



Dear Prospective Student-Athlete:

Thank you for your interest in our school. Okemo Mountain School (OMS) is a unique and challenging academic and athletic program offering training in competitive alpine ski racing, freestyle skiing, and snowboarding. Okemo Mountain Resort is the on-hill training facility for the program and the academic building is located at 53 Main Street in Ludlow, VT. Okemo Mountain School is an independent school approved by the Vermont State Board of Education.

Student-athletes are selected for admission to OMS based on various criteria. These include, but are not limited to, academic performance, athletic performance, recommendations, and extra-curricular activities. In addition, the ability to balance a demanding physical training program with a rigorous academic schedule and the desire to become a better competitor are necessary qualities for each applicant to possess.

At Okemo Mountain School student-athletes spend their mornings on the mountain. They train in their respective on-snow disciplines on Okemo Mountain. Academic classes are conducted in the afternoon in six, thirty seven minute class periods with an 80 minute block dedicated to dryland conditioning and special programming in topics such as Mindfulness. Attached you will find a daily schedule to help you better understand what your days here would be like. We encourage you to contact us to set up a day to shadow a current student to learn more about daily life at OMS.

Academic courses are facilitated in an instruction based tutorial style. Every student-athlete has what is referred to as a “sending school,” the school that he or she attends when not at Okemo Mountain School. It is mandatory that a student-athlete’s sending school acknowledges his or her participation in our program. Parents must contact the sending school administration to obtain an acknowledgement letter before an applicant can be formally accepted. This is simply a statement on letterhead from the sending school indicating that the school understands that the student-athlete will attend Okemo Mountain School for the intended period of time. If an applicant is accepted, Okemo Mountain School will contact his or her guidance counselor to discuss curriculum and plans for facilitating each academic course at Okemo Mountain School. We have included a letter that you can share with your sending school’s administration. It will help describe our program and what will be expected of them. Also included are the Vermont State Board of Education Independent School Statute and our Sending School Collaboration Tool (this does not need to be filled out until the fall). Please begin the process of speaking to your sending school before the end of the 2016-2017 school year. Do not hesitate to put your school’s administration in contact with us so that we may answer any specific questions. Once a student-athlete begins at OMS, it is the role of our teachers to administer the curriculum from the sending school and communicate weekly with sending school teachers.

We offer several options for enrollment. The first is, of course, the full Winter Term, which we encourage everyone to consider. The full Winter Term provides the best opportunities both academically and athletically. The Winter Term coincides with most schools’ second and third academic quarters, which helps with academic transitions. The length of the Winter Term provides ample time for pre-season preparation athletically and also allows our student-athletes more time to work with their OMS teachers before the stress of competition season. Additionally, it allows for time at the end of the season to “wrap up” both academically and athletically. However, we will continue to offer Target Term options. Target Term A from November 27 – March 9 is designed with U16 athletes in mind as it allows some early season training and extends until just after what we project to be the dates for the 2018 U16 State Championships. Target Term B from January 3 – March 30 is designed with the U14 and U12 athletes’ competition schedule in mind, as well as with snowboard and freestyle athletes who may wish to start when the parks and pipe are fully operational on the mountain. For student-athletes who are looking for an even shorter stay, we still offer Target Term C from January 3 – March 2. Additionally, we will continue offering the option to enroll by semester. Tuition rates can be found in the 2017-2018 OMS Tuition Rates document available in March.

If you need more information on any of the programs that we offer, please do not hesitate to be in touch. You will find a contact sheet following this letter with phone and email contacts, as well as answers to some FAQ’s. Also, please check out our website www.okemomountainschool.org for more information. You can access our 2017-2018 New Student Application at <https://okemomountainschool.schoolforms.org/application>.

If you are ready to take your athletics and academics to the next step and feel prepared to meet the rigors of our program at Okemo Mountain School, we invite you to complete our application process by April 1, 2017 for priority admissions consideration.

