



School Handbook 2023-2024

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INTRODUCTION

Welcome to Two Roads Academy!

We have developed this handbook to help guide our efforts to bring a sense of community and purpose to our students' education. We believe that the policies and procedures herein support building a safe and transformative learning environment so everyone can find the best avenue to success.

Many of these policies were developed under strict guidance from state and federal laws, and many were built on our philosophy that every student can succeed. Others were built from our experiences in our work with our students and in alignment with Vermont State and Federal Laws.

This handbook outlines the opportunities available to you and the behavioral expectations that make Two Roads Academy a uniquely student-centered school. It is your responsibility to explore these opportunities and to understand the behavioral expectations. Please take some time to read through this handbook. The best way we can support your growth and work together is to make sure we all have a common set of expectations. What is outlined in this handbook is what we expect from each member of our community. We appreciate your willingness to work to meet these expectations. If you have any questions, please feel free to ask any adult for clarification. We are here to support and guide your success. Thank you for taking the time to review our Handbook.

We look forward to working with you and are excited to witness and celebrate your accomplishments!

Best regards,

Angharad (Hari) Hoff

Director

Two Roads Academy



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ABOUT TWO ROADS ACADEMY

OUR PHILOSOPHY

All students can achieve their full potential and become successful, valuable members of society. When a student's needs cannot be met by the environment in a public school setting, time in a more supported, therapeutic, evidence-based learning environment can close the gaps, help them establish skills they need, and help them reach a place in their growth that allows for reintegration with their school community.

OUR PURPOSE

To provide a safe, inclusive and educational environment for all students and staff, which fosters social and emotional wellbeing.

OUR MISSION

1. To provide students with a developmentally appropriate, therapeutic and enriching alternative learning environment when indicated by their needs.
2. To discover and make best use of each student's strengths and passions in designing and guiding their personalized learning plans.
3. To teach and develop community-centered skills necessary for each student to thrive in today's society.
4. To facilitate and design for the reintegration of each student to their sending school.

WHAT WE DO

Two Roads Academy (TRA) is an approved therapeutic independent school located in Colchester, Vermont, serving upper middle and high school students, ages 10-21. At this time, TRA is focused on serving students in Grade 8-12; this allows for more targeted academic instruction, and tailored social skills programming for students.

We are an inclusive program available to learners of differing abilities, disabilities, and diagnoses. TRA offers small group instruction with the ability to differentiate and individualize based on student need. We provide a developmentally appropriate, therapeutic learning environment for students whose needs cannot be met in their home schools.

Interwoven throughout our programming are components of Applied Behavior Analysis (ABA) with Acceptance and Commitment Training (ACT), trauma-informed perspective, and restorative practices. We believe that by taking this approach, we can provide students an academic experience where they feel successful and supported, in an environment that fosters inclusion, embodies radical acceptance, and de-stigmatizes educational gaps and differences in individual abilities, styles, and approaches to learning.

At TRA our work is supported by an integration of four approaches to learning that we have termed our *four pillars*. Each of these pillars is an effective and evidence-based approach to learning and behavior change. When combined, they become a powerful foundation for sustainable growth and learning. Our four pillars consist of: Acceptance and Commitment Therapy, Individualized Learning, Social and



Emotional Learning and Outdoor Program.

Acceptance and Commitment Therapy Pillar

ACT is a model of values-driven behavior change that increases a person's psychological flexibility. Through this model we teach students how to become aware of their own values, and notice how their behavior is moving them toward or away from those values. In the process, students learn how to notice thoughts and feelings that come up for them (whether aversive or pleasant) and make some space between those thoughts and feelings and the behaviors in which they engage. Developing these skills of noticing, accepting, and engaging in values-driven behaviors allows what some might consider time to *think before you act*. ACT also helps to develop a set of tools to increase perspective taking. The empirical support for ACT as an effective model for social emotional learning and growth is robust and growing. Currently over 300 randomized control trials have demonstrated that the use of ACT has decreased psychological suffering and led to more functioning and workable engagement with life. Students engage in weekly sessions with our ACT therapist. .

Social and Emotional Learning (SEL) Pillar

Social and Emotional Learning (SEL) is embedded in everything we do at TRA. Students receive consistent social coaching and support from our highly qualified staff throughout each day and across all settings. At TRA, we also provide each student with individual SEL opportunities through Behavioral Supports and the MySELF program.

- 1. Behavioral Supports:** At TRA, we offer individualized behavior programming for every student created by a Board Certified Behavior Analyst (BCBA). These plans are written to give students the opportunity to learn and practice functional communication skills and prosocial behaviors that will aid them in better accessing their education and community. We focus on teaching and reinforcing behavioral and psychological skills that will open up each student's world. The overall goal of our behavioral programming is to coach and provide support to students while they increase behavioral and psychological flexibility, learn self-advocacy and self-awareness skills, and ultimately, become positive agents of change in their own lives. Behavioral Support at TRA is rooted in Applied Behavior Analysis, which is an empirically-based science, where plans are created through ongoing observation with data-based decision making to produce socially significant outcomes for those being served. With this highly individualized, function-based approach, we can ensure that we will always be able to meet students where they are at and provide them with effective therapeutic interventions to get them where they need and want to be.
- 2. MySELF:** My Social Emotional Learning Foundations (MySELF) is designed to give all students the opportunity to learn and explore topics related to emotional health and social skills at their own pace. This program is delivered through carefully selected and designed instruction in the form of videos and worksheets, as well as continuously embedded social coaching by our uniquely and highly qualified Behavior ACTivists. The MySELF program covers the areas of: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, and Responsible Decision-Making.



Individualized Education: Academics: Student-Centered Co-Teaching Pillar

Qualified English Language Arts/Social Studies and Math/Science teachers collaborate with TRA's special educators to design and deliver curriculum materials and learning tasks which help students progress toward personal and Individualized Education Plans (IEP's) goals and building transferable skills outlined in the Vermont Agency Of Education's *Vermont Portrait of a Graduate*. TRA understands that many students have had inconsistent access to new learning, and strives to meet students where they are at and to use research-based, data-driven methods to help students fill gaps in understanding. Our content area teachers and our special educators work together to develop small group lessons which follow the general progression of the common core state standards. As with behavioral supports and social-emotional learning, academic programming is developed with the intention of educating the whole child, building discrete skills students need to fill gaps in understanding and enable reintegration to less restrictive learning environments while attending to students' unique skills and needs and supporting the development and generalization of transferable skills critical to success in life beyond school. Because TRA does not require its teachers to adhere to a set curriculum, our educators are able to design and teach courses which are tailored to meet the needs and interests of the student body and progress at whatever pace is appropriate. Co-teaching ensures that both an accommodation expert (the special educator) and a content expert (the math/science or LA/SS teacher) are present and available throughout academic blocks to continuously adapt and modify tasks so all students can access new learning and achieve proficiency in new skill areas. This flexibility also allows the educational team to engage in methods such as project based learning which foster a deeper understanding of concepts and connections across content areas through exploring and answering complex and meaningful questions or collecting data to solve real-world problems. Through a variety of academic tasks, students develop deep content knowledge, critical thinking skills, creativity, and communication skills in the context of authentic, meaningful tasks. Proficiency-based grading is used to track student progress. This method reinforces and supports our focus on building student skills toward independence and transferable proficiency.

Outdoor Programming Pillar

TRA is dedicated to engaging our students with the benefits of being outdoors in ways that provide opportunities for them to continue to develop new skills of psychological flexibility. Our Outdoor Education program is designed to foster resilience, develop problem solving and teamwork, expand students' ideas of what they can do or like to do, and engender stewardship of the outdoors. Activities include learning primitive skills, hiking, sailing, fishing, canoeing, rock climbing, and community engagement projects. Students spend up to 30% of their time in the Outdoor Program and proceed through skills and stages of growth. That growth is celebrated in the group, giving each student an opportunity to reflect upon their own process, their growth across time in concrete and abstract skills, and their connection to both the outdoors and their community. TRA offers periodic expeditions throughout the school year that allow students to learn leadership skills, explore the wilderness and to gain invaluable experience in team building skills.



APPROVAL STATUS

In accordance with 16 VSA §166 (b)(3), this serves as notification that TRA is currently pursuing approval renewal, results of this application will be communicated out via this handbook.

(3) An approved independent school shall provide to the parent or guardian responsible for each of its students, prior to accepting any money for a student, an accurate statement in writing of its status under this section, and a copy of this section. Failure to comply with this provision may create a permissible inference of false advertising in violation of 13 V.S.A. § 2005. - 16 VSA §166 (b)(3),

<https://legislature.vermont.gov/statutes/section/16/003/00166>

ACADEMICS

Two Roads Academy is an outplacement school dedicated to providing individualized, appropriately paced, and modified curriculum for students while still maintaining fidelity to [Vermont's Flexible Pathways and ACT 77](#) requirements.

We will provide sending schools with proficiency based grading information to demonstrate the approach to proficiency for each student, based on [Vermont's Transferable Skills](#), [Next Generation Science Standards](#), [National Core Arts Standards](#), and [Common Core State standards](#) as is relevant to the student's course of study and personalized learning plan.

This information will be used by the sending school to determine credit accrual and graduation readiness in accordance with ACT 77.

PROGRESS REPORTING

Sending schools and parents can request an academic progress information meeting at any time, not to exceed twice per quarter. Students are encouraged to attend these meetings, to present their learning with the assistance of their teacher(s). Progress will be reported out by Two Roads Academy each quarter to both parents and sending schools.

DUAL ENROLLMENT

According to [Vermont State Law](#), as applicable, students will be offered the chance to participate in college courses for credit. TRA staff will accompany students to the college classes to support as indicated in the student's IEP and/or Behavior Support Plan.

REFERRAL AND INTAKE PROCESS

REFERRAL PROCESS

The referral process is instigated by the assigned sending school team, with a designated member of the students team contacting the TRA Director and submitting a completed enrollment application. TRA enrolls students who are willing to engage in treatment, who are able to demonstrate a high-degree of safety within the educational setting and have an interest in engaging in the outdoor component of programming.



Upon receipt of a completed enrollment application TRA staff will review the application, in conjunction with supporting documentation (including, IEP's, 504 Plans, past behavioral data and other documentation). TRA staff may then attend a team meeting to determine what the hopes are for the student and their team and to determine what the students' needs are. The Director will then contact the team to coordinate a tour of TRA.

Following a tour, the TRA team may conduct observations and meet again with the student's current team. During the tour/second meeting the Director will determine if both the student and the family are interested in pursuing a referral to TRA, TRA will not pursue a referral if neither, aforementioned, are interested in the placement.

The TRA team will then make a decision regarding admission, and may then instigate the completion of intake paperwork or discuss next steps with the student and their team.

INTAKE PROCESS

Upon decision of admission, the Director will coordinate with the student's team to determine a start date. In most cases, new students will begin at TRA at the beginning of the next academic quarter. There may be exceptions to this based on individual circumstances. Prior to the start date parents are responsible for completing necessary paperwork, and will receive a copy of this document and any other pertinent paperwork.

TRIAL PERIOD

Each new student at TRA will begin under a trial period for their first quarter they are in attendance. There will be an initial check in after the first two weeks, this can be via email, remotely through Google Meets or Zoom, or in person, to review student progress. Two weeks later, at the four week mark, the team will convene to make IEP updates. At the end of quarter, the team will convene/communicate additionally to finalize placement. Criteria for remaining in the program include:

Attendance

- 80% (with considerations as determined by the team)

Engagement

Defined as *a willingness to participate in all scheduled TRA activities, including time spent in class and engaged in scheduled tasks and activities.*

- Engagement and attendance in academic programming: 50%
- Engagement in outdoor programming: 50%

Safety

Defined as keeping hands and body to oneself, the complete absence of the use of physical intervention, with the absence of damaging property to the extent that it results in monetary expenses



- 100% physical safety

Language

Defined as *students using school appropriate language with the absence of discriminatory language, profanity directed at other students and/or staff, following TRA's hazing, harassment and bullying policies.*

- Zero instances of discriminatory language

Phone Expectations

- Students meet the expectation of handing in their phone to TRA administration each morning

If there is evidence of progress in these areas, the student will continue at TRA. If there is a question regarding adequate progress, the team will meet to decide if the student should continue at TRA. If there is no evidence of progress being made, the student will not continue at TRA.

ATTENDANCE

At TRA, we are committed to helping students change their approach to learning, behaviors around their education, and engagement in both their progress and society in general. This process takes time and consistency. We cannot do so without consistent attendance.

Consistent attendance is a prerequisite for assuring students meet their goals for learning, social emotional growth, and progress toward graduation. Per state law, families and sending schools will be notified when a student has reached 5 cumulative absences regardless of the reason; letters are then sent by the sending school at 10, 15, and 20 absences. At 10 or more absences (whether excused or unexcused), family may be asked to meet with the School Director and Therapist, and the sending school team. At 20 absences, the student may be referred to the Department of Children and Families (DCF), and/or the State's Attorney for Truancy (pursuant to Vermont State Law, Title 16, subsection 1127), this determination will be made in collaboration with TRA and the student's sending school.

Attendance reporting will occur monthly, or weekly when attendance is a concern, from TRA to the student's sending school.

Students who are absent and/or truant due to the inability of the school or family to ensure or follow through with transport of the student to school may be referred to DCF and/or the State's attorney after two (2) days of refusal to be transported, following communication with the TRA team and the sending school team.

In the event of illness or a planned absence, a legal guardian must call the school cell phone at 802-261-1716 between the hours of 7:00am and 9:00am to report the absence. More than three (3) consecutive days of illness may require a doctor's note to prevent continued absences from being marked as unexcused. Doctor's notes describing medical necessity must be received within 3 days of the third consecutive absence for the absence to become excused.

