



**DARTMOOR<sup>®</sup>**  
S C H O O L

**STUDENT & FAMILY HANDBOOK**

## **CONTENTS**

### **Introduction**

**Mission**

**History**

**Purpose of Education**

**Roles and Relationships**

***In Loco Parentis***

**Data Reporting Requirements**

**Diversity at Dartmoor**

### **Child Safety**

#### **Mandatory Reporting**

#### **Educational Overview**

**The Dartmoor Method**

**Curriculum & Instruction**

**Graduation requirements**

**Credit System**

**NCAA Requirements**

**Independent Study**

**Transfer Credit**

**Homework at Dartmoor**

#### **Admissions**

#### **Student Records**

#### **Transcript Requests**

#### **College Counseling**

#### **Attendance**

#### **Off Campus Student Breaks**

#### **Behavioral & Social-Emotional Support**

#### **Suicide Prevention**

#### **Isolation & Restraint**

#### **Visitors on Campus**

#### **Emergency Procedures**

#### **Due Process Requests**

## INTRODUCTION

### **Mission**

Dartmoor School's mission is:

*To provide an optimal personalized education for each student*

To this end, Dartmoor assesses student needs and designs a one-to-one academic program responsive to each student's unique learning profile.

Dartmoor's staff:

- Create a safe, respectful, and nurturing academic environment for all students
- Empower students as capable and engaged learners driving their own growth and pursuing their own paths
- Respond to the student's learning profile (instructional levels, learning styles, pace of their academic and intellectual progress)
- Support the student's behavioral and health considerations
- Champion students with diverse backgrounds and needs
- Foster effective collaboration between student, staff, families, and professionals
- Help students realize their aspirations and prepare for their post-Dartmoor journey

In order to meet this radically student-centered mission, Dartmoor employs dynamic, skilled staff who believe in the capacity of every student and the transformative power of education.

### **History**

Founded in 1990 by reading specialist Doris J. Bower, Dartmoor began as a reading intervention program. Mrs. Bower saw a need for alternative approaches to education. She started Dartmoor School to ensure success for all types of learners by developing the one-to-one model of instruction that Dartmoor continues to provide to this day.

Dartmoor's success in teaching reading fundamentals soon led to requests for a greater variety of academic subjects. Demand for credit courses and the desire to graduate from Dartmoor increased, prompting Dartmoor's accreditation and,

ultimately, its transformation from a learning center into an alternative school in the early 1990s.

Dartmoor's ability to work effectively with a diverse population also attracted school districts needing to place students in an individualized educational setting. To facilitate these placements, Dartmoor became a Non-Public Agency (NPA) in the 1990s.

Today, Dartmoor is still pervasively informed by its founding principles of student respect, commitment to diverse learners, and cultivation of its students' self-realization. Though student needs have encouraged Dartmoor's growth in unforeseen directions, the school has remained faithful to its founder's vision of a place where students, rather than abstractions, center the educational experience.

### **Purpose of Education**

The purpose of education is often implicitly assumed, however, there are manifold and sometimes opposing ideas ranging, to name a few, from merely vocational to intellectual to civic preparation. At Dartmoor, the purpose of education is essentially personal because at essence every child is a person first, rather than a worker, an intellectual, or a citizen. This is not to denigrate the importance of working, thinking, or engaging civically: these are all important aspects of personhood but as they are secondary they should not occlude the primary function of our efforts: to help a specific child find her specific path. To put it another way, the purpose of education is to facilitate each child's self-realization.

Thus, staff create a program around the individual student rather than trying to fit an individual student to the program. The mechanics of an individual program at Dartmoor will inevitably vary depending on a student's unique talents, interests, and aspirations. Therefore, Dartmoor might play a peripheral or central role in a child's education based on immediate needs and goals (e.g., credit recovery vs. graduation). A Dartmoor education should meet students where they are academically and socially and help them gain increasing mastery in all of their targeted domains. Moreover, students should have the opportunity to be directly involved to the greatest extent possible in their own education. The most successful Dartmoorians are not the ones with the most stellar academic record per se, but those who have made the most progress toward developing themselves and preparing for their post-Dartmoor

pursuits. This entails mastery of academic content and skills as well as cultivation of self-efficacy.

### **Accreditation & Approvals**

Accredited by Cognia; approved by the Washington State Office of the Superintendent of Public Instruction (OSPI) as a private school and Non-Public Agency (NPA).