Sincerely,

Okemo Mountain School Admissions Committee



Okemo Mountain School Contact Information

Head of School

Mariel Meringolo

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High School Dean of Academics

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Middle School Dean of Academics Admissions and Development Coordinator

Kate Foster

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Alpine Program Director

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Freestyle Sports Program Director

Luke Bonang

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School Fax

802-228-1511

School Website

www.okemomountainschool.org

Mailing Address

53 Main Street

Ludlow, VT 05149



OMS WINTER TERM DAILY SCHEDULE

All student-athletes will meet at OMS at 7:30 am each morning on which they have on-snow training for transportation to Okemo Mountain. Student-athletes will be transported to OMS for lunch and academic classes.

Depending on age group and discipline, Monday or Wednesday mornings are a day off from athletic training. Academic classes are still held according to the schedule below. On days off student-athlete may arrive early enough to eat lunch before class or should arrive by 12:10pm if they have already eaten lunch.

TUESDAY – FRIDAY:

7:30 – 11:40 ON-SNOW TRAINING/DRYLAND TRAINING

11:50 – 12:17 LUNCH AT OMS

12:20 – 5:37 ACADEMIC CLASSES

ACADEMIC PERIODS

1st period: 12:20 – 12:57 pm

2nd period: 1:00 – 1:37 pm

3rd period: 1:40 – 2:17 pm

4th period: 2:20 – 2:57 pm

5th period: 3:00 – 3:37 pm

6th period: 3:40 – 4:17 pm

7th period: 4:20 – 4:57 pm

8th period: 5:00 – 5:37 pm

Cleaning Teams: 5:40 – 5:55 pm or during the day as appropriate

Pick up at OMS: 5:40 – 6:00 pm

***U19/U16/U16 FIS Prep PM Conditioning Period – 1st and 2nd period

***U14/FS PM Conditioning Period – 3th and 4th period

***SB/U12 PM Conditioning Period – 6th and 7th period

ALL STUDENT-ATHLETES SHOULD BE PICKED UP BY 6:00 PM AT OMS.



A Day in the Life of an OMS Student-Athlete

Days at Okemo Mountain School are long and challenging, but extremely rewarding. On-snow training, dry land conditioning, academic classes, equipment tuning, chores around the school, and homework make for a busy schedule. However, the smiles that are seen and the laughter that is heard amongst our student-athletes as they leave each evening are proof that they enjoy the rigors of the day.

On days when on-snow training is held our student-athletes arrive at OMS at 7:30 am. They drop off their lunches and school bags and participate in a morning sport activity to warm-up for on-hill training. Following a short bus ride up to Okemo Mountain from the OMS school building, student-athletes gear up at the Okemo Competition Center and load the lift at 8:30 am. On-snow training then begins. The alpine ski racing athletes can be found freeskiiing the mountain to work on drills and fundamentals or training gates on a variety of trails. Wardance is our dedicated training facility at Okemo and is serviced by the Black Ridge Triple to allow for many training runs each morning, but Okemo also generously provides us with space on Chief for speed training or other trails to meet specific training goals. The freestyle and snowboard athletes can be found freeriding on the mountain or taking lap after lap in the halfpipe or on the OMS inspired Crazy Train terrain park. The halfpipe and Crazy Train terrain park are serviced by a surface lift which provides our athletes with the chance to stay connected to the snow all morning long and lap the park and pipe many times each morning.

After morning on-snow training, our student-athletes are transported back to OMS to prepare for the second half of their day. Between 11:45 am and 12:15 pm student-athletes can be found eating lunch and catching up with their friends before heading off to their first class at 12:20 pm. Each class is 37 minutes long and through the six academic periods of the day students meet with each of their subject teachers. Student to teacher ratios are generally no more than 2:1 and the focus is on each individual student and meeting their personal academic needs. Some students are fortunate enough to be able to fit a study hall into their schedule and during this time they can be found working on homework, watching training videos, filling out their athlete logs, or tuning equipment.

Built into each student-athlete's afternoon schedule is an 80 minute physical conditioning period. Athletes work with their coaches to follow a strength and conditioning routine that incorporates strength and plyometric training, agility and balance exercises, and cardiovascular workouts. On Fridays, the athletes can often be found at the Spring House using the pool for recovery exercises before heading into a weekend of competition.