Student safety is a priority for us. If we do not hear from a parent or guardian and a child is absent, we will call the phone numbers we have on record to be sure that the student is safe. If we cannot reach a



parent/guardian and there was no previous communication regarding an absence, a “well child” check may be completed by the local police department.

Any student who engages in excessive absences (above 20 days) is at risk of not earning credit for their academic classes. Students who are excessively absent may not be considered an appropriate fit for TRA.

SCHOOL HOURS

School hours are between 8:00 am and 2:30pm. All students are expected to be present at those times unless otherwise arranged by contract with the sending school. Appointments require a legal guardian to call the school, to allow for time away and/or early dismissal.

ILLNESS

If a student falls ill during the school day, they will be assessed by a designated administrative staff, administered any necessary first aid and invited to rest for up to an hour. The administrative staff may reach out to the student’s family to determine any medication administration, or as a means to notify them of any injury or illness, including treatment.

If the student is vomiting or has a fever, the legal guardian will be contacted and arrangements will be made for the student to be sent home. In the case of illness, an approved adult will be allowed to pick the student up only after verbal permission and presentation of ID upon arrival.

If a student is feeling unwell prior to the start of the school day, we ask that parents notify a school administrator. Students should not come to school if they are exhibiting any of the following symptoms:

- Fever of 100.4 or higher
- Vomiting, diarrhea
- Symptoms of COVID-19
- Severe cold symptoms

Students must be fever free (a fever is considered to be 100.4 or higher) for 24 hours before returning to school. This means that if a student has a fever, it must be gone without the use of medication to suppress it, for 24 hours before he/she can come back to school.

Twenty four (24) hours must also pass between the students' most recent bout of vomiting and their attending TRA.

Student’s parents are responsible for picking their student up from TRA; and should coordinate a ride for their student.

COVID-19

TRA will abide by the most stringent policies as outlined within the links below:

1. Vermont Department of Health - <https://www.healthvermont.gov/covid-19>
2. Centers for Disease Control and Prevention - <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

GOAL: Ensure Wellness

Two Roads Academy, together with Green Mountain Behavior Consulting, will:

1. Review and respond to official guidance from local, state, and federal government agencies
2. Review all previous policies impacted by COVID-19 and adjust accordingly



3. Implement additional health and safety guidelines to mitigate the spread of and safely respond to student/staff illness at Two Roads Academy

Parents are responsible for keeping their student home when sick, whether exhibiting any symptoms related to COVID-19 or otherwise. Parents should notify a school administrator when students will be absent due to illness.

MEDICATION ADMINISTRATION

Assigned TRA staff may administer prescribed and over the counter medications to TRA students upon signed consent being received from the student's parent/guardian.

Over the Counter Medication

Prior to the administration of over the counter medications, a school administrator will request that families sign a "Medication Administration Authorization" form annually. A school administrator will contact parents/guardians prior to the first administration of any medication, and will then endeavor to provide notification by the end of the day of additional administrations.

Prescribed Medication

Prior to the administration of prescribed medication the students parents/guardians are responsible for providing TRA with:

1. A current signed order form to be completed by all physicians/providers ordering medication for the student to include medication, dosage, schedule and reason for administering on file with the nurse's office
2. Each form to be signed by the family/legal guardian
3. Medication is to be brought from home in an original, properly labeled container from the pharmacy.

TRA will administer any prescribed medication per the prescription label provided and will be responsible for documenting its administration. TRA will contact the student's parent or guardian if more medication is needed, or if administration was missed for any reason.

All prescription and non-prescription medication need to be given to school staff in order to be safely stored prior to the beginning of each day. At times, students may be required to transport medication, medications will be transported in a locking medication bag, with only assigned adults knowledgeable of the code.

TRANSPORTATION

It is the responsibility of the sending school to ensure the effective and safe transportation of a student is in place. Students will be transported within staff's vehicles during the school day, parents will be asked to sign a consent agreement pertaining to this upon enrollment.



Canceling transportation: Parents are responsible for canceling morning transportation when their student will be absent for any reason, or if there are other transportation plans in place, or will be tardy. Parents are responsible for calling prior to their designated pick-up time. If end of the day transportation needs to be canceled, parents should coordinate this with TRA. Parents are also responsible for notifying both TRA and transportation companies if there are any other anticipated changes to transportation.

STUDENTS WITH LICENSES

Prior to a student driving themselves to school, they must provide proof of a valid driver's license to a school administrator. Parents or guardians, or students if at least 18 years of age, must give 24 hours notice of the intent for the student to drive to school. Students may not transport themselves to or from school day activities (i.e. to Outdoor Program activities).

INCLEMENT WEATHER/SCHOOL CLOSINGS

School closings, and early dismissals, may occur for a myriad of reasons, resulting in students either needing to stay home or for them to be transported home prior to the end of the scheduled school day.

When inclement weather results in unsafe conditions for students to attend Two Roads Academy, notification will be communicated by an administrator. School Closings will be listed on WCAX as soon as possible.

If your student's sending school is closed you may use your discretion to keep your student home for the day, this will be considered an excused absence and must be communicated to the Director.

STUDENT SCHEDULES

TRA will operate with a master schedule, with individualization occurring to reflect earned breaks, therapy and/or other services as may be necessary. A sample schedule can be found in Appendix B. Schedules may change at any time to reflect the needs of the program.

ADULT STUDENTS

Students who are 18 years of age, who have NOT been deemed by the court to be a ward or under the continued guardianship of another adult may choose to assume full responsibility for their schooling by completing the appropriate forms and returning them to the School Director and the appropriate administrator at their sending school. In these cases, students assume the responsibility for their attendance and follow the school's guidelines for absences from school. In the case of a conflict over an absence, the school reserves the right to make final decisions regarding excused and unexcused absences.

Students who request "18-year-old papers" from the Director receive the following letter of explanation: *According to the laws of the State of Vermont, you have requested to assume total responsibility for all of your actions at Two Roads Academy and receive all communications from the school. As per school policy, you are permitted to sign your own permission slips for participation in field trips or other school activities, may call in your own absence and sign late notes, but parents/guardians will be notified of absences and tardy incidents for their 18-year-old children on the same basis as other students, unless communications from the school are limited to the student only in accord with school policy.*



Students who are 18 years old or older may request in a manner designated by the superintendent of their sending district AND the Director of Two Roads Academy that communications to their parent/guardian be provided to them, as well. In addition, students who are 18 years old may request in a manner designated by the superintendent of their sending district AND the Director of Two Roads Academy that all communications from the school be made to them and not to their parent/guardian. These requests will be granted by the superintendent of their sending district AND the Director of Two Roads Academy (or his or her designee) only when the student's responsible parent/guardian agrees in writing or when the students shows that he or she is not a dependent student as defined in section 152 of the Internal Revenue Code of 1954.

In keeping this in mind, Two Roads Academy reminds students of the following things:

1. Attendance is now your responsibility. ALL absences MUST be called in on the day of the absence, according to Two Roads Academy's attendance policy (between 7:30 a.m. and 9:30 a.m.).
2. Any early dismissal notice must also be given to the Director between 7:30 a.m. and 9:30 a.m.
3. The sending school rules may require that you will not receive credit due to poor grades in the event of an unexcused absence(s). This could mean you might not graduate.

POLICIES AND PROCEDURES

INDIVIDUAL COUNSELING

Two Roads Academy offers one-to-one counseling for each student who attends TRA, they will have the opportunity to work with a counselor trained in Acceptance and Commitment Therapy. Our clinician will be available in-person two days a week, and available for consultation with TRA staff as needed.

If your student has a therapist/clinician they are already engaged with, our counselor will collaborate with them to ensure consistency in treatment.

RECORDS POLICY

TRA recognizes the importance of keeping accurate educational for students as part of a quality alternative education program and is committed to act as trustee of this information, maintaining these records for educational and treatment purposes to serve the best interest of the students. All records generated during the course of an academic calendar school year under contract with the sending school are considered educational records.

The principle of confidentiality underlies all policies and procedures for the collection, maintenance, disclosure, and destruction of both educational and treatment records.

CONFIDENTIALITY POLICY

Insuring privacy at TRA is of utmost importance. All staff are legally and ethically obligated to share information about the student only with team members for whom they have a signed release from the



guardian. Any sharing of information will be with the intent to coordinate and provide appropriate treatment for youth in conjunction with the school district with whom the Academy is contracting or with emergency or child protection personnel whose role is to insure that a student is kept safe when there is a risk of harm of self or others or by others.

IMMUNIZATION POLICY (from 18 V.S.A. 1121, 1122, & 1126)

Except as described below, no youth may enroll as a student at TRA, regardless of whether the student has been enrolled in the school during a previous school year, unless the School Nurse/Director has received a record or certificate of immunization issued by a licensed physician or a health clinic that the person has received required immunizations appropriate to age as specified by the Vermont Department of Health. A person may remain in school without a required immunization if:

- a. the person, or in the case of a minor, the person's family and/or guardian, presents a written statement from a licensed physician, health clinic, or nurse that the person is in the process of being immunized. The person may continue to attend school as long as the immunization process is being accomplished.
- b. A physician, licensed to practice in Vermont, certifies in writing that a specific immunization is, or may be detrimental to the person's health, or is not appropriate.
- c. The person, or in the case of a minor, the person's family and/or guardian, states in writing that the person, family, or guardian has religious beliefs opposed to immunizations.

TRA shall exclude any person not otherwise exempted under this subchapter who fails to comply with its provisions. No person shall be excluded for failure to comply with the provisions of the subchapter unless there has been a notification by the School Nurse of the noncompliance with this subsection, and of their rights under section 1122 of this title. In the event of exclusion, school officials shall notify the Department of Health and contact the families and/or guardians in an effort to secure compliance with the requirements of this subchapter so that the person may attend school.

EXPECTATIONS FOR STUDENT BEHAVIOR

Two Roads Academy is an alternative school, approved to serve students in grades 5-12. TRA offers individualized and small group learning in a developmentally appropriate, therapeutic learning environment for students whose needs cannot be met in their home schools.

Interwoven throughout our programming are components of Acceptance and Commitment Training, Applied Behavior Analysis, trauma-informed practices, and restorative practices. We believe that by taking this approach we can support students in experiencing a successful learning environment, fostering growth in the areas of self-regulation, to learn and practice functional communication skills and prosocial behaviors that will aid them in better accessing their education and their community.

We recognize that many of our students may have a history of engaging in maladaptive behaviors in order to escape or avoid aversive situations/environments, to gain access to high-preference activities or to gain the attention of those around them. Oftentimes, students engage in these behaviors due to not having been



taught appropriate alternative replacement behaviors which will allow them to continue to have their needs met.

Individualized Behavior Support plans will be created by our Board Certified Behavior Analyst. Behavioral Programming at Two Roads Academy is rooted in Applied Behavior Analysis, which is an empirically based science, where plans are created through ongoing observation with data-based decision-making to produce socially significant outcomes for those being served. With this highly individualized, function-based approach, TRA can ensure that they will always be able to meet students where they are at and provide them with effective therapeutic interventions to get them where they need and want to be.

COMMUNITY NORMS & EXPECTATIONS

Two Roads Academy will maintain and hold students accountable for meeting the community expectations across all environments during the school day through the use of restorative practices and values guided conversations.

These expectations will be developed and routinely revised by the school community and posted around the school. Current versions of *Community Expectations* will be attached to this Handbook and sent home each time they are revised (see Appendix C).

CONFLICT RESOLUTION

Our population of students is most often struggling with deficits in the area of functional social emotional regulation and interpersonal skills. Two Roads Academy instructs and coaches students and staff in Acceptance and Commitment Training as an approach to social emotional learning, self regulation, self awareness, management of conflict (both internal and external). This approach, in conjunction with restorative practices and positive behavior supports, is designed to help students mediate their challenging emotions and impulses and to understand and resolve the impacts of their behaviors.

SEVERE BEHAVIORS

Any behavior that is illegal according to Vermont State Law will be responded to as outlined in the Discipline section of this Handbook. Severe Behaviors will be responded to as outlined below and in the *Response to Problem Behaviors/Language/Crime* flowcharts (see Appendix D)

DUE PROCESS

For behaviors that break the School Wide Behavior Expectations, any Tier 2 or 3 behaviors or language (See Appendix D) and do not fall under the Criminal Behavior Definitions as outlined in the Discipline section of this Handbook:

1. Notification of violation will be provided to families, no later than the end of the day, by TRA Administration
2. School Staff respond according to Behavior Plan/Flow charts as provided within the student handbook and disseminated to staff and students throughout the year.
3. Students will be directed to participate in restorative practice (which includes the opportunity to express their own perspective, hear others' perspective, understand impact to the community, and create a plan for the future).

For behaviors that fall under the purview of [Vermont State Criminal Law](#) See Discipline Section.



FOOD AND SNACKS

Students are free to bring healthy snacks to consume at any time of the day. Students will be limited in their consumption of caffeinated beverages. Students will be limited to 13fl oz a day, per their individual behavior support plan.

TRA has policies (see ***Community Expectations***) around many types of consumables including, but not limited to: energy drinks, caffeinated drinks, soda and candy. Students who bring in items that are not allowed at school will have the item confiscated and returned to them when they leave that day. Continued violation of this policy (at Director's discretion) will result in removal and disposal of said items, and a meeting with the family may occur.

Food will be provided for each student, including breakfast, snack and lunch. Students will have access to a shared "pantry", from which they can make individual choices regarding each meal. Their direct support staff will support them in determining portion size and creating a balanced meal. TRA has worked on creating food programming guidelines to support students in making balanced meal choices and in engaging in using the kitchen in a responsible and community oriented manner.

Our guidelines will be made available to students and staff alike.

VIDEO AND/OR ELECTRONIC GAMES

Unless part of a student project or special activity, playing video games on a games console or using an electronic game is not allowed during school times when students are expected to be engaged in other assigned activities. Students are prohibited from bringing handheld electronic devices to school. If they are brought into the school building they will be left with the Director or Administrative staff for the day and returned upon dismissal.

