, NH/White River Junction, VT area. Remember that if flying, your child will need to be at the airport at least one hour prior to departure, so please plan accordingly with the van schedule.

**Airports:** We provide vans to the Burlington, VT airport; Manchester, NH airport; and Lebanon, NH/White River Junction, VT bus/train stations. If using the **Boston-Logan Airport**, plan to purchase a bus ticket to/from Lebanon, NH, and we will arrange transportation at the listed times.

**Amtrak:** There is one train departing daily from and arriving in White River Junction. Amtrak’s website is [www.Amtrak.com](http://www.Amtrak.com). Please check for any changes to their schedules.

**Bus Service:** We can provide transportation to White River Junction, VT (Greyhound) or Lebanon, NH (Dartmouth Coach) to connect with a bus service.

### TRAVEL DAY VAN SCHEDULES

These are the **approximate** times – times will vary slightly as needed

#### School Van Departures

To Manchester, NH (MHT) / Burlington, VT (BTV)  
Leaves BMA: 8:30 AM

To Lebanon, NH/White River Jct  
Leaves BMA: 8:30 AM

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

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

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

From Lebanon/White River Jct  
Pick-up: 6:15 – 8:15 PM

**\*\*IMPORTANT NOTE: If transportation is required for dates, times, and/or locations outside those listed then you are responsible for the costs.**

# Financial Policies

BMA has established a more formal structure in its many dealings with various organizations and groups with which it interacts. While many in our community may mourn the passing of an era of informality, we must be fiscally responsible. The policy statements below are general practices followed by a majority of independent schools and colleges.

## Registration

The BMA Enrollment Contract for the new year is made available via burkemtnacademy.myschoolapp.com to all returning students in March. The contract must be signed and returned to BMA with a non-refundable registration deposit of 10% of the net tuition fees by the date indicated on the contract.

All new students should refer to the reservation due date on their contract. The non-refundable reservation deposit of 10% of the net tuition fees is required of all students to reserve a space for the new year.

## Damage Charges

Repair costs will be charged to the students responsible. Damage expenses that cannot be allocated to any one student will be divided among either roommates, dorm mates, or the student body as a whole. At the end of the year, students will be charged \$100.00 to clean any rooms that warrant it. A \$200.00 damage fine will be assessed for dismantled rooms.

## School Store

Burke operates a store on campus containing books, school supplies, and clothing. These items can be paid upfront or will be billed to the student account. An itemized billing statement will be sent home around the 1<sup>st</sup> of each month.

## Campus Store

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

## Credit Card Usage

The school will accept credit card payments for all invoices below \$1,000. Each electronic invoice under \$1,000 will show the option to use a credit card or bank transfer. If an invoice is over \$1,000, credit card use is still accepted, however there will be a 3% charge for processing.

## Camps, Projects, Race Series

For BMA operated camps and projects as well as race series where BMA is organizing transportation and lodging, a deposit for all expenses must be paid in advance of departure. Upon return of the camp/project and full reconciliation of all expenses, a remaining balance due, or in a few instances an account credit, is to be paid upon receipt.

## Tuition Payments

BMA has an established policy concerning the timely payment of tuition. A finance charge of 1.5% per month (annual rate 18%) on all unpaid tuition and school store balances will accrue after 30 days from the due date. We will charge a 3% fee on credit card transactions. At the conclusion of the fall or spring session, any outstanding tuition or school bills will result in the student receiving no credit for the work completed on his/her transcript and the loss of enrollment for the upcoming semester, unless satisfactory payment is received. For seniors, the transcript will be withheld and an incomplete may be mailed to their college of acceptance. **To assist in the prompt collection of tuition payment, we have registered with a tuition management system wherein families may set up a payment schedule to structure their payments. Families may opt out of this tuition management system if they are willing to commit to paying tuition up front and in its entirety by July 1st.**

### Tuition Refunds Due to Withdrawal or Dismissal

Withdrawal prior to Opening Day will result in a refund equivalent to 40% of the total tuition paid. **There will be no refund of tuition due to disciplinary dismissal.**

## Financial Assistance

BMA is proud of its long-term commitment to support students with demonstrated need. Families interested in applying for financial aid must request the necessary forms from the Director of Enrollment. All financial aid requests must be completed and approved by March 1st, unless special exceptions are warranted.