One day each week will provide a brief respite for our student-athletes as they have the morning off from on-snow training. Most take the morning to sleep in, while some take the time to access additional academic support from their teachers. Others still will take the morning to have some fun with their friends or spend time with their family. Most student-athletes arrive around 11:30 am to get organized for the day and eat lunch before heading to class according to their regular afternoon academic schedule. Since days off are meant for physical rest, the student-athletes spend their 80 minute conditioning period participating in relaxation yoga sessions and lessons in Mindfulness.

At the end of each day, the student-athletes do their part to take care of the school and contribute to our community by completing various chores in teams. Through this process, they learn to care for their surroundings and work together. Finally at 6 pm, the day is over and student-athletes are picked up by their parents or host families to head home for dinner, homework, and some much needed rest!



Frequently Asked Questions

Will my student follow his or her sending school's curriculum or the OMS curriculum?

Your student will follow the sending school's curriculum for each of his or her individual courses while here at OMS. Our goal is to cover your student's curriculum in a manner similar to that of his or her sending school teacher. We work to keep your student on track or ahead of his or her sending school classmates. In the case that a student is ahead, we also look for ways to enrich the curriculum.

What courses do you facilitate at Okemo Mountain School?

We work to facilitate any course that a student is taking at his or her sending school. However, given the broad spectrum of elective courses that are offered at the various schools with which we work, it is not always possible to do so. Additionally, it may be in students' best interest to focus on core curriculum and leave elective courses to fall and spring. We facilitate all courses within the departments of English/Language Arts, Science, Social Studies/History, and Mathematics. We also facilitate Spanish and French and have dedicated staff members to teach these courses. We facilitate courses in Visual Arts, such as drawing and painting, printmaking, digital photography, graphic arts, and fiber arts. Beyond these courses we will make our best effort to facilitate other courses, but cannot guarantee having the appropriate staff each year. If your student has an elective course that cannot be facilitated here, we can offer alternatives from our own curriculum for them to take during their time here. We also encourage the exploration of online courses if your student has a specific interest in a subject that is not facilitated here.

How do I approach my student's sending school?

We recommend introducing the idea of Okemo Mountain School early to your student's sending school. We know that sometimes as a parent you might be apprehensive to approach your student's sending school about OMS – particularly if it is a new school for him or her – but we find that beginning the conversation early is best. You can use the letter to educators enclosed here, as well as the Collaboration Tool and Vermont State Statute, to introduce the idea. However, your student's teachers will not fill out the Collaboration Tool until the same school year in which they are attending OMS. We also encourage you to provide our contact information so that they can contact us if they wish. Additionally, if you meet any initial resistance to the idea, please let us know if you would like us to make contact first to further explain the program. As we move into the fall OMS will contact all sending schools to begin the process of collaboration. You will also want to contact your student's sending school to remind them of his or her plans to attend OMS. During the fall and throughout the winter, you as the parent may at times act as a liaison to facilitate the transfer of information from sending school to OMS.

What should I tell my sending school about how to best collaborate with OMS?

Sending schools collaborate with us in varying ways. At a minimum, we require a course outline or syllabus and a student copy of the textbook. Some schools also opt to send more – daily assignments, tests, quizzes, major writing assignments or projects, and midterms. We also leave open the option of who will grade the student's work. However, we feel that in most cases it is most fair for the student to be graded by our teachers while they are here. If your school is open to suggestion on how to collaborate, the best case scenario is one in which each sending school teacher provides a course outline, two copies of the textbook (one for the student and one for the OMS teacher), a clear indication of the content and format of assessments (either in the form of actual copies of assessments or copies of review sheets), and is open to weekly communication with our teachers. We do administer midterms here at OMS if requested by the sending school. However, we request that we receive either the midterm a week in advance of when it is going to be administered or a thorough review packet well in advance. This allows our teachers to ensure that your student is amply prepared. We believe that this is the best way for us

to ensure that material is covered and assessed in a similar manner, which will ensure a smooth transition home. It is important that our teachers are able to move through the material for each student at a pace that matches the ebb and flow of training and competition schedules. When teachers are given the latitude to move through material at their own pace, they can forge ahead through material and then back off a bit during the height of the competitive season.

What if my school asks me to withdraw or un-enroll my student?