GAMBLING

Gambling is not allowed at school. The penalty for gambling at school is one warning, followed by a team meeting which may result in suspension. This includes use of money, chips or the equivalent during the playing of a game.

FIRE STARTING DEVICES

These items are only allowed as part of the Outdoor Program Curriculum under the supervision of the adults running that curriculum. As such, students will never be asked to bring in their own. Any item that could be used to start a fire that is in a student's possession will be confiscated, these items will not be returned to the student.

LEAVING CAMPUS UNACCOMPANIED

Any student who leaves the supervision area (exiting via the school doors) without an accompanying adult will be considered to be *bolting* or *elopement*. Staff will follow any Crisis Support Plan which may be in place, and will follow the ***Response to Problem Behaviors at TRA*** flowchart (see Appendix D). If necessary, when safety is at risk, or elopement results in visual contact being lost for 15 or more minutes the police may be called.



EXTENDED DAY AND/OR OVERNIGHT TRAVEL

In the case of school trips - all school rules and policies apply, in addition to any additional rules and policies of the Outdoor Education Program. Students will be expected to abide by the ***Community Norms and Expectations*** as outlined in Appendix C. Participation in Extended Day and/or Overnight Travel will be at the discretion of TRAA Administration.

ELECTRONIC DEVICES

The use of electronic devices with the ability to take pictures or access to the internet are not allowed. MP3 players from home may be used at school with staff permission during appropriate times. All students will be asked to leave all devices at home or turn them over to staff for safekeeping (locked in a cabinet in the staff office) until the end of the day. Refusal to do so may result in being sent home (transportation at the Parent/Guardian expense) and students being marked unexcused absent for that day. Repeated violation of this policy may result in any or all of the following: referral to the Community Justice Center, referral to States Attorney pursuant to 16 V.S.A. § 1126, requirement of parenting classes for legal guardian, or Suspension.

SOLICITING MONEY AND/OR FAVORS

Our student population is characterized by emotional and behavioral disturbances due to many different disabilities and circumstances. This policy is more strict than most, designed to protect those with these disabilities from becoming victims of abuse, bullying, and manipulation.

Students at times are pressured by others to give them money. It is not acceptable for students to ask others for money, to suggest they are deprived of money, food, or security in the presence of a student with higher level of financial security, and students should not give any money when approached or as a result of hearing that another student is struggling.

Students that solicit money or favors (as described in this paragraph, including conversations evoking sympathy with poverty or familial stress) will have their parent/guardian notified and may be sent home if they choose to continue to engage with others in this way. The TRA leadership team will work with any families to ensure they have access to food and services through community outreach connections should the need arise and should agreement be previously obtained.

STUDENT SPENDING MONEY

Due to not all students having equal access to spending money, students will be prohibited from spending personal money at any time during the school day. Students will be given the option to store their money in the Administrator's office during the school day for safekeeping. TRA takes no responsibility for any lost monies.

COMMUNITY DRESS EXPECTATIONS

TRA expects its members to come to school dressed appropriately for being in a public space, community and work environment. This means that:

1. Shirts must be worn at all times



2. Footwear must also be worn at all times, students should come prepared with a pair of closed toe shoes each day
3. No article of clothing can advocate or endorse the use of alcohol, drugs, weapons, inappropriate language, hate speech, symbols of hate, prejudice, or exclusion of protected classes, derogatory language, or anything illegal
4. No article of clothing should display inappropriate language, hate speech, symbols of hate, prejudice, or exclusion of protected classes, derogatory language, or anything illegal
5. No undergarments should be visible, including bra straps and underwear.

If a student is dressed inappropriately, the student will be asked to adhere to the expectations by putting on clothing that is appropriate. If the student does not have clothing of their own, they will be given an appropriate article of clothing for the remainder of the day. The student will not have choice in what that article of clothing looks like. Multiple violations may result in a parent/guardian meeting.

Certain areas or activities during school might require particular dress for safety reasons; teachers and facilitators of these activities will share expectations with students in advance. Students should be prepared to be outside in all weather conditions and all seasons. However, if obtaining outer layers and appropriate footwear becomes a hardship families are encouraged to reach out to the Director as clothing can be borrowed and or provided from or by the program.

HELMETS AND PROTECTIVE GEAR

Helmets must be worn during any activity involving wheels (except riding in a car, bus, or van) skiing or snowboarding, outdoor rock climbing, white water kayaking, or rafting. **No exceptions will be made.** Helmets can be provided by the school if a student does not possess their own.

EMERGENCY DRILLS

Preparedness is an essential part of safety in any facility. There are various types of emergencies that may arise. Some may require you to exit the building; others may require you to stay in your classroom or move to a safer classroom. Your teacher/support staff will give you instructions based on the type of emergency. You are expected to follow your teacher's instructions and cooperate with any adult during emergencies. In any emergency drill, we ask that you follow instructions quickly and quietly. If you have questions about why a drill is set up the way it is, please wait until the drill is over to ask questions or challenge the policy.

There will be emergency drills at TRA. It is important for personal safety to take note of the posted exit routes in each classroom. If you do not understand the exit route, ask your teacher or support staff. If the emergency requires you to evacuate the building, walk quickly and quietly, out and away from the building. Do not stop along the way, nor try to access personal items prior to leaving the building. Do not stand in or near a fire lane once outside. Please stay with your support staff for attendance and safety purposes. Your cooperation could one day save your life or the life of someone else.

INTER-STUDENT RELATIONSHIPS

Students are discouraged from engaging in inter-student romantic relationships, however, given the nature of the age group of students served they may occur. If there is a known relationship within the TRA student community staff will increase supervision and will ensure that these two students are not left unattended nor unsupervised at any time. Students will be prohibited from riding in the same car without



a staff sitting between them and from spending time together unaccompanied. Students are also prohibited from demonstrating any form of displays of affection.



POLICIES

These are the policies of Two Roads Academy as of July 2023, the revision date of this handbook. Policies and procedures are subject to change. Revisions to Policy will be announced to parents, sending schools, and students and made available through internet links to the revised Handbook or printed copies if requested in writing to hari@tworoadsacademy.org.

USE OF PHOTO AND VIDEO

TRA often takes pictures of students engaging in various activities and programs, which may be displayed around the school, may be uploaded to the TRA website, etc. Students may opt out of pictures at any time, staff will also endeavor to take many photos without students' faces displayed. Students may not take pictures or videos of other students or staff without consent during the school day.

STUDENT CONDUCT AND DISCIPLINE

TRA is committed to using positive behavior supports and best practices in instruction to prevent challenging behavior in the classroom or other learning environments. These include but are not limited to: embedded therapeutic approach to behavior change, classroom reinforcement systems, behavior specific praise, schoolwide reinforcement systems, individualized behavior plans, formative assessment, high levels of opportunities to respond, differentiated instruction, personalized instruction, environmental manipulation, antecedent management systems, and best practices in Applied Behavior Analysis and education.

Applied Behavior Analysis is utilized by our Board Certified Behavior Analysts to support students in gaining skills in order to better access their academic environments, to teach appropriate alternative replacement behaviors to behaviors which may have inhibited their ability to access their education or social situations, and to support them in leading a values-driven life.

Reinforcement procedures are utilized to support students in engaging in socially significant behaviors, supporting them in working towards goals identified by themselves in conjunction with the BCBA and their team. Reinforcement may consist of students earning tokens or points which may be exchanged for tangible rewards (such as sweatshirts, food items, etc.). **At no time** will students earn physical money nor gift cards to non-specific stores (i.e. gas stations).

Frequent data analysis occurs to ensure the efficacy and effectiveness of treatment, resulting in ever evolving supports and interventions to support students as they grow and develop.

Our Board Certified Behavior Analysts utilizes embedded Acceptance and Commitment Training techniques and strategies to support students in working towards psychological flexibility.

All students are expected to be on a progressive path to managing their social emotional challenges. Every student will have individualized social-emotional and behavioral learning goals and adult support to assist in achieving those goals. Goals will continue to be revised as students achieve them, and to ensure that their goals are appropriate for them.

Along the path to success, there may be times when students struggle to maintain and participate in a safe learning environment. Our discipline policies will address the consequences in place if that should happen.



DISCIPLINE

Two Roads Academy is committed to addressing discipline for severe behaviors with three priorities:

1. Safety of students and staff
2. Restorative Practices and Community Justice
3. Family involvement, accountability, and responsibility

SEVERE & CRIMINAL BEHAVIOR

It is important in the work of education that students are given every opportunity to learn how to inhibit impulses and behave in accordance with the rules of society in which they live. TRA works with each student to help them develop a social emotional skill set that will benefit them in their roles in any given community, as well as help build stronger relationships within that community.

If a student commits a crime at school that does not cause immediate jeopardy to themselves or others, we may notify the police and may refer the student to coordinate with the Colchester Police Department. We will notify parents and guardians, and may ask for that student to be removed from TRA for the remainder of the day. Restorative Practices will be utilized to repair the harm.

If a student commits a crime that causes immediate jeopardy to themselves or others, we will call 911 and engage the Colchester Police Department directly.

We offer two tools here in the Handbook to help outline our response to both criminal behavior and behavior that may not be illegal but may fall into a category requiring a disciplinary response.

The following rubric is an outline of our discipline policies for severe behavior. This discipline rubric includes the consequences as outlined in Vermont State Laws for any behavior that is addressed by those laws. For less severe behaviors our *Response to* flowcharts outline the response that staff will follow.

Behavior	First Instance	Second Instance	Third Instance
<p>Extensive Insulting Language</p> <p>Defined as <i>repeated use of obscenities and derogatory language throughout a day, targeted toward students or staff, that occurs regardless of level of escalation of student.</i> Must have been addressed by the student's individualized behavior plan prior to this rubric taking effect.</p>	<p>Refer to Individualized Behavior Support Plan</p> <p>Complete Function Based Restorative Practices Road Map</p> <p>Conference with Director, or Behavior Consultant, or Admin team member</p> <p>Outline of consequences for any further instances.</p>	<p>Team meeting with parent or guardian and sending school.</p> <p>Behavior contract updated and revised.</p> <p>Students must stay onsite for the consecutive duration of a school day refraining from insulting language before rejoining the group schedule.</p>	<p>Team meeting with parent or guardian and sending school.</p> <p>Possible referral to appropriate law enforcement agencies.</p> <p>Students must stay onsite for the consecutive duration of two school days refraining from insulting language before rejoining the group schedule.</p>



	Complete reparative work.	Complete reparative work	
<p>Threats</p> <p>Verbal issuances that communicate <i>intent to harm or the threat of harm to a person, animal, building, group, property, etc.</i> Includes oblique references interpreted by others as threatening.</p>	<p>Restorative Practice at school.</p> <p>Communication with the team to outline the description of and severity of threats and upcoming consequences for repeated offense.</p> <p>Complete Function Based Restorative Practices Road Map</p> <p>Conference with Director, or Behavior Consultant, or Admin team member.</p> <p>Team meeting with parent or guardian and sending school.</p>	<p>Possible referral to Community Justice Center.</p> <p>Possible report filed with Colchester Police Department (CPD), and citation according to Vermont State Law.</p> <p>Possible suspension of school privileges.</p> <p>Team meeting with parent or guardian and sending school.</p>	<p>As determined by the Community Justice process from the second instance.</p> <p>Including, but not limited to another report filed with the CPD and citation according to Vermont State Law.</p> <p>Team meeting with parent or guardian and sending school.</p>
<p>Physical Assault</p> <p>Also known as physical aggression and is defined as <i>physical aggression towards staff or students</i></p>	<p>CPD may be called to respond.</p> <p>Possible citation or arrest according to Vermont State Law.</p> <p>Subsequent referral to Community Justice Center as indicated by CPD.</p> <p>Possible suspension.</p> <p>Re-entry meeting required with student, sending school, and parents.</p> <p>Removal of privileges at school until Restorative Processes are completed.</p> <p>Continued restorative practices at school.</p>	<p>CPD may be called to respond.</p> <p>Citation or arrest according to Vermont State Law.</p> <p>Possible suspension or expulsion.</p> <p>Team meeting with parent or guardian and sending school.</p>	<p>Including, but not limited to another report filed with the CPD and citation according to Vermont State Law.</p> <p>Team meeting with parent or guardian and sending school.</p> <p>Suspension or expulsion.</p>



	<p>Safety Plan created.</p> <p>Team meeting with parent or guardian and sending school.</p> <p>Complete Function Based Restorative Practices Road Map</p>		
<p>Bullying/Harassment</p> <p>As defined by Vermont State Law</p> <p>16 V.S.A. § 11 and including any bullying or harassment of adults or staff at Two Roads Academy.</p>	<p>Cease and Desist order issued to student(s)</p> <p>Meeting with administration</p> <p>Be in communication with families regarding cease and desist conversation</p> <p>Documentation of conversation</p>	<p>Meeting with administration</p> <p>Letter home and communication with families</p> <p>Facilitated conversation with both parties</p> <p>Warning of loss of privilege: students may be disallowed from attending/engaging in expeditions</p>	<p>Loss of privileges: not attending expedition, not attending community based activities</p> <p>Team meeting</p> <p>Determine other consequences: time away from the group, in-school suspension.</p> <p>Final Step</p> <p>Team meeting</p> <p>Potential suspension/removal from program</p>
<p>Theft</p> <p>Defined as <i>taking an item that belongs to another person without permission to do so. Possession of the item is considered theft, regardless of promise to return it.</i></p>	<p>Possible team meeting with parent or guardian and sending school.</p> <p>Complete Function Based Restorative Practices Road Map</p> <p>Removal of privileges earned until the following process is complete.</p> <p>Restorative practices utilized, behavioral contracts made.</p>	<p>Team meeting with parent or guardian and sending school.</p> <p>Complete Function Based Restorative Practices Road Map</p> <p>Possible increased supervision.</p>	<p>Report filed and citation according to Vermont State Law</p> <p>Report filed with CPD, and citation according to Vermont State Law.</p> <p>Removal of privileges at school until the Community Justice process is completed to the satisfaction of that organization.</p> <p>Continued restorative practices and increased supervision, possibly including random searches of person and</p>