### **Affiliations**

National Association of Independent Schools (NAIS); Washington Federation of Independent Schools (WFIS).

### **Roles and Relationships**

Given Dartmoor’s stated purpose, the role of **staff** is to collaborate closely with families in defining a path that fosters the unique talents, interests, and aspirations of each student. Staff act on behalf of Dartmoor’s parents to instruct students and, therefore, staff and parents must actively promote trusting relationships through respectful and effective communication. These relationships should have as their ultimate bond a shared concern in the flourishing of each child. **Students** have the central role at Dartmoor and should have as many opportunities as possible to gain autonomy, self-awareness, and their own informed *telos*. Sir Walter Scott observed, “All men who have turned out worth anything have had the chief hand in their own education.” This phrase only requires the important extension to include all people (i.e., not just men) in order to remain current and applicable to Dartmoor’s students. **Parents** should empower students and trust and support staff to deliver a personalized education in line with Dartmoor’s mission and philosophy. Support for the student and school ultimately entails having honest and respectful communication with the student and staff, whenever concerns arise. Dartmoor views education as a collaborative process and one that includes the student, family, Dartmoor, and other collaborators from other schools or professions (e.g., psychologists, pediatricians, et al.), all working toward the common goal of student success. Student success in broad terms, to reiterate, involves self-realization and preparation for post-Dartmoor achievement. However, students define their own success in specific terms and should be given every opportunity at Dartmoor to do so.

### ***In Loco Parentis***

Dartmoor recognizes the fundamental role and responsibility of parents in their children's lives and, therefore, staff act with an awareness of and respect for their delegated authority and duty to the child *in loco parentis* (on behalf of the parents). Thus, staff should maintain appropriate boundaries with children and avoid undermining parental relationships or decisions.

### **Data Reporting Requirements**

Dartmoor School administration shall submit data to accrediting, academic, and state agencies as part of regular required reporting. Such agencies and organizations include but are not limited to NAIS, Cognia, OSPI, and the State Board of Education.

### **Diversity at Dartmoor**

*Dartmoor is committed to fostering an inclusive environment that welcomes all students, families, and staff, regardless of race, gender, religion, sexual orientation, disability, or any other aspect of identity.*

Dartmoor School believes in the inherent strength of diversity and that all of our constituents gain knowledge and a deeper understanding of our collective humanity through interaction with individuals who have experiences, backgrounds, perspectives, abilities, and ways of living that differ from their own. Indeed, some of our greatest lessons come from discussions and experiences that challenge us to broaden our own understanding of life and to reflect upon our presuppositions. Moreover, Dartmoor takes seriously the responsibility that staff have as educators to exemplify values for the communities at large, such as respectful interchange, inclusivity, and support for at-risk, disabled, marginalized, and vulnerable populations.

### **Child Safety**

Dartmoor is entrusted with the safety and wellbeing of each of its students. Staff act *in loco parentis* to ensure students receive the support and care they deserve and need to flourish. The school thus has a duty to the child and family to safeguard the wellbeing of all students. In addition, the school has a legal obligation to report suspected abuse and neglect to the authorities. As a general policy, Dartmoor shall strive assiduously to protect all students at the school. In more specific terms, Dartmoor shall:

- Maintain best practices in hiring and supervision of staff to protect students from abuse and neglect at school

- Include a notice regarding child protection and mandatory background checks in all vacancy notices
- Require staff to maintain current fingerprint records and pass a background check per OSPI guidelines as well as an additional FBI background check
- Keep current records of staff fingerprinting and background check statuses
- Provide periodic training on child safety issues including a compulsory training and quiz on Mandatory Reporting
- Permit staff to contact students exclusively via approved means (i.e., school Gmail, Meet, and other authorized G Suite applications; telephone for attendance or urgent school business), for approved educational reasons, and during normal school operating hours; any deviation from this communication protocol must be agreed upon by the parents and Vice President.
- Expect all staff to act professionally and maintain appropriate boundaries with students (e.g., never sharing or soliciting personal information; always acting, behaving, and communicating respectfully and avoiding the role of friend or parent; never discussing or otherwise exposing children to inappropriate content; always reporting concerns to the administration immediately)
- Maintain a minimum of two staff on campus at all times students are present
- Communicate with families to discuss concerns
- Follow school protocol to report any “reasonable cause” of neglect or abuse to local authorities
- Prohibit all social media and other social interactions with students prior to graduation
- Terminate any staff who fail their background checks or mistreat or act inappropriately toward students (e.g., not adhering to professional boundaries, socializing with or contacting students outside of school or approved school means, abusive or neglectful behavior, bullying, etc.)
- Review this policy regularly to maintain consistency with relevant laws and best practices

The purpose of this policy is to protect the health and well-being of all Dartmoor students by having procedures in place to address concerns surrounding child safety.