This is a common formality for most schools and is a function of the fact that, without being withdrawn, each day that a student is at OMS shows up as an absence from his or her sending school. Many schools require a withdrawal but are still open to communication – this is important. Please encourage your school to remain open to communication from OMS. It will make your student’s transition home much easier and in turn make the sending school teachers’ jobs much easier. Additionally, sometimes being withdrawn de-activates a student’s log-in to his or her electronic assignment board – such as “Google Classroom” or “Schoology” – ask your school to keep your student’s log-in active if at all possible.

How long should I enroll my student-athlete at OMS?

Many factors may play into the decision of how long to enroll your student-athlete at OMS. We encourage everyone to consider the full Winter Term option. This option allows student-athletes to most fully take advantage of what our program offers. Academically, it gives our teachers here the most latitude to tailor the workload appropriately to the student-athlete’s training and competing schedule and also allows student-athletes to get to know their teachers before the chaos of the competitive season. Athletically, it gives him or her a strong pre-season period in which to work on dry land conditioning and on-snow fundamentals before moving into the competition season. It also provides time at the end of the season to continue the cycle of training with an eye on preparing for the following winter. *Additionally, in order to meet the demands of FIS level competition, all U16 FIS Prep and U19 athletes intending to race FIS must attend for the full Winter Term.* However, if the full Winter Term is not an option for your student-athlete, the next best options available are the 3 month Target Terms – A or B. Target Term A works out best for U16 athletes and Target Term B works out best for U14/U12 athletes and Snowboard or Freestyle athletes. We keep the option of Target Term C, which is an eight-week term, open mainly for our youngest athletes. Please feel free to discuss enrollment options further with us before deciding.

What is the daily schedule like for my student-athlete?

Academic classes are conducted daily Monday – Friday from 12:20 – 5:37 in six, 37 minute blocks, with an 80 minute block dedicated to dryland conditioning and special programming. Athletic on-snow training takes place in the mornings with one day off dependent on discipline and age group. Student-athletes arrive at OMS at 7:30 am on days with on-snow training, participate in dry land training, and then head to the mountain for on-snow training. They return to school by 12:00 pm for lunch, which they bring with them each day, and then attend classes. Student-athletes are responsible for cleaning duties throughout the week and must complete these on their assigned day before leaving school for the day. Pick-up and drop-off is at OMS. All student-athletes should be picked up by 6 pm.

Where will my child live while at OMS?

Most children live with a family member while at OMS. Either they are from the local area or a parent, grandparent, or extended relative stays with them locally for the winter. However, children who do not have this option available are housed with host families. Some host families have children in the school currently or are alumni families. Others have younger children in the weekend program at Okemo. Others yet are staff members or Ludlow community members with whom we have had a relationship who enjoy hosting student-athletes from OMS. If you are in need of a host family for your child, we will provide you with contact information for a few possibilities and help make an initial connection for you. Beyond setting up the initial contact, all arrangements are made privately between you and the host family.



Dear Fellow Educator:

Okemo Mountain School is an independent school approved by the Vermont State Board of Education. We operate as a winter term ski and snowboard academy dedicated to delivering a rigorous academic curriculum while providing an intense on-snow training schedule that would not be possible within a traditional school setting. Our mission is to assist our student-athletes in the realization of their athletic goals without compromising their academic goals.

Due to the fact that we operate only in the winter months, our partnership with you as the student-athlete's sending school is vital. Academics at OMS are facilitated in an instruction based tutorial format, in which a student's courses are continued according to your curriculum. Our teachers work to create an environment in which all of your curriculum requirements are met. Therefore, we ask that you provide your student with, at a minimum, a textbook and a copy of the course outline or syllabus for each course in which he or she is enrolled at your school. If possible, it is quite helpful if you provide an additional copy of each textbook for our teachers.

The process of coordinating curricula begins in September. The Dean of Academics at OMS contacts the sending school's guidance counselor to confirm course schedules. OMS uses a "Collaboration Tool" to generate the individual curriculum plans for each course and outline how the partnership between sending school and OMS teachers will proceed. This sheet outlines the responsibilities of OMS and the sending school addressing from where the curriculum will be drawn and who will provide assignments and assessments, as well as who will grade these. It is up to you and each of your teachers to decide which areas will be the responsibility of our teachers and which will remain your teachers' responsibility.