			<p>property at school.</p> <p>Team meeting with parent or guardian and sending school.</p>
<p>Retaliation</p> <p>Defined as <i>the action of harming or attempting to harm another because of perceived insult or harm to oneself.</i></p>	<p>Team meeting with parent or guardian and sending school.</p> <p>Complete Function Based Restorative Practices Road Map</p> <p>Possible referral to Community Justice Center.</p> <p>Possible report filed with CPD, and citation according to Vermont State Law.</p> <p>Restorative practice at school.</p>	<p>Team meeting with parent or guardian and sending school.</p> <p>Possible referral to Community Justice Center-As determined by the Community Justice process from the first instance.</p> <p>Including, but not limited to another possible report filed with the CPD and citation according to Vermont State Law.</p>	<p>Including, but not limited to another report filed with the CPD and citation according to Vermont State Law.</p> <p>As determined by the Community Justice process from the first instance.</p> <p>Team meeting with parent or guardian and sending school.</p>
<p>Stalking or Cyber-stalking</p> <p>13 V.S.A. § 1061</p> <p>(4) Stalk means <i>to engage purposefully in a course of conduct directed at a specific person that the person engaging in the conduct knows or should know would cause a reasonable person to fear for his or her safety or the safety of another or would cause a reasonable person substantial emotional distress.</i></p>	<p>Referral to Community Justice Center.</p> <p>Report filed with CPD, and citation according to Vermont State Law.</p> <p>Removal of privileges at school until the Community Justice process is completed to the satisfaction of that organization.</p> <p>Continued restorative practices at school.</p> <p>Team meeting with parent or guardian and sending school.</p> <p>Complete Function Based Restorative Practices Road Map</p>	<p>Team meeting with parent or guardian and sending school.</p> <p>As determined by the Community Justice process from the first instance.</p> <p>Including, but not limited to another report filed with the CPD and citation according to Vermont State Law.</p>	



<p>Weapon creation, possession</p> <p><i>Any instance of possessing an item that could be used as a weapon, and brandishing or talking about that item in a way that demonstrates intent to intimidate or harm. Use, manipulation, or misappropriation of any item that could cause harm to others.</i></p>	<p>Team meeting with parent or guardian and sending school.</p> <p>Complete Function Based Restorative Practices Road Map</p> <p>Suspension.</p> <p>Team meeting with parent or guardian and sending school.</p> <p>Report filed with CPD.</p> <p>Citation and/or arrest as determined appropriate by CPD.</p> <p>Safety Plan created in collaboration with CPD prior to students returning to school.</p>	<p>Team meeting with parent or guardian and sending school.</p> <p>As determined by the Community Justice process from the first instance.</p> <p>Including, but not limited to another report filed with the CPD and citation according to Vermont State Law.</p> <p>Citation and/or arrest as determined appropriate by CPD.</p>	<p>Suspension or expulsion.</p> <p>Report filed with CPD.</p> <p>Citation and/or arrest as determined appropriate by CPD.</p>
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TOBACCO PROHIBITION

POLICY OVERVIEW

It is the policy of TRA to provide a tobacco free environment for students, employees, and guests.

GUIDELINES

The use and possession of tobacco, tobacco or nicotine products or nicotine delivery systems (including vaping) on school grounds or during school sponsored or sanctioned activities is a violation of state law and is hereby prohibited. This ban extends to any student, employee, or visitor to the school and applies at all times, regardless of whether school is in session or not.

The Director is responsible for informing students and employees of this policy, posting signs on school property, and providing notice in bulletins, programs, and announcements related to school events to visitors and those who are invited to attend school activities.

Students who violate this policy will be disciplined under the school's disciplinary policy and procedures. Students in the possession of tobacco products, vaping products, and related materials will have this



property confiscated by appropriate school personnel and may be referred to law enforcement authorities. Students who distribute tobacco or vaping products on school grounds may be subject to additional disciplinary action.

Others who use tobacco or vape on school grounds will be informed of this policy and asked to comply. A person failing to comply will be asked to leave school grounds. A person who refuses to comply or to leave school grounds when requested to do so shall be referred to local law enforcement authorities.

For purposes of this policy, school grounds means *any property and facilities owned or leased by the school and used at any time for school related activities, including but not limited to school buildings, areas adjacent to school buildings, athletic fields, and parking lots including private vehicles located therein*. This ban extends to all school-owned and operated vehicles, employee vehicles, and community settings during school hours.

SEARCH, SEIZURE, AND INTERROGATION OF STUDENTS BY SCHOOL PERSONNEL

It is the policy of Two Roads Academy (hereinafter referenced as *the school*), in order to provide a safe and orderly school environment, to authorize school personnel to examine all school property and to carry out searches or to seize property of students while on school property or at school related events under the guidelines provided in this policy.

SCOPE AND GENERAL POLICIES

This policy applies to searches of students' persons, possessions, including but not limited to electronic devices, desks, lockers and vehicles by school administration. Desks, lockers, textbooks, technological devices and other materials, equipment or supplies loaned by the school to students remain the property of the school, and may be inspected and searched by school employees without probable cause and without notice to or the consent of the student. The school needs only reasonable suspicion in order to conduct a search.

Searches of students' persons and/or students' personal property may be conducted only upon reasonable suspicion that the search will uncover evidence that a student has violated a school rule or policy, or has violated the law, including possession of contraband. Searches will be conducted within the law, meet the requirements of the state and federal constitutions, and in the least invasive manner possible.

If there is a clear and imminent danger to the health and safety of school individuals, or clear and imminent risk of danger to school property (such as a bomb scare), general searches of school property may be allowed under closely supervised conditions that respect individual rights.

Copies of this policy will be distributed to students when they enroll in school, and will be included in the student handbook given to students and parents at the beginning of each school year. This policy is meant to explain the legal rights of the School, but is not meant to limit them in any way.



REASONABLE SUSPICION

In determining whether reasonable suspicion exists, an administrator or faculty member shall consider all relevant information, including the following:

1. The timeliness of the information that gives rise to the suspicion;
2. Whether a plausible alternative explanation exists;
3. Whether any other information exists that independently supports or detracts from the probable reliability of the new information; and
4. If the information was provided by an informant:

Whether the information was directly gathered by the informant, such as by visual observation or overheard conversation, or was indirectly provided by another person to the informant; and

Whether the informant has been shown to be or should be considered a reliable source.

DEFINITIONS

As used in this policy:

Contraband means *weapons, drugs, and other illegal substances, or other objects which are evidence of a violation of state or federal law or school policy.*

School property search means *the search of desks, lockers, textbooks, technological and imaging devices, and other materials, equipment or supplies loaned by the school to a student, including use of personal devices which access school network resources as outlined in the G3 Responsible Computer, Network and Internet Use.*

Possessions search means *a search of the student's pockets, bags, purses and other movable possessions performed by requiring a student to empty those items or allow review of contents of an item including but not limited to photos, texts or other electronic files and communications on an imaging device or a computer.*

Vehicle search means *a search of a student's vehicle.*

Person search means *a search of a student's person and may require the student to loosen or remove outer clothing, consistent with item D under **Types of and Conditions for Searches** below.*

Student means *a student of the member school district or of another school who is participating in school district activities or is otherwise on school property.*

PERSONS WHO MAY PERFORM SEARCHES

1. Searches shall normally be conducted by trained school personnel. However, when an administrator is not reasonably available or cannot perform a search within a reasonable time, such as on a field trip, a designated member of the faculty or local law enforcement may perform a search.
2. Searches and seizures by law enforcement officials shall be as outlined in: ***Searches, Seizures, and Interrogation of Students by Law Enforcement Personnel or Other Non-School Personnel.***



TYPES AND CONDITIONS FOR SEARCHES

The extent of each search shall be directly related to the basis of the search.

1. School administrators may inspect and search school property including but not limited to lockers and/or other school property and network resources accessed by or assigned to the student or used by the student without probable cause and without notice to or the consent of the student.
2. Search of a student's possessions shall normally be conducted by requiring the student to empty his/her pockets, bag(s), purse (s), and other movable possessions or to allow review of items including but not limited to photos, texts, or other files or communications stored in or on technological devices, provided that there is reasonable suspicion to believe that the contraband is located in the place searched. The person conducting the search may pat down or otherwise search the student's clothing, may personally examine the purse, bag, backpack or technological device to ensure that all items have been removed or shown and may search the items removed from the purse, bag, or backpack as necessary and appropriate. A search of a student's possessions shall be witnessed by a second person who is an administrator or by a member of the faculty or staff when on a trip.
3. A vehicle search shall be made only when there is reasonable suspicion to believe that contraband is located in the vehicle; and the vehicle is either on school grounds or the vehicle is being used to transport students to or from a school sponsored event. A vehicle search shall be witnessed by a second person who is an administrator or by a member of the faculty or staff when on a trip.

A vehicle search shall normally be conducted by examination of the unlocked spaces of a vehicle. A student may be required to open locked spaces in a vehicle to permit examination of the contents therein upon reasonable suspicion to believe contraband is present within the locked space. If a student refuses to open a locked space, the vehicle may be detained on school grounds until police can be summoned and a warrant obtained.

In circumstances where there is reasonable suspicion to support the search of a student's person, and the search requires the student to disrobe, in whole or in part, the search shall be conducted by a trained third party. Strip searches by school personnel are prohibited. A search of a student's person shall be:

1. Conducted by a person of the same gender as the student, and
2. Witnessed by a third person who is an adult of the same gender as the student, and
3. To the degree that circumstances allow, conducted in a manner that maximizes the student's interest in modesty and privacy.

ACTIONS FOLLOWING SEARCH

Any suspected contraband found during a search shall be confiscated. Any suspected illegal substances or other items evidencing a crime found shall be turned over to law enforcement officials.

The principal or designee shall notify the student's parent(s) or guardian(s) that a search has been conducted and that evidence has been provided to the police.



QUESTIONING OF STUDENTS

School employees may detain students to question them where they have reasonable grounds to suspect that it will assist them in gathering evidence or information regarding possible violations of policy or school behavior expectations. The Administration may act on information related to violations of school rules received from outside law enforcement personnel. School officials are not required to notify parents of questioning of students.

Legal Reference(s):

New Jersey v. T.L.O., 469 U.S. 325, 105 S. Ct. 733 (1985)

Vernonia School District v. Acton, 515 U.S. 646, 115 S. Ct. 2386 (1995)

Board of Education v. Earls, 122 S. Ct. 2559 (2002)

Doe v. Little Rock School District, 380 F.3d 349 (8th Cir. 2004)

Phaneuf v. Fraikin, No. 04-4783 (2d Cir. May 19, 2006)

Wofford v. Evans, 390 F.3d 318 (4th Cir. 2004)

Shuman v. Penn Manor School Dist., 422 F.3d 141 (3d Cir. 2005)

In re Randy G., 110 Cal. Rptr. 2d 516 (Cal. 2001)

*Mislin v. City of Tonawanda Sch. Dist., 2007 WL 952048, *10 (W.D.N.Y. 2007)*

Bisignano v. Harrison Cent. Sch. Dist., 113 F. Supp. 2d 591, 596-97 (S.D.N.Y. 2000).

RESTRAINT AND SECLUSION

It is the practice of Two Roads Academy to follow all rules outlined in Vermont State Board of Education [Rule Series 4500](#) regarding Restraint and Seclusion. Furthermore, it is the philosophy and practice at Two Roads Academy to avoid restraint and seclusion unless imminent danger for the safety of students or staff is present. Physical aggression will be consequted by contact with law enforcement and/or the Community Justice Center if it results in the harm of others.

RESTRAINTS

1. Pursuant to Rule 4500 (VT SBE) the school may implement the use of restraint to maintain safety when less restrictive interventions have failed or when he/she is in danger of hurting him/herself or others, or for property destruction and only as long as necessary to keep everyone safe. Restraints cannot be used for disrespectful behavior. The school must choose a restraint that is safe and that considers your child's age, size, ability to understand and communicate, and personal history. School staff that use restraints must be trained in a program approved by the state. The school will ensure that students are not subjected to inappropriate use of restraint or seclusion.
2. Prior to restraints being utilized TRA staff will endeavor to utilize: reminders, limit setting, redirection, reminder of reinforcement and blocking. Staff will then utilize least-to-most restrictive interventions.



3. Trained school personnel are allowed to use prone physical restraints, which means holding a student down on his/her stomach, and supine restraints, which means holding a student down on his/her back. However, since these restraints are more restrictive, they should only be used as a very last resort.
4. Schools cannot use chemical, medication, or mechanical means to restrain your child unless it is under professional guidance for medical or mobility safety.

For more information regarding Rule 4500 and the use of restraint and seclusion in Vermont go to: <https://education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-4500.pdf>

SECLUSION

Schools may confine a student alone in a room only when he/she is in danger of hurting him/herself or others or to prevent property destruction, and only as long as necessary. The room must be large enough for your child to move around safely. It must be well lit, of comfortable temperature, and free of dangerous objects. An adult must watch your child while he/she is in the room.

DOCUMENTATION AND REPORTING

The school must monitor your child after a restraint or seclusion has ended. School staff not involved in the restraint/seclusion must conduct a physical/medical assessment and document any injuries.