## **Child Welfare Information Gateway**

### [Mandatory Reporters](#)

## [Perpetrators of Child Abuse and Neglect](#)

### **National Association of Independent Schools (NAIS) Resources**

[A General Introduction to Child Safety](#)

[Child Safety for Parents](#)

[Prevention and Response](#)

[Protecting Students from Educator Misconduct](#)

[Protecting Students from Sexual Abuse](#)

### **Mandatory Reporting**

According to WA State law, educators are considered mandatory reporters and must report any concerns regarding child abuse or neglect as soon as possible (within 48 hours). Reports are mandated based on “reasonable cause”.

#### **RCW 26.44.030**

(1)(a) When any...professional school personnel...has reasonable cause to believe that a child has suffered abuse or neglect, he or she shall report such incident, or cause a report to be made, to the proper law enforcement agency or to the department as provided in RCW 26.44.040.

RCW 26-44-020 defines abuse and neglect as injury, sexual abuse, sexual exploitation, negligent treatment or maltreatment of a child by any person under circumstances which indicate that the child's health, welfare, and safety is harmed. Abuse and neglect does not include the physical discipline of a child as defined in RCW 9A.16.100.

Additional legislation requires school supervisors to report any suspected child abuse by supervisees.

Failure to report suspected child abuse or neglect is considered a dereliction of duty and is punishable as a gross misdemeanor.

*Nota bene: mental health concerns, suicidal ideation, suicide attempts, or references or evidence of self-harm are not considered abuse and neglect per se (unless these are directly tied to suspicions of abuse and neglect). These should be taken very seriously and trigger a report to the family.*



## **EDUCATIONAL OVERVIEW**

### **The Dartmoor Method**

Developed by Dori Bower, the Dartmoor Method is built around respecting and deeply engaging students so they become the focus and driving force in their own schooling. The method begins with a thorough assessment of the student as a learner and culminates in a personalized course of study. While each program differs, there are shared traits that typify a Dartmoor education:

**Respectful:** respect for the student is the start and end point of all Dartmoor programs

**Joyous:** every person has the ability and the desire to learn; Dartmoor helps students rediscover academic success and regain their innate joy of learning

**Personalized:** instructional and administrative staff get to know students personally and take an active interest in their overall success and wellbeing

**Diagnostic - prescriptive:** assessment and school data help Dartmoor staff diagnose and prescribe for the specific needs of each student; this allows staff to understand and design for each student's unique learning profile (level, pace, strengths, interests, needs)

**Holistic:** consultations with the student and family, other educators, and professionals round out the data so that the educational team have a rich appreciation for the student's profile

**Dynamic:** while initial assessment drives the prescribed program, students benefit from the ongoing care and management of educators who understand how to ensure curriculum and instruction remain engaging, relevant, and appropriately challenging; Dartmoor has an exhaustive array of instructional strategies and curricular resources and significant expertise in working with diverse learning profiles

Mastery-based: students work with a concept or skill until they master it at a rate of 80% or higher; mastery-based learning is the foundational method of human learning and the most effective for building skills, competency, and confidence; this allows Instructors to spend more time with students on areas of difficulty, while accelerating the pace on easier material

The proof of the Dartmoor Method's efficacy is practice-based and resides in the success of thousands of students who have enrolled at Dartmoor since 1990 and continued on to achieve their educational and personal goals.

### **Supplemental and Credit Coursework**

A regular course of study for elementary and secondary students is available. Courses taken at a high school level earn credit toward graduation. Dartmoor also tailors unique courses for students and offers supplemental support programs to help students with specific goals.

### **Curriculum & Instruction**

Dartmoor has a Curriculum and Instruction Team (C & I Team) and appoints a Curriculum Coordinator as well as other positions as needed (e.g., Curriculum Leads). All curriculum is approved through the C & I Team and developed through an intentional process.