The collaboration between sending school and OMS teachers continues throughout the student's time with us. Our teachers are responsible for contacting individual sending school teachers for any information they may need, as well as keeping them updated on their students' progress. Communication is a key element; therefore, close contact is kept between our staff and yours to ensure that the program is running smoothly.

Our goal is for OMS students to continue to work at the same level as their sending school peers and transition seamlessly back into their sending school classes at the end of the winter. We realize that this process requires efforts beyond the normal scope for your staff, but we assure you that it is greatly appreciated by the student, his or her family, and the staff at OMS. Your willingness to collaborate with us will increase the ease with which your student will transition back into your school after his or her time here. We strive to maintain your academic standards, while having as small an impact on your staff as possible.

We have had great success with our program since its inception in 1991. Over the years, OMS students have been accepted into colleges such as Dartmouth, Colgate, Cornell, University of Vermont, Boston College, MIT, St. Michael's, University of New Hampshire, Colby Sawyer, Villanova, St. Lawrence, and many more too numerous to mention.

Please do not hesitate to contact myself; the High School Dean of Academics, Leslie Cassano, or the Middle School Dean of Academics, Kate Foster; if you would like to discuss further our school and the way in which the program works. If you choose to support your student's participation in our program, and we hope you do, please provide us with a letter stating this. We look forward to the opportunity to work with you and your teachers.

Sincerely,

Mariel Meringolo
Head of School
Okemo Mountain School
53 Main Street
Ludlow, VT 05149
802-228-1513

Vermont Statute

Title 16: Education

STATE BOARD OF EDUCATION

16 V.S.A. § 166. Approved and recognized independent schools

§ 166. Approved and recognized independent schools

(a) An independent school may operate and provide elementary education or secondary education if it is either approved or recognized as set forth herein.

(b) Approved independent schools. On application, the state board shall approve an independent school which offers elementary or secondary education if it finds, after opportunity for hearing, that the school provides a minimum course of study and that it substantially complies with the board's rules for approved independent schools. Except as provided in subdivision (6) of this subsection, the board's rules must at minimum require that the school has the resources required to meet its stated objectives, including financial capacity, faculty who are qualified by training and experience in the areas in which they are assigned, and physical facilities and special services that are in accordance with any state or federal law or regulation. Approval may be granted without state board evaluation in the case of any school accredited by a private, state, or regional agency recognized by the state board for accrediting purposes.

(1) On application, the state board shall approve an independent school which offers kindergarten but no other graded education if it finds, after opportunity for hearing, that the school substantially complies with the board's rules for approved independent kindergartens. The state board may delegate to another state agency the authority to evaluate the safety and adequacy of the buildings in which kindergartens are conducted, but shall consider all findings and recommendations of any such agency in making its approval decision.

(2) Approvals under this section shall be for a term established by rule of the board but not greater than five years.

(3) An approved independent school shall provide to the parent or guardian responsible for each of its pupils, prior to accepting any money for that pupil, 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.

(4) Each approved independent school shall provide to the commissioner on October 1 of each year the names, genders, dates of birth, and addresses of its enrolled pupils. Within seven days of the termination of a pupil's enrollment, the approved independent school shall notify the commissioner of

the name and address of the pupil. The commissioner shall forthwith notify the appropriate school officials as provided in section 1126 of this title.

(5) The state board may revoke or suspend the approval of an approved independent school, after opportunity for hearing, for substantial failure to comply with the minimum course of study, for failure to comply with the board's rules for approved independent schools, or for failure to report under subdivision (b)(4) of this section. Upon revocation or suspension, students required to attend school who are enrolled in that school shall become truant unless they enroll in an approved public school, approved or recognized independent school or approved home instruction program.

(6) This subdivision applies to an independent school located in Vermont that offers a distance learning program and that, because of its structure, does not meet some or all the rules of the state board for approved independent schools. In order to be approved under this subdivision, a school shall meet the standards adopted by rule of the state board for approved independent schools that can be applied to the applicant school and any other standards or rules adopted by the state board regarding these types of schools. A school approved under this subdivision shall not be eligible to receive tuition payments from public school districts under chapter 21 of this title.