A school administrator must inform you, either verbally or electronically, of any incident of restraint/seclusion as soon as possible, but definitely by the end of the school day. Within 24 hours, the school must provide a written account to the parent with the following information:

1. The time, date and description of the restraint/seclusion,
2. Contact information of a school staff who can provide further information, and
3. The date and time of a review session, which will occur within 4 school days of the incident, including notice that the parents have the opportunity to participate in this session.

Additionally, you will be invited to a processing meeting in which the use of the restraint or seclusion will be reviewed.

COMPLAINTS AND INVESTIGATIONS

You may file a complaint regarding the restraint or seclusion of your child to a school administrator. The school then has 30 days to investigate and issue a written report. If you are not satisfied with the report, you may direct the complaint to the Superintendent of the school district.



SUBSTANCE USE POLICY

POLICY STATEMENT

It is the policy of Two Roads Academy that no student shall knowingly possess, use, transfer, or be under the influence of any drug, alcohol, or other regulated substance at school or at any school-sponsored activity.

It is further the policy of the school to make appropriate referrals in cases of substance use. School personnel will work in a coordinated manner to establish prevention, treatment, and support opportunities. The Director, with the approval of the Special Educator and Case Manager(s) and/or Outplacement Coordinator, may determine the applicability of this policy.

PROHIBITED CONDUCT

It is a violation of this policy for any student to knowingly do any of the following on school property, adjacent to school property, or at any school-sponsored activity:

1. Be under the influence of any Substance (defined below);
2. Possess, use, purchase, procure, sell, give, supply, or otherwise transfer any Substance or Paraphernalia (defined below) or any product or item believed or represented to be a Substance or Paraphernalia;

When school personnel have sufficient information as a result of observation, witness statements, or referral to reasonably suspect that a violation of this policy has occurred, the student(s) will be expected to cooperate fully with the Director and local authorities. This may include, but is not limited to, removal of shoes and socks, and emptying of pockets, pocketbooks, and backpacks. In such situations, the Director also reserves the right to inspect students' lockers and cars parked on school premises. Such actions shall conform to the Vermont State policy on searches. Failure on the part of the student to provide complete cooperation will constitute a violation of this policy. The Director reserves the right to contact a law enforcement agency in the event that the student fails to cooperate.

It shall be a further violation of this policy for anyone to retaliate in any way against any person who has participated or cooperated in the investigation of a violation of this policy. Retaliation includes, but is not limited to, verbal and physical threats, intimidation, assault and/or battery or an attempt to do any of the foregoing. Retaliation is a serious matter and it will constitute the basis for separate disciplinary action up to and including the expulsion of the student.

Violations of this policy are cumulative in nature during a student's total years of enrollment at the school.

In all reported instances of a violation of this policy, the parent or legal guardian will be notified by the School Director, or other appropriate personnel. The parent or legal guardian will be requested to transport the student home. In no event will the student be permitted to leave the school without an escort.



DEFINITIONS

Substance includes *any illegal, controlled, or over-the-counter drug, and alcohol products including energy drinks, e-cigarettes and vaping products. Substance also includes any abusable glue or aerosol paint, as defined by state or federal law, or any other chemical substance including, but not limited to, lighter fluid and reproduction fluid, for inhalation;*

Drug includes *any narcotic, hallucinogenic, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal regulation or statute.*

Drug also includes *any prescription or non-prescription drug, medicine, or other chemical including, but not limited to, pain relievers, stimulants, nicotine, diet pills, cough medicines and syrups, cold medicines, laxatives, stomach and digestive remedies, depressants, or sleeping pills, not taken in accordance with the provisions of school policy regarding the dispensing of medication.*

Paraphernalia includes *any handmade or commercial device or implement that assists, or is used for, the intake of a Substance or drug. Examples include rolling paper, pipes, needles, e-cigarettes, Juuls, and manipulated lab equipment.*

Substance use is *the possession, use, or being under the influence of any substance.*

Substance abuse is *the ingestion of substances in such a way that it interferes with a person's ability to perform physically, intellectually, emotionally, or socially.*



Tobacco and Alcohol Education Program

The administration shall work with appropriate staff members to develop and conduct an alcohol and drug use educational program on a sequential basis from early childhood through grade 12 as required by Vermont law. The program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan. If the School is a recipient of federal Safe and Drug Free Schools and Communities Act funds, the Act will be considered in the development of the alcohol and drug use educational program.

COOPERATIVE AGREEMENTS AND SERVICES

In dealing with substance use cases, every effort will be made to promote responsible decision-making by the student involved and other students who are aware of another student's substance use. The focus will be to encourage or require appropriate medical and/or psychological intervention by trained professionals. The Director shall be responsible for providing information to students and parents or guardians about outside agencies that provide substance use prevention services and to encourage the use of their services and programs when appropriate.

The School has established a therapy program for each student. Students, under the age of eighteen (18) who have been enrolled at Two Roads Academy and who are at risk of or currently using/abusing substances will be required to engage with the therapist on that topic. Additionally, parents and/or guardians may be required to attend parenting sessions or substance use screening and consultation.

REFERRAL AND CONSENT

Parental consent is not required for student participation in therapy programs conducted within the school. Such groups may be conducted only by trained professionals contracted by the school to perform such service.

Further, parental consent is not required for referral to an outside substance use treatment program when a student who is twelve years of age or older is suspected of substance dependency, verified to have that dependency by a physician, and gives his or her own consent for treatment. See 18 VSA § 4226.

NOTIFICATION

The Director shall ensure that parents and students are given copies of the standards of conduct and disciplinary sanctions contained in this policy, and are notified that compliance with the standards of conduct is mandatory. Notice to students will, at a minimum, be provided through inclusion of these standards and sanctions in the student handbook distributed to all students at the beginning of each school year or when a student enrolls in the school.



PRESCRIPTION DRUGS

The administration and use of prescription medicines within the school will be handled in accordance with the school's policy on medication.

CONSEQUENCES FOR VIOLATION OF POLICY

Students who are experiencing problems with alcohol and drugs are in need of assistance. A twofold approach, rehabilitation and discipline, provides an opportunity for both assistance and intervention to the individual student.

The Administration, in consultation with other appropriate sending school personnel and community resources, shall develop a plan that includes both of these consequences. All disciplinary measures in accordance with this policy will comply with due process requirements and, where appropriate, will be consistent with the rights of students with disabilities as reflected in the school's discipline policy.

REHABILITATIVE ACTION

The rehabilitative action component requires the involvement of a substance use counseling program that provides evaluations and related services on an ability to pay fee scale and has the prior approval of the school administration. The student and the parent shall sign a release permitting the outside agency to provide information to the school administration regarding the evaluation and participation in the prescribed program. Additionally, the school will be provided with a copy of written recommendations prepared by the outside agency prescribing a plan for the student. Demonstrated proof of successful participation or planned participation will be a condition of continued attendance or reinstatement, if continued attendance or reinstatement is permitted under the consequences by the administration. A meeting with parents, the student, Two Roads Therapist, and the Director will be held to review the above-mentioned plan. Following the completion of the plan and recommendations, an evaluation shall be conducted to determine if further assessment or counseling is required. Counseling sessions or other treatment resulting from intervention and/or referral is the financial responsibility of the student and their parent(s) or legal guardian.

SUBSTANCE POLICY VIOLATIONS

POSSESSION OR UNDER THE INFLUENCE

Possessing any substance or paraphernalia (or any product or item believed to be or represented as such), or being under the influence of any substance.

SALE OR DISTRIBUTION

Selling, supplying, giving, or otherwise transferring any substance or paraphernalia (or any product or item believed to be or represented as such), or attempting or conspiring to do the same.



PURCHASE OR PROCUREMENT

Purchasing or procuring any substance or paraphernalia (or any product or item believed to be or represented as such), or attempting or conspiring to do the same, in violation of this policy.

DISCIPLINARY ACTION

SAFE HARBOR POLICY

Students may refer themselves or other students for assistance with substance abuse or other problems. An adult such as a school employee, parent, or friend may also make the request for support with an appropriate referral for evaluation and/or treatment. Students will have immunity from disciplinary action:

1. Only if the information has not already been disclosed or will not otherwise become available to school officials through ongoing proceedings.
2. The student engages in open and honest communication

It is important to note that schools can only promise safe harbor from disciplinary consequences, not from criminal charges or other circumstances outside the school's control.

If a Safe Harbor response is utilized with a student, guardians will be notified. Students will have input as to how the notification is conducted; ie- students may participate to join a conference call, or request that an administrator calls home without them present.

FIRST OFFENSE

1. TRA will notify the students parents or guardians
2. Student will develop a behavior contract with school staff
3. TRA will collaborate with TRA's counselor, and/or the students counselor if they access one
4. Student will complete a Restorative Practices Roadmap (see Appendix E)
5. The school will notify appropriate law enforcement agencies when necessary

SECOND OFFENSE

1. TRA will notify the students parents or guardians and will coordinate a parent meeting for re-entry
2. Student and their Behavior Analyst will update the behavior contract and will review the completed Restorative Practices Roadmap
3. The school will notify appropriate law enforcement agencies.
4. Student will update behavioral contract, and work through a Restorative Roadmap
5. Clinical team will be notified and assess for possible substance use treatment referrals
6. Student may return to school after a parent meeting is held with a re-entry meeting

THIRD AND SUBSEQUENT OFFENSES

1. The school will notify appropriate law enforcement agencies.
2. Student will work through restorative roadmap
3. Referral for substance use treatment will be initiated
4. Student may return to school after re-entry meeting with parents and sending school



OBSERVATIONS AND REFERRALS

The school administration will intervene when there is reasonable cause to believe that a student has violated the terms of this policy.

School personnel who observe abnormal or erratic behavior of a student, which may be associated with being under the influence or substance use, will notify the school Administration.

In some instances, school personnel may observe over a period of time changes in the academic, social, or personal behavior of a student that may be related to substance use even though the student has not committed any known violation of this substance use policy. School personnel are encouraged to observe student behavior, which may signal a need for a referral to, and assessment by, a student assistance counselor or other appropriate school personnel. Staff members are not asked to label or diagnose student behavior, but rather to become aware and sensitive to problematic student behavior related to possible substance use.

When a student recognizes that he/she has a problem with substance use and chooses to address this problem, the School will cooperate as fully as possible with this student. Provided that no known violation of school policy has occurred, a student who is self-referred will receive assistance and support with this problem. The school will seek to create a climate by which a student may seek and receive education, referral, and/or counseling relating to the substance use problem. This will be provided without consequence provided the following conditions exist:

- A.** There is no imminent or apparent threat of harm to self or others;
- B.** The student has been referred or self-referred, and not caught in violation of school policies or the law;
- C.** A commitment is made to abstain from further substance use and to cooperate with a counseling plan;
- D.** The student and his/her parent(s) or legal guardian assumes the cost of assessment and counseling.



SENDING SCHOOL SPONSORED ACTIVITIES

It is the policy of the Two Roads Academy to encourage student access to their sending school's student activities program and interscholastic athletic program which can complement educational programs.

Engagement in sending school sponsored activities will be at the discretion of each students' sending school, decisions may be made in conjunction with the Director. The Director may collaborate with the sending school by providing pertinent information regarding each students' participation.

All school-sponsored activities will be under the ultimate control of the sending school district and students must comply with all policies and procedures of their sending school and the rules and guidelines of the Vermont Principals Association as noted in the sending school handbook and policies.



WEAPONS

POLICY STATEMENT

Two Roads Academy is concerned with, and interested in, protecting the health, safety, and welfare of students, employees and visitors. Two Roads Academy recognizes that school buildings, facilities, vehicles, grounds and other school property are best utilized in the educational process in the absence of threats to physical well-being and safety by individuals possessing weapons. It is further the intent of Two Roads Academy to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

CONDUCT PROHIBITED

Possession and/or use of any dangerous or deadly weapon or facsimile (see *hoax device* defined in 4c. below) of any dangerous or deadly weapon in any school building on school grounds or property are strictly prohibited. It is a violation of this policy for any person to make, issue, or communicate by any means, a threat that a dangerous or deadly weapon has been, or will be, placed or used on school grounds or property. This policy is in effect before, during, and after school, as well as at any school-sponsored activity. This policy **does not** apply to a law enforcement officer while engaged in law enforcement duties, or to weapons or facsimiles of weapons used in school-approved functions or ceremonies.

DEFINITIONS

A. Dangerous or deadly weapon means:

1. *Any knife, dagger, switchblade, or folding knife, including a pocket knife and pen knife, shall be considered a dangerous or deadly weapon if it is used, threatened to be used, or possessed in a threatening manner, or with the intent to cause harm to any person.*
2. *Any other weapon, device, instrument, material, or substance, whether animate or inanimate, which in the manner it is used or is intended to be used, is known to be capable of producing death or serious bodily injury.*
3. Weapons as defined in Section 921 of the Federal Gun-Free Schools Act,
4. including the following:
 - a. For purposes of application and enforcement of this policy, a B-B gun, pellet gun, or similar device is considered a weapon;
 - b. Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled.
 - c. A hoax device, defined as *any device so designed, assembled, fabricated, or manufactured as to convey the physical appearance of an explosive or incendiary bomb, or the physical appearance of any of the devices enumerated in subdivisions (a)-(f) of Division 1 of this section, which is lacking an explosive or incendiary charge.*
 - d. Any weapon (including a starter pistol) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, or by gas or air;
 - e. The frame or receiver of any weapon described above;
 - f. Any firearm muffler or firearm silencer;



- g.** Any destructive device, including explosives, incendiaries, or poison gas, including but not limited to
 - i.** Bomb
 - ii.** Grenade
 - iii.** Rocket having a propellant charge of more than four ounces
 - iv.** Missile having an explosive or incendiary charge of more than one-quarter ounce
 - v.** Mine
 - vi.** Any similar device
 - vii.** Unless under the supervision of a teacher and used as part of the curriculum.