All students receiving assistance should be aware of the sacrifices all members of the Burke community are making on their behalf. Scholarship dollars must be raised every year and thus the personal conduct of each recipient must demonstrate not only financial restraint, but community leadership, cooperation, and helpfulness.

All scholarships are subject to review for each school year. A student may lose his/her financial support at any time due to disciplinary action or failure to support the values of BMA. The sacrifices that the entire Burke community makes to support the scholarship program dictate that inappropriate behavior or attitude will not be tolerated.

# Parent Involvement

## Current Family Contact Information

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

## Multiple Households

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

The school also understands that significant others may live in or be affiliated with the household who are unrelated to a parent or student and who are also involved in the student's life. If a parent wishes to designate such an adult as someone who is permitted to receive information about the student, pick up a student from school or otherwise participate in school events, the school requires that a parent provide that information in writing to the school. If there is disagreement between parents about such a designation, the school will not permit the additional adult to have access to the school until the dispute is resolved—absent input from the school.

## Re-Enrollment

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

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

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

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

# A Message on Development: Parent Giving at Burke Mountain Academy

The BMA school community prides itself on the commitment of each student and member of the BMA community to participate and uphold the values that make BMA a unique and strong school. We are most grateful for your commitment and support of all our initiatives.

## **THE BMA Annual Fund**

### What is the Annual Fund?

The BMA Annual Fund is the fundraising initiative to which our entire community - current parents, alumni, grandparents, parents of graduates, trustees, staff and friends - contributes annually. The purpose of the Annual Fund is to fund the “gap” between tuition and the real cost of educating a student at Burke Mountain Academy. At BMA the “tuition gap” is over \$10,000 per student. Annual Fund giving supports numerous classroom and community initiatives throughout the school, including educational programs, professional development, financial aid and facilities enhancement. BMA has enjoyed outstanding support from the current parent body and in past years has achieved over 90 percent parent participation. Parent participation in the Annual Fund reflects a commitment to the school’s mission and values. Gifts to the Annual Fund are tax deductible and are typically made before the end of the calendar year. In the event you wish to make a phased payment, commitments are appreciated before December 1 and payments can be made prior to the end of the campaign year, June 30 of each year. Payments in full or on a monthly basis can be made on line, visit our website ([www.burkemtnacademy.org](http://www.burkemtnacademy.org)) to make your gift. Should you wish to donate gifts of appreciated shares of stock, please contact the Development Office for transfer instructions.

### How much do parents give each year?

BMA is proud of its tradition of strong parent support of the Annual Fund at all giving levels. We ask each family to participate in the Annual Fund at a level in which they are comfortable. In the fall, you will receive an appeal for a contribution by mail and a phone call from a parent annual fund volunteer. Our goal is to reach each family in the fall and have their commitment by December 1<sup>st</sup>. For those that prefer installment payments, pledges are not due until June 30<sup>th</sup>, the end of our campaign year. Evidence of parent participation in the Annual Fund is of the utmost importance when we seek support from foundations and corporations. Your contribution, whether large or small, is deeply appreciated and is critical to our success in other fund-raising areas.

### Does your company offer a Matching Gift Program?

Corporate matching gifts are a great bonus both to us and to your children. We are deeply grateful to those of you who take advantage of this important corporate opportunity and choose Burke as a recipient of your matching dollars. Please inform us if you will be utilizing this program so we can obtain the appropriate paperwork from your corporation.

### How else can I get involved?

Volunteers drive our parent giving program and many of our other development initiatives. If you are interested in volunteering please contact the Development Office.

If you are interested in information related to gifts of stock or planned gifts of any kind, please call us. The benefits are many and varied both for you and BMA, and we are here to assist you.

## **Other Opportunities to Give:**

### Wish List and Gifts-in-Kind

During the year we will send out a “wish list” which may include anything from four wheel drive vehicles to vacuum cleaners. This list is a compilation of input from the entire school staff of items that the school needs, but which are not included in the school budget. There are some cases where a business supplies goods and services which could greatly benefit the school. Gifts of in kind donations received in the past have included a snowmobile, dorm furniture, technology equipment, computer licenses and timing equipment.

### Other Endowed Funds

Please contact the Development Office if you are interested in learning more about opportunities to give to specific Scholarship Funds and Restricted Giving initiatives.