(7) Approval for independent residential schools under this subsection is also contingent upon proof of the school's satisfactory completion of an annual fire safety inspection by the department of public safety or its designee pursuant to subchapter 2 of chapter 173 of Title 20. A certificate executed by the inspecting entity, declaring satisfactory completion of the inspection and identifying the date by which a new inspection must occur, shall be posted at the school in a public location. The school shall provide a copy of the certificate to the commissioner of education after each annual inspection. The school shall pay the actual cost of the inspection unless waived or reduced by the inspecting entity.

(c) Recognized independent schools. Upon filing an enrollment notice a recognized independent school may provide elementary or secondary education in Vermont. The enrollment notice shall be on a form provided by the commissioner and shall be filed with the commissioner no earlier than three months before the beginning of the school year for the public schools in the town in which the applicant proposes to locate.

(1) The enrollment notice shall contain the following information and assurances:

(A) a statement that the school will be in session an amount of time substantially equivalent to that required for public schools;

(B) a detailed description or outline of the minimum course of study for each grade level the school offers, and how the annual assessment of each pupil will be performed; and

(C) assurances that:

(i) the school will prepare and maintain attendance records for each pupil enrolled or regularly attending classes;

(ii) at least once each year the school will assess each pupil's progress, and will maintain records of that assessment, and present the result of that assessment to each student's parent or guardian;

(iii) the school's educational program will include the minimum course of study set forth in section 906 of this title;

(iv) the school will have teachers and materials sufficient to carry out the school's educational program; and

(v) the school will meet such state and federal laws and regulations concerning its physical facilities and health and safety matters as are applicable to recognized independent schools.

(2) If the commissioner has information that creates significant doubt about whether the school would be able to meet the requirements set forth above, the commissioner may call a hearing. At the hearing, the school shall establish that it can meet the requirements for recognized independent schools. Failure to do so shall result in a finding by the commissioner that the school must take specified action to come into compliance within a specified time frame or the children enrolled must attend another recognized independent school, approved independent or public school, or home study program, or be declared truant unless absent with legal excuse.

(3) A recognized independent school shall provide to each student's parent or guardian a copy of its currently filed statement of objectives and a copy of this section. The copy shall be provided when the pupil enrolls or before September 1, whichever comes later. Failure to comply with this subsection may create a permissible inference of false advertising in violation of section 2005 of Title 13.

(4) A recognized independent school shall renew its enrollment notice annually. An independent school shall be recognized for a period not to exceed five years by the commissioner without need for filing an annual enrollment notice if:

(A) it is recognized by an organization approved by the state board for the purpose of recognizing such school; or

(B) it is accredited by a private, state or regional agency approved by the state board for accrediting purposes. Nothing contained herein shall be construed to prohibit the commissioner from initiating a hearing under this section.

(5) If the commissioner has information that creates significant doubt about whether the school, once in operation, is meeting the requirements for recognized independent schools, the commissioner may call a hearing. At the hearing, the school shall establish that it has met the requirements for recognized independent schools. Failure to do so shall result in a finding by the commissioner that:

(A) the school may not be in operation for the remainder of the school year and that the children are truant unless absent with legal excuse or enrolled in an approved public or independent school, another recognized independent school or a home study program; or

(B) the school must take specified action to come into compliance within a specified time frame or the school will not be permitted to operate for the remainder of the school year.

(6) Each recognized independent school shall provide to the commissioner on October 1 of each year the names, genders, dates of birth, and addresses of its enrolled pupils. Within seven days of the termination of a pupil's enrollment, the recognized independent school shall notify the commissioner

of the name and address of the pupil. The commissioner shall forthwith notify the appropriate school officials designated in section 1126 of this title.

(7) After the filing of the enrollment notice or at a hearing, if the school is unable to comply with any specific requirements due to deep religious conviction shared by an organized group, the commissioner may waive such requirements if he or she determines that the educational purposes of this subsection are being or will be substantially met.