B. School grounds or property means: *Any facilities, buildings, geographic areas vehicles owned, leased, or used by Two Roads Academy or its parent company, parking lots (including vehicles in the parking lots), or any other setting, which is under the permanent or temporary supervision and/or control of Two Roads Academy or its parent company.*

SANCTIONS

A violation of the terms of this policy will require that the following disciplinary action be initiated, in addition to possible legal action:

- 1.** The student, individual and/or staff member, who is in possession of a *dangerous or deadly weapon*, shall be referred to a law enforcement agency.
- 2.** The *dangerous or deadly weapon* will be confiscated.
- 3.** The student and/or staff member may be suspended until a referral to the Community Justice Center is complete. (Following due process procedures, as set forth in the School Policy for Student Conduct and Discipline, and in Employee Handbooks for classified staff.)
- 4.** Two Roads Academy will work in conjunction with the Community Justice Center to maintain community safety and student safety as they determine appropriate.

REPORTS TO THE STATE

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

AIDING OTHER STUDENTS

A student who in any way encourages another student to bring weapons to school also endangers the safety of others. Two Roads Academy expressly prohibits any such action. No student shall knowingly or willfully cause, encourage, or aid any other student to possess, handle, or transmit any of the weapons or facsimiles of weapons listed above. No student shall knowingly or willfully cause, encourage, or aid any other student to make, issue, or otherwise communicate by any means, a threat that a dangerous or deadly weapon has been, or will be, placed or used on school grounds or property. A student found to have violated this provision of the policy by causing, encouraging, aiding, etc. another student, shall be considered to have directly violated the policy themselves and will be subject to the rules and procedures herein.



PREVENTION OF HAZING, HARASSMENT, AND BULLYING

STATEMENT OF POLICY

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

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

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

The School shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy (16 V.S.A. § 570: § 570. Harassment, hazing, and bullying prevention policies), and shall take appropriate action against any person – subject to the jurisdiction of the School and Community Justice Center – who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the School’s disciplinary policies or the School’s Expectations for Student Behavior.

IMPLEMENTATION

The Director or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy.
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment and publicize their availability in any publication of the School that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may also be assigned to one or two of the Designated Employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the School shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization’s permission to operate or exist within the



District's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

CONSTITUTIONALLY PROTECTED SPEECH

It is the intent of the School to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

DEFINITIONS

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

Bullying means *any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:*

- 1. Is repeated over time*
- 2. Is intended to ridicule, humiliate, or intimidate the student; and*
- 3. Occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or*
- 4. 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.*

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

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

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

Employee includes *any person employed directly by or retained through a contract with the School or its parent company, an agent of the school, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes supervisory union staff.*

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



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

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

1. **Sexual harassment**, which means *unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:*
 - a. *Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status, or progress; or*
 - b. *Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.*

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

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

Hazing means *any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student:*

1. *in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and*
2. *which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.*

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

1. *The goals are approved by the educational institution; and*



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

With respect to Hazing, **student** means *any person who*:

1. *Is registered in or in attendance at an educational institution;*
2. *Has been accepted for admission at the educational institution where the hazing incident occurs;*
or
3. *Intends to attend an educational institution during any of its regular sessions after an official academic break.*

Notice means *a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student or adult allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school's response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.*

Organization means *a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.*

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

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

School Administrator means *a superintendent, principal or his/her designee assistant principal/technical center director or his/her designee and/or the District's Equity Coordinator.*

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



TWO ROADS ACADEMY HHB PROCEDURES

An HHB investigation will result when a student engages in any of the following:

- Sexualized language including gestures, written or otherwise
- Gang Language
- Drug Language
- Repeated offenses or continued profanity after intervention
- Continued sexualized language after intervention
- Harassing language towards protected classes
- Profanity targeted towards students
- Threats with specifications/plans to harm

Responses to incidents regarding or involving HHB include, but are not limited to:

- Staff immediately redirecting and prompting acceptable language
- Refer to individualized behavior support plan
- Offer a break
- Complete a Function Based Restorative Practices Road Map
- Student and staff should connect with the Director or Admin team by the end of the day
- Complete repair work
- Conference with Behavioral Analyst or Assistant Director

Administration from TRA will document all reported instances of behaviors which could be deemed as HHB. Letters to families will occur regarding the following steps:

Step 1: Cease and Desist Order

- Meeting with administration
- Be in communication with families regarding cease and desist conversation
- Documentation of conversation
- Letter home to families

Step 2

- Meeting with administration
- Letter home and communication with families
- Facilitated conversation with both parties
- Warning of loss of privilege: students may be disallowed from attending/engaging in expeditions

Step 3

- Loss of privileges: not attending expedition, not attending community based activities
- Team meeting
- Determine other consequences: time away from the group, in-school suspension

Step 4

- Team meeting
- Potential suspension/removal from program



RESPONSIBLE COMPUTER, NETWORK, AND INTERNET USE

POLICY

It is the policy of Two Roads Academy, (hereinafter referenced as *school*) to provide and fully support student and staff access to a multitude of information technology (IT) resources in compliance with the requirements of the Children’s Internet Protection Act (CIPA) and applicable federal and state laws that regulate the provision of access to the internet and other electronic resources. It is the intent of the school to provide opportunities to enhance learning and improve communication within our community and with the global community beyond by:

1. Creating an environment that fosters the use of information technology in a manner that supports and enriches the curriculum, provides opportunities for collaboration, and enhances staff professional development.
2. Ensuring that appropriate measures are taken to maintain the safety of everyone who accesses the district’s information technology devices, network and web resources.

GENERAL INFORMATION

This policy applies to anyone who accesses the school’s network, electronic collaboration and communication tools, and/or student information systems either on-site or via a remote location, and anyone who uses the school’s IT devices either on or off-site.

If employees or students choose to bring in their own equipment and devices to use or access school provided resources, they are still subject to all provisions of this policy. They also are responsible for ensuring that their equipment is virus free and will not compromise school systems. The school reserves the right to prohibit access to school resources and systems where otherwise allowing access will present a danger or risk to the school.

GUIDELINES

The Director is responsible for establishing procedures governing use of IT resources consistent with the provisions of this policy. These procedures must include:

1. An annual and/or ongoing process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:
 - a. **Respects Self:** Users will maintain appropriate standards of language and behavior when sharing information and images on social networking websites and elsewhere online. Users shall not distribute personally identifiable information about themselves and others.
 - b. **Respects Others:** Users shall not use technologies to bully, tease, or harass other people or otherwise violate school norms, rules or policies. Users will report incidents of cyber bullying and harassment in accordance with the district’s policies on bullying and harassment. Users will not use another person’s system account or password, or from presenting themselves as another person.
 - c. **Protects Self and Others:** Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.



- d. Respects Intellectual Property:** Users do not infringe the intellectual property rights of others.
2. Provisions necessary to ensure that internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in district electronic resources.
 3. Technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors with the understanding that the district is unable to control access to this content in the event that school devices are being used with outside networks out of the school/district buildings.
 4. Methods to address the following:
 - a. Control of access by minors to sites on the internet that include inappropriate content, such as content that is:
 - i. Lewd, vulgar, or profane
 - ii. Threatening
 - iii. Harassing or discriminatory
 - iv. Bullying
 - v. Terroristic
 - vi. Obscene or pornographic
 1. The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.
 2. Prevention of unauthorized online access by minors, including “hacking” and other unlawful activities.
 3. Unauthorized disclosure, use, dissemination of personal information regarding minors.
 4. Restriction of minors’ access to materials harmful to them.
 5. A process whereby authorized persons may temporarily disable the district’s internet filtering measures during use by an adult to enable access for bona fide research or other lawful purpose.

PARENTAL NOTIFICATION AND RESPONSIBILITY

The school will provide written notice to staff, parents/guardians, and students about the use of electronic resources including but not limited to networks, electronic devices and the internet. Use of electronic devices, school networks or access to the internet through school resources will be assumed to constitute the user's agreement to follow all school policies regarding such use and access.

LIMITATION/DISCLAIMER OF LIABILITY

The school is not liable for unacceptable use or violations of trademark copyright restrictions or other laws, user mistakes or negligence, and costs incurred by users. The school is not responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the school’s electronic resources network including the internet. The school is not responsible for any damage experienced, including, but not limited to, loss of data or interruptions of service. The school is not responsible for the accuracy or quality of information obtained through or stored on the electronic resources system including the internet, or for financial obligations arising through their unauthorized use.



DISCIPLINE AND ENFORCEMENT

The use of school IT resources by students, staff, or others is a privilege, not a right. However, with the privilege of access comes the responsibility of students, teachers, staff, and the public to exercise responsible and ethical use of these resources. The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the school's harassment and bullying policies.

The school's computer and network resources are the property of the school. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the school's equipment or network resources, including personal files and electronic communications, whether using school issued equipment or personal devices.

The school reserves the right to examine any computer, imaging or recording device, including but not limited to laptops, desktops, netbooks, tablets, cell phones, cameras, and any other electronic devices with built-in computing, imaging or recording devices or network if there is reasonable suspicion that any of the above guidelines are being violated. This includes any device onsite including both personal and school owned devices. Violations of these guidelines will result in loss of network privileges and/or disciplinary review. The school expects its users to make the right choices in using the internet and the school network.

The school reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, the school district will handle the allegation consistent with the student disciplinary policy. Allegations of staff member violations of this policy will be processed in accord with contractual agreements and legal requirements.

ANNUAL NOTIFICATIONS

DIRECTORY AND MEDIA INFORMATION AND RIGHT TO REFUSE

To: All parents of students, and to eligible students* currently attending Two Roads Academy.

Two Roads Academy may disclose designated directory information on students without the prior consent of the parent or eligible student, and without any record of such disclosure. The following types of personally identifiable information may be designated directory and media information:

Student's name, electronic email address, photograph, grade level, major focus of study, dates of attendance, and/or degrees, honors, and awards received.

Disclosure may include such personally identifiable information contained or reflected in photographs.

If you are an eligible student and are currently attending Two Roads Academy, or if you are the parent of a student currently attending Two Roads Academy, you have a right to refuse to permit the designation of any or all of these types of information as directory or media information concerning your child, or (if you are an eligible student) yourself, by providing written notice of your refusal listing the type(s) of information which you refuse to have so designated to the Director of the school, on or before September 21, 2019.



This annual notification is only a summary of rights. Further details about your access to and limitations on disclosure of your education records are contained in the LEA's detailed student record policy (available through the LEA school offices), and in state and federal law.

* You are an eligible student if you are at least 18 years of age or are attending an institution of postsecondary education.

EDUCATION RECORDS

To: All parents of students, and to eligible students* currently attending Two Roads Academy.

1. As the parent of a student enrolled in a school in Two Roads Academy, or as an eligible student, you have the following rights with respect to your child's (or, if an eligible student your own) education records:
 - a. To inspect and review the student's education records within 45 days of making the request;
 - b. To seek amendment of the student's education records if you believe that they are inaccurate, misleading, or otherwise in violation of the student's privacy rights;
 - c. To provide consent prior to disclosures of personally identifiable information contained in the student's education records, except to the extent that the law allows disclosure without your consent; and
 - d. To file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of law with respect to your rights under the Family Educational Rights and Privacy Act (FERPA). A complaint may be made in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.
2. Parent(s) or eligible students may review a student's education records by identifying the record(s) they wish to inspect and scheduling an appointment through the school Director. A full copy of the school district's policies and procedures concerning school records is available through the school office.
3. A parent or eligible student may ask that their school amend an education record if (s)he believes that the record is inaccurate, misleading or in violation of the student's privacy rights. The request should be made to the school Director in writing. The request should identify the portion of the record(s) being questioned, and specify why it is believed to be inaccurate, misleading, or in violation of the student's privacy or other rights. The decision whether to comply shall be made within a reasonable time after receipt of the request. If the decision is not to amend the record, the school will notify the parent/eligible student, and advise them that they may request a hearing from the district to challenge the denial. At the time the district provides notice of the opportunity for a hearing, it shall also provide additional information regarding hearing procedures to the parent/eligible student.
4. Two Roads Academy has a policy of disclosing educational records to school officials with a legitimate educational interest without prior consent. A "school official with a legitimate educational interest" is defined as follows:

School official with a legitimate educational interest means *any teacher, administrator, supervisor, other professional or service provider employed by or contracted with the LEA or Two Roads Academy to provide educationally related services (including, but not limited to, consultants, attorneys, auditors, insurers, evaluators, therapists, support staff, tutors, paraprofessionals, health staff, transportation staff,*



athletic staff, extra or co-curricular activity staff, substitutes, assigned student teachers, interns, volunteers, teacher's aides); or a school board member, a member of an educational or evaluation team, or other team formed to provide oversight, planning, support, or evaluation with respect to an individual student who needs information relating to a particular student in order to carry out his/her official duties for the district. Where an issue is raised, the LEA and Director shall decide whether an individual has a legitimate educational interest in the information or record.

5. It is the policy of Two Roads Academy to forward educational records to other schools, school systems, or postsecondary institutions that have requested records in which the student seeks or intends to enroll, or has enrolled. Upon your request, copies of the records forwarded will be provided to you. You may request a hearing for the purpose of amending records.

* You are an eligible student if you are at least 18 years of age or are attending an institution of postsecondary education

504 REHABILITATION ACT OF 1973

No otherwise qualified handicapped individual in Two Roads Academy shall, solely by reason of his or her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the LEA. If any person believes that the Student's LEA, Two Roads Academy, or their employees has inadequately applied the principles and or regulations of (1) Title VII of the Civil Rights Act of 1963 or (2) Section 504 of the Rehabilitation Act of 1973, he or she may bring forward a complaint to: Superintendent of Schools.



NOTIFICATIONS PER THE VERMONT AGENCY OF EDUCATION

TRANSGENDER AND GENDER NONCONFORMING STUDENTS

All students need a safe and supportive school environment to progress academically and developmentally. Many questions arise for students and school staff when considering the best support for transgender and gender nonconforming students. The [Continuing Best Practices for Schools Regarding Transgender and Gender Nonconforming Students](#) are designed to provide direction for schools to address issues that may arise concerning the needs of transgender and gender nonconforming students.

MANDATED REPORTING

As educators and mandated reporters, it is our duty to help protect students from abuse and neglect. Act 60 of 2015 provides that any mandated reporter who reasonably suspects abuse or neglect of a child shall report in accordance with the provisions of Section 4914 of this Title within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed. 33 V.S.A. § 4913(c). Review the joint memo from VDH and AOE regarding Mandated Reporting.

Should parents and/or guardians wish to access information relating to mandated reporting they can do so by accessing the website listed below:

<https://dcf.vermont.gov/protection/reporting/mandated>

<https://legislature.vermont.gov/statutes/section/33/049/04912>

To become a mandated reporter, parents and/or guardians can access the training by accessing the website listed below:

<https://goto.webcasts.com/starthere.jsp?ei=1087433>

NEW AMERICANS

We have a responsibility to ensure that all of our students feel safe and supported. This occurs when we create school cultures that are responsive to the needs of the children in our care, and our families. Under Federal law, undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents

(Plyler vs. Doe, 457 U.S. 202 (1982.)). And, under state law, all Vermont children, including undocumented children are required to attend school until the mandated age of 16. Meeting this obligation means going beyond telling families to enroll their student(s). It includes working proactively to ensure they feel safe, supported and welcomed.

Public schools may not:

1. Deny or terminate a student's enrollment on the basis of actual or perceived immigration status.
2. Treat a student differently to verify legal residency in the United States.
3. Engage in any practices that have the effect of discouraging students from enrolling or attending school based on their immigration status.



4. Require students or their parents to disclose their immigration status or inquire of students or parents in ways that may expose their undocumented status.
5. Deny or terminate a student's enrollment due to the student's or parent's failure to provide a social security number.



APPENDIX A

DESIGNATED EMPLOYEES

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

Name: Angharad (Hari) Hoff

Title: Director

Contact Information: hari@tworoadsacademy.org



APPENDIX B- SAMPLE SCHEDULE

Week 1				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ARRIVAL/SOFT LANDING 7:45 - 8:15	ARRIVAL/SOFT LANDING 7:45 - 8:15	ARRIVAL/SOFT LANDING 7:45 - 8:15	ARRIVAL/SOFT LANDING 7:45 - 8:15	ARRIVAL/SOFT LANDING 7:45 - 8:15
MORNING MEETING 8:15-8:30	MORNING MEETING 8:15-8:30	MORNING MEETING 8:15-8:30	MORNING MEETING 8:15-8:30	PHASES WORKBOOK TIME 8:15-8:30
ELA/SS 8:30-10:00	PBL PLP 8:30-9:30	ELA/SS 8:30-10:00	ELA/SS 8:30-10:00	ASSEMBLY 8:30 - 9:00
Buffer BREAK 10:00-10:05	ART or LIBRARY 9:30-10:30	Buffer BREAK 10:00-10:05	Buffer BREAK 10:00-10:05	ADVENTURE FRIDAY
Math/Sci 10:05-11:35	Pack Up 10:30-10:45	Math/Sci 10:05-11:35	Math/Sci 10:05-11:35	
Lunch 11:35-12:10	CATAMOUNT 10:45- 2:15	Lunch 11:35-12:10	Lunch 11:35-12:10	
S.E.L.F. 12:10- 12:45		S.E.L.F. 12:10- 12:45	S.E.L.F. 12:10- 12:45	
Block 3 12:45-2:15		Block 3 12:45-2:15	Block 3 12:45-2:15	
E.O.D 2:15 - 2:30	E.O.D 2:15 - 2:30	E.O.D 2:15 - 2:30	E.O.D 2:15 - 2:30	PHASES REFLECTION 2:10 - 2:30



APPENDIX C

TWO ROADS ACADEMY RULES/EXPECTATIONS FOR SCHOOL AND THE COMMUNITY

Respect Each Other
Respect Yourself
Respect the Space
Step Up/Step Back

STUDENT CONDUCT PRACTICES AND PROCEDURES

Students are expected to display behavior in accordance with Two Roads Academy's Student and Parent Handbook. Behavior that violates this handbook, or jeopardizes the safety of others, will be documented and reported to the Academy Director and parent(s)/guardian(s). Consequences will be determined in accordance with the Student and Parent Handbook. This document serves as an overview of TRA community norms, behaviors and expectations.

SCHOOL HOURS

School Hours are between 8:00 am and 2:30pm. All students are expected to be present at those times unless otherwise arranged by contract with the sending school. Appointments require a legal guardian to call the school, to allow for time away and/or early dismissal.

FOOD AND SNACKS

Students are free to bring healthy snacks to consume at any time of the day. Students will be limited in their consumption of caffeinated beverages. Students will be limited to 13fl oz a day, contingent on their earning it per their individualized behavior support plan (BSP).

Two Roads Academy has policies (in the Community Expectations) around many types of consumables including, but not limited to: energy drinks, caffeinated drinks, soda, candy. Students who bring in candy, tea/coffee or soda may consume those at designated times of the day. However, energy drinks are prohibited from being consumed, and students must follow the food programming guidelines for caffeine consumption. Continued violation of this policy (at Director's discretion) will result in removal and disposal of said items, and a meeting with the family.

VIDEO AND/OR ELECTRONIC GAMES

Unless part of a student project or special activity, playing video games or electronic games is not allowed during school.

FIRE STARTING DEVICES



These items are only allowed as part of the Outdoor Program Curriculum under the supervision of the adults running that curriculum. As such, students will never be asked to bring in their own. Any item that could be used to start a fire that is in a student's possession will be confiscated and kept in an Administrative office for the day. Administrators will coordinate with parents/guardians regarding the return of such items.

LEAVING CAMPUS UNACCOMPANIED

Any student who leaves the supervision area (leaving TRA property) without an accompanying adult will be considered to be bolting/elopement; staff will follow the procedures for bolting/elopement which may include contacting parents/guardians and/or the police contingent on the severity of the behavior.

ELECTRONIC DEVICES

The use of electronic devices with the ability to take pictures or access to the internet are not allowed. MP3 players from home may be used at school with staff permission during appropriate times.

All students, unless otherwise specified within the students BSP, will be asked to leave all devices at home or turn them over to staff for safekeeping (locked in a cabinet in the staff office) until the end of the day. Should students refuse to do so, they may be unable to contact reinforcement for the day, and continued refusal, may result in a team meeting, and/or being sent home (transportation at the Parent/Guardian expense) and students being marked unexcused absent for that day

COMMUNITY DRESS EXPECTATIONS

Two Roads Academy expects its members to come to school dressed appropriately for being in a public space, community and work environment. This means that:

- Shirts and foot covering must be worn at all times
- No article of clothing can advocate or endorse the use of alcohol, drugs, weapons, inappropriate language, hate speech, symbols of hate, prejudice, or exclusion of protected classes, derogatory language, or anything illegal
- No undergarments should be visible, including bra straps and underwear.

If a student is dressed inappropriately, the student will be asked to adhere to the expectations by putting on clothing that is appropriate. If the student does not have clothing of his/her own, s/he will be given an appropriate article of clothing for the remainder of the day. The student will not have choice in what that article of clothing looks like. Multiple violations may result in a parent/guardian meeting.

Certain areas or activities during school might require particular dress for safety reasons; teachers and facilitators of these activities will share expectations with students in advance.



Two Roads Rules/Expectations

- Physical violence and bullying are not acceptable
- Weapons, knives, guns and other items deemed to create an unsafe environment are strictly prohibited
- Vandalism and the destruction of school property is not permitted
- Substance use is not allowed during school and students may not be under the influence of drugs or alcohol while at school
- No alcoholic beverages or narcotics in any form shall be possessed by students at any time, under any circumstances.
- No smoking or vaping will be permitted.
- Racism, Sexism, Homophobia, Xenophobia and all other forms of discrimination will not be tolerated
- Cell phones and other electronic devices are prohibited during school hours unless otherwise agreed upon as part of a student's individual plan
- Energy Drinks are not allowed at Two Roads Academy
- Romantic and/or sexual relationships are discouraged; physical contact between students outside of a high-five/fist bump or brief hug is disallowed
- Students are to stay with their assigned staff at all times, and should notify their staff when transitioning to/from locations throughout the day

Overnight Behavioral Expectations

Students are also expected to abide by the following Student Conduct Practices and Procedures for overnight trips, which must be acknowledged by each student in the Overnight Permission, Consent, and Release prior to attending the overnight trip:

- A. There shall be no defacing of public property. Any damages to any property or furnishing in a hotel room, cabin, tent, or other accommodations, any other building, or property of the Academy or its Partner(s), must be paid for by the individual responsible.
- B. Students shall keep their adult advisors informed of their activities and whereabouts at all times.
- C. Students will refrain from all physical contact outside of a brief hug, high-five or fist bump
- D. Students should be prompt and prepared for all activities.
- E. Students shall keep their adult supervisors informed of any physical or medical limitations that would prevent the student from participating in any of the above-mentioned activities.
- F. No alcoholic beverages or narcotics in any form shall be possessed by students at any time, under any circumstances.
- G. No smoking or vaping will be permitted.



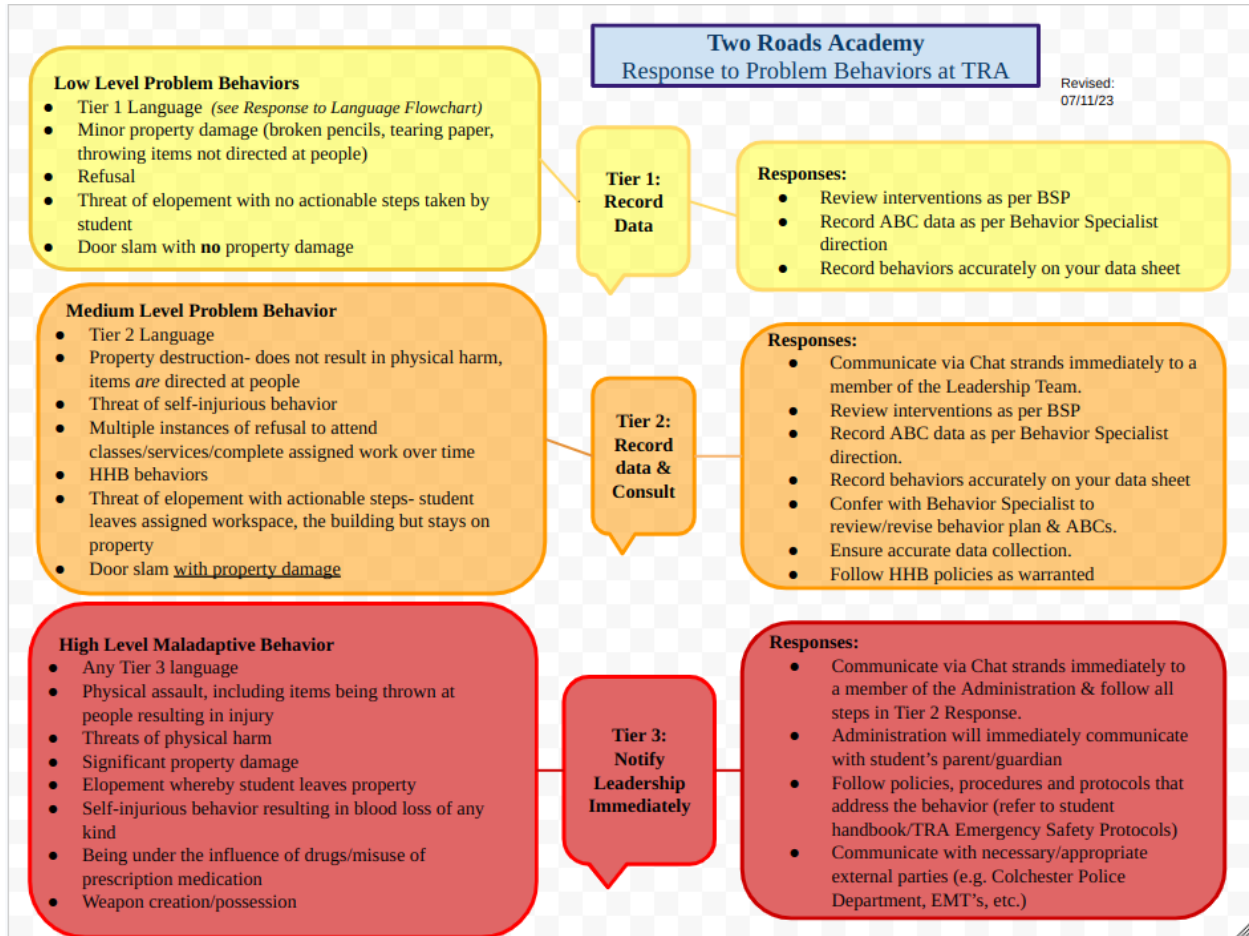
- H. No students shall leave the activity site or the premise of the overnight accommodation (except for authorized activities) unless permission has been received from the Instructional Supervisor and accompanied by an Academy personnel as outlined above.
- I. Appropriate dress is expected. Guidance on appropriate dress can be found in the Student and Parent Handbook.
- J. All adult supervisors shall be responsible for complying with all Policies of the Academy, including those outlined in this document, individual student-specific safety and behavior support plans, and in the Employee Handbook.
- K. Students shall be responsible for complying with all student conduct Policies and expectations of the Academy while participating in the overnight trip, including those in, this document, the Student and Parent Handbook, and individual student-specific safety and behavior support plans.
- L. Students are not permitted to be in each other's overnight rooms, cabins, or tents at any time, unless assigned by the Instructional Sponsor, and under direct adult supervision. If students wish to socialize, they may do so prior to curfew in public areas.
- M. Curfew will be enforced. Curfew means students will remain in assigned rooms, cabins, tents until the following morning

Students shall not engage in any lewd, indecent, sexual, or obscene act or expression. Students shall not engage in verbal, physical, or sexual harassment, hazing, or name-calling. The use of slurs against any person on the basis of race, color, creed, national origin, ancestry, age, sex, gender identity, sexual orientation, or disability is prohibited.