(d) Council of independent schools. A council of independent schools is created consisting of eleven members, no fewer than three of whom shall be representatives of recognized independent schools. The commissioner shall appoint nine members from within the independent schools' community. The commissioner shall appoint two members from the public-at-large. Each member shall serve for two years and may be reappointed for up to an additional two terms, except that five of the first eleven appointments shall be for an initial term of one year. The council shall hold its organizational meeting before March 1, 1990 at the call of the commissioner and shall adopt rules for its own operation. A chair shall be elected by and from among the members. The duties of the council shall include advising the commissioner on policies and procedures with respect to independent schools. No hearing shall be initiated before the state board or by the commissioner under this section until the recommendations of the council have been sought and received. The recommendations of the advisory council, including any minority reports, shall be admissible at the hearing.

(e) The board of trustees of an independent school operating in Vermont shall adopt harassment and hazing prevention policies, establish procedures for dealing with harassment and hazing of students and provide notice of these. The provisions of section 565 of this title for public schools shall apply to this subsection, except that the board shall follow its own procedures for adopting policy.

(f) An approved independent school which accepts students for whom the district of residence pays tuition under chapter 21 of this title shall bill the sending district monthly for a state-placed student and shall not bill the sending district for any month in which the state-placed student was not enrolled.

(g) An approved independent school which accepts students for whom the district of residence pays tuition under chapter 21 of this title shall use the assessment or assessments required under subdivision 164(9) of this title to measure attainment of standards for student performance of those pupils. In addition the school shall provide data related to the assessment or assessments as required by the commissioner. (Amended 1989, No. 44, § 1; 1993, No. 162 (Adj. Sess.), § 3; 1995, No. 157 (Adj. Sess.), § 2; 1997, No. 60, § 5, eff. June 26, 1997; 1997, No. 84 (Adj. Sess.), § 2; 1999, No. 120 (Adj. Sess.), § 5; 2007, No. 66, § 2; 2007, No. 138 (Adj. Sess.), § 1, eff. May 9, 2008; 2009, No. 153 (Adj. Sess.), § 21b.)



Okemo Mountain School
Academic Collaboration Tool
2017-2018 School Year

Student Name

Sending School Teacher Name

Course

Sending School Teacher e-mail address

Sending School Teacher Telephone Number

This form will help to define the collaboration between our two schools. Okemo Mountain School would like to administer your course curriculum in order to maintain your academic standards. The more information provided to our staff, the better we are able to serve the needs of our student. Our goal is to provide a quality program, and ultimately a seamless transition back to your classroom.

Please indicate the materials you will be able to provide to OMS (check the box next to each category):

ITEM	YES
Syllabus/course outline	
Reading materials and/or textbooks	
Copy of textbook for OMS teacher	
Homework assignments	
Projects or written assignments	
Quizzes	
Unit Tests	
Lab Assignments (language or science)	
Outline for mid-term and/or final	
Mid-term and/or Final exam	
Access to website	

OMS students work with teachers in small groups to ensure quality instruction. We have found that the process works best when OMS teachers will grade student's work. However, work can be returned to the sending school (SS) for grading if needed. Please indicate what materials you would like returned to the sending school for grading (check the box next to each category):

ITEM	Return to SS for grading	ITEM	Return to SS for grading
Homework		Unit Tests	
Projects		Mid-term/final exam	
Lab assignments		Quarterly Grades	
Quizzes		Other (specify)	

If there is a course website, web portal, or blog, please list the website, username and password (if applicable), as well as any special instructions on how to access it:

Are you willing to receive communication from Okemo Mountain School regarding our student's progress? Yes No

At OMS, we understand that you may not have all assignments and materials in place at this time. Include the information available and please feel free to update the OMS teachers via email or phone as your class progresses. We are also happy to utilize your website to follow your assignments. Please include any rubrics that you would like us to use in evaluating this student

1. Text Book(s):

Please list the textbook(s) and/or other reading materials that will be used. Include the chapters and sequence in which the material should be covered.

2. Projects:

Please list any projects, reports, or special assessments. If applicable, include a list of objectives/goals and a due date.

3. Labs:

Please include a list of required labs to be completed.

For science labs, a sample of the written lab report form is recommended.

For foreign language labs, please specify oral and auditory exercises to be completed.

For computer science, please provide a list of topics that need to be covered and any required software.

Okemo Mountain School and your student would like to thank you in advance for your support!