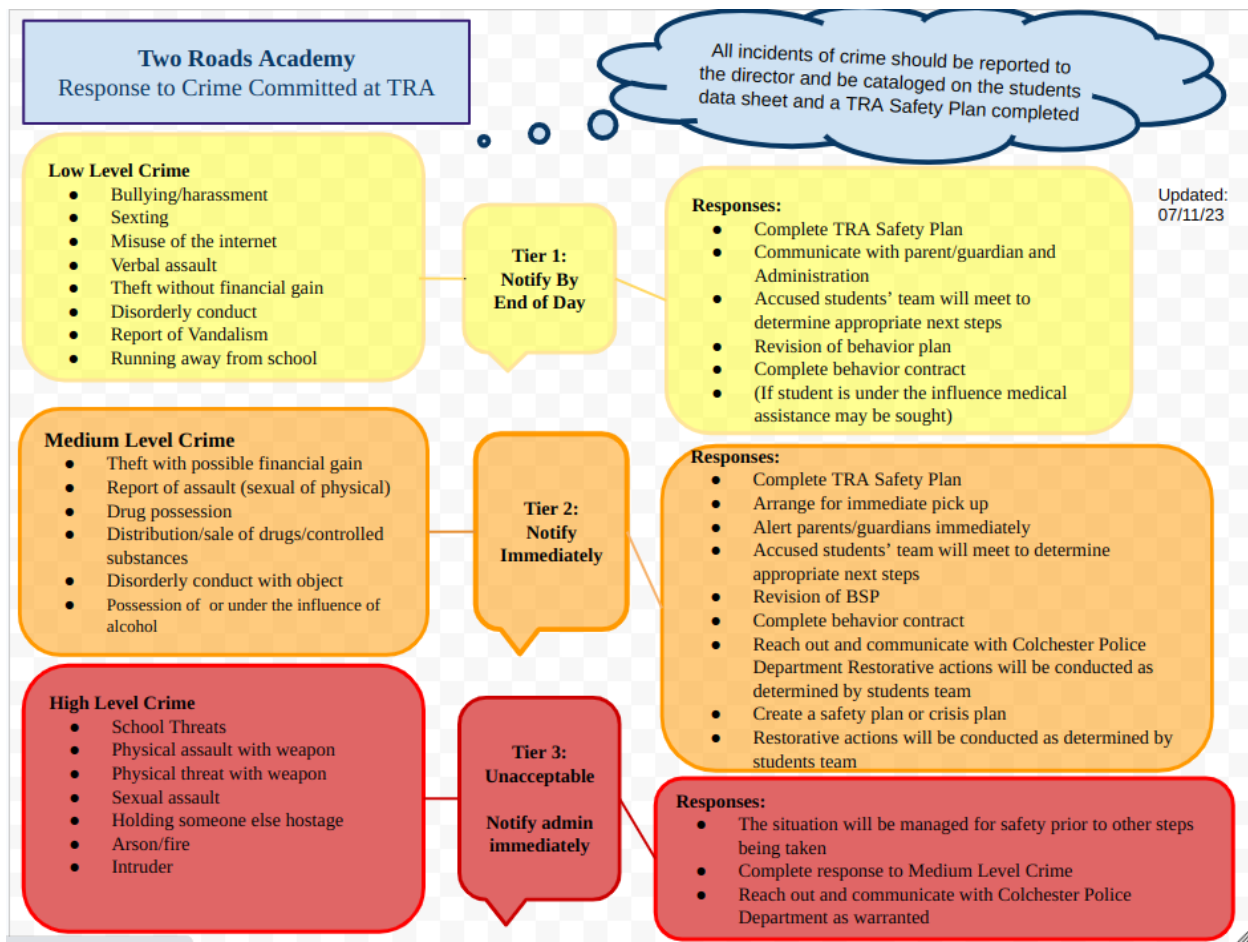
APPENDIX D

Response to Problem Behaviors



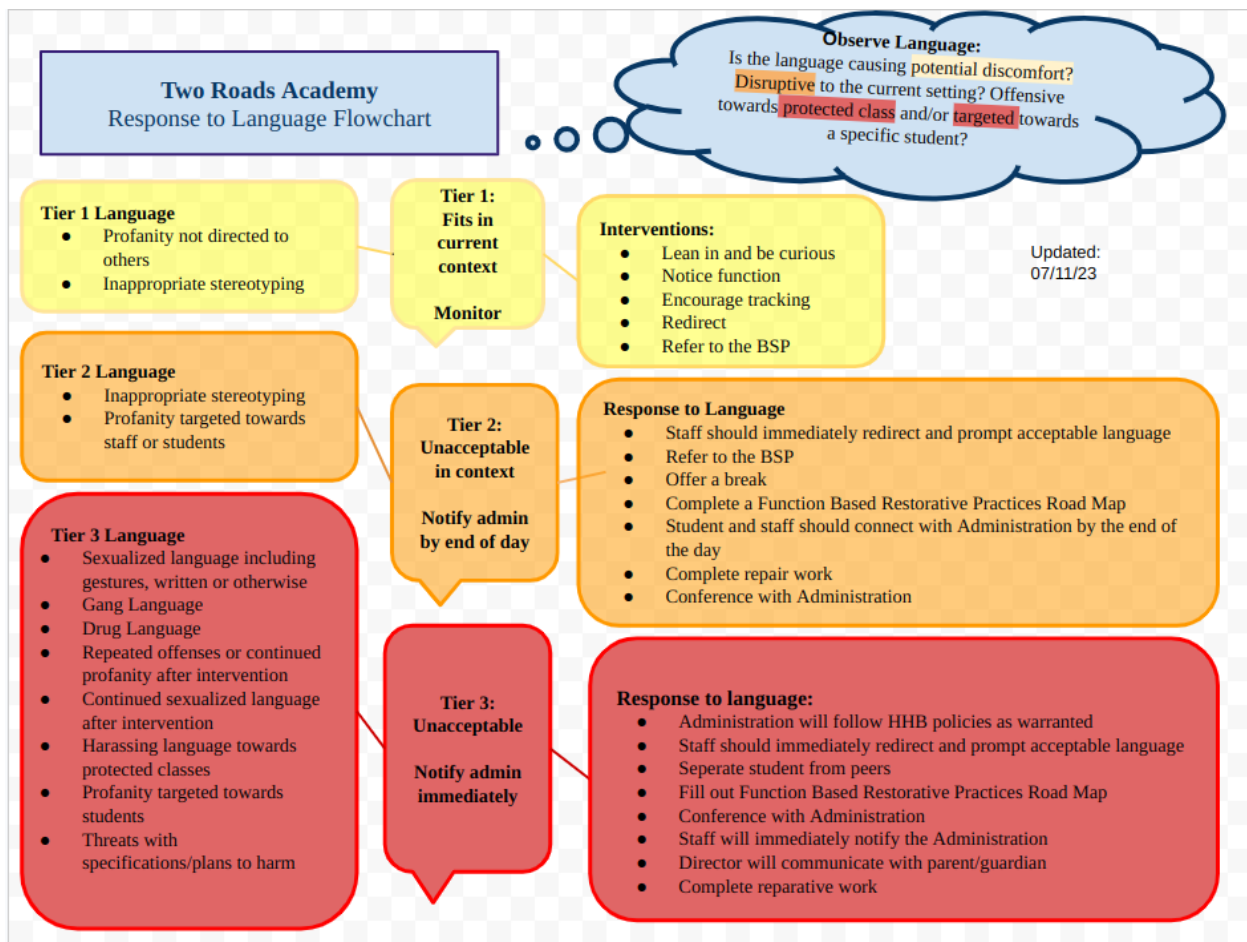


Response to Crime Committed at TRA



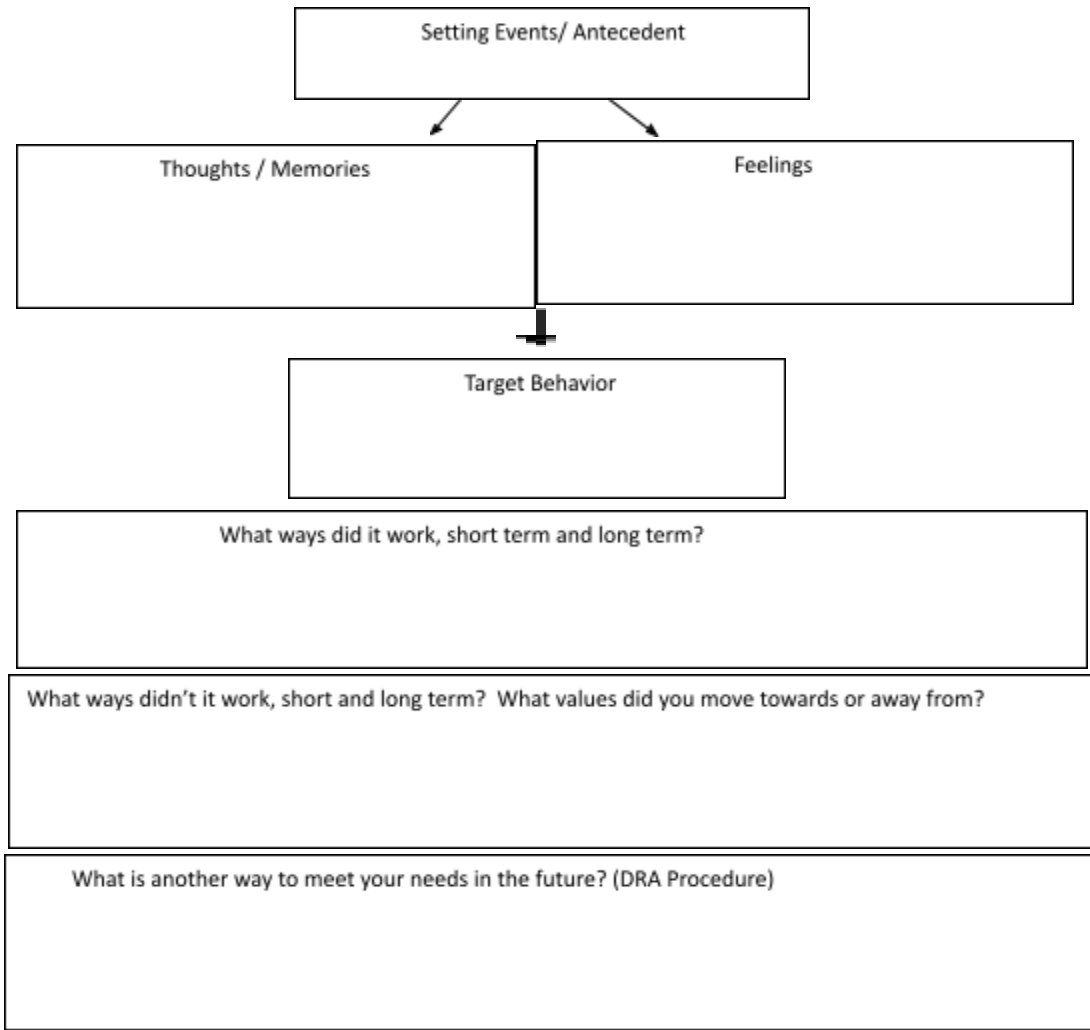


Response to Language Flowchart

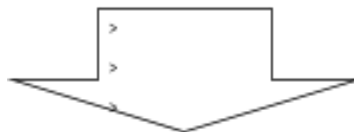




APPENDIX E



Who was affected?



How do I move forward in a more values driven way?

- With Myself

- With those who are hurt

- With the community



APPENDIX F

Confidentiality Provisions

All staff members are obligated to comply with the requirements of all State and federal statutes and regulations governing the confidentiality of client-related information including, but not limited to, Vermont's patient-physician privilege, 12 V.S.A. Statute 1612; the Privacy and Security Rules of the Health Insurance Portability and Accountability Act ("HIPAA"); and federal substance abuse treatment provision, 42 C.F.R. Part 2.

These confidentiality provisions apply to protected health information ("PHI) generated by and/or in the possession of TRA, including PHI regarding any students served by TRA personnel under school contract. Such PHI can include evaluations and assessments, progress notes, contact notes, treatment team meeting minutes, crisis intervention notes, and related materials and information.

If, at any time, anyone becomes aware of an unauthorized use and/or disclosure of client related PHI by TRA personnel, they should report this fact to the Director.

TRA will provide copies of such student-related PHI or designated portions thereof to appropriate treatment team members upon receipt of an authorization form executed by the student's parent or guardian.

TRA is also obligated to comply with the requirements of all State and federal statutes and regulations governing the confidentiality of student-related information including, but not limited to the Family Educational Rights and Privacy Act ("FERPA"), the Individuals with Disabilities Education Act ("IDEA") and Vermont Special Education Regulations.

TRA agrees that all student-related PHI generated by it is subject to FERPA protections in the same manner as other school records. These records are kept under lock and key and access and/or use of them should be limited to staff members with a need to know.

Since both FERPA and HIPAA's Privacy Rules provide an individual with the right to seek to amend PHI, TRA agrees to accept any amendments of a student's PHI and attach it to the appropriate record. Furthermore, any disclosure of the original record must be accompanied by the amendment. If PHI becomes part of the student's education records, the sending school agrees to destroy such PHI consistent with its record retention policies and practices.