### **Current Practice**

As a one-to-one school, Dartmoor has the manifest advantage of focusing entirely on individual students and their needs. Staff draw on a broad range of standards, courses, and instructional strategies to tailor and implement dynamic, responsive programs. Courses include resources from nationally recognized publishers as well as specialized providers but regardless of the publisher or format (textbook or digital) Dartmoor adapts these resources to fit the school's number one priority: the student. Thus, Dartmoor courses are proprietary and there is no conflation between a mere set of standards or a textbook and the curriculum for a course. In addition to standard coursework, staff create personalized courses based on student interests and aspirations. Staff also partner with other schools to prepare students to transfer or to remediate credits for courses taken elsewhere. Dartmoor encourages students and

families to join in the reimagining of what a school and its curriculum can be. Staff are happy to discuss the curriculum offerings but even more excited to hear about what students and families would like from their Dartmoor experience.

### **Long-Term Curriculum Process**

In early 2021, Dartmoor adopted a new curricular process that is at once consistent with independent and international school best practices, the school's radically personalized educational mission, and a commitment to reflective, ongoing development of curriculum and instruction.

The process, led by the President and Curriculum and Instruction Team, is a multiannual, cyclical approach that begins with a full review of current offerings, progresses to a design phase to address identified needs, and then culminates in implementation and revision. As part of this process, staff will document these new enhancements for staff, families, students, and professionals.

Dartmoor is currently finalizing the adoption of new scopes and sequences and standards for its curriculum. These new frameworks will provide consistent, overarching reference points for staff to consult as they focus on tailoring unique programs to each student.

### **Graduation Requirements**

Graduation at Dartmoor gives students the ability to define their own path: whether this will lead to the workforce, a vocational program, a community college, or a highly competitive four year institution. Whatever the post-secondary goal, DS can help pave the way.

Full-time students decide between a diploma or college preparatory track. Dual enrolled students choose to graduate with Dartmoor or their other school of record. DS currently requires a minimum of 20 total credits (diploma track). For the class of 2013 and beyond, this number will increase to 21 credits.

As an independent school, DS does not require standardized testing for graduation.

### **Credit System**

While typically awarding credit on the semester system, DS also offers quarter and trimester credits. The Instructor and student work exclusively one-to-one at the student's level without the distractions and interruptions that greatly reduce the profitable amount of instruction in traditional settings. Therefore, students can complete coursework more rapidly. This allows students who have fallen behind the ability to keep up with their peers, thus avoiding the social and academic issues surrounding credit recovery.

Quarter: 0.25 credits

Semester: 0.5

Trimester: 0.34

3/4 Academic Year: 0.75

Academic Year: 1.00 credit

### **NCAA Requirements**

Students who wish to play NCAA sports have unique requirements and must follow a pre-approved course of study. Dartmoor has submitted certain courses for NCAA approval but, due to the high number of individualized courses, not the entire catalogue of course offerings is NCAA approved. Moreover, the criteria for approval are somewhat traditional and, therefore, Dartmoor is not interested in designing all of its coursework for such approval, due to the obvious educational implications. Any questions about the NCAA course of study should be directed to the President or another designated administrator.

### **Independent Study**

Graduating students have the opportunity for independent study. This allows DS students to develop their interests or skills beyond the campus. Popular choices include Physical Education, Driver's Education, Occupational Education, Art Lessons, Music Lessons, and Photography. A student may also propose an alternative subject. All courses subject to prior approval.

### **Transfer Credit**

DS coursework is accredited by the Northwest Accreditation Commission (NWAC) and approved by OSPI WA and the NCAA. Through the Northwest Association of Accredited Schools and its regional affiliates, Dartmoor enjoys full reciprocity with many public, private, and parochial schools across the US.

Each school or district, however, has its own rules governing course replacement and the transfer of external credits. Therefore Dartmoor recommends discussing policy

with an official from the school of record. Even where no formal process exists it is still advisable to have written approval for the planned course of study.

In instances where a school or district does not accept or limits external credits, a student may opt to build a Dartmoor transcript independently. In this scenario, the student simply submits the DS transcript to colleges alongside the home transcript. Many Dartmoor students have accumulated dual transcripts and been accepted to prestigious institutions.

### **Homework at Dartmoor**

Dartmoor partners with families to decide upon a suitable amount of homework based on student needs and aspirations. Any homework assigned should create meaningful opportunities for a student to build and extend mastery. Except in the case of readings, homework should not introduce new material or tasks the student cannot complete independently. Parents should contact the Campus Manager if they have any questions.

### **Admissions**

*An admissions decision at Dartmoor is never a judgment concerning the student: it is simply an assessment of Dartmoor's ability to provide the support and care the student requires and deserves.*

### **Student Population**

Dartmoor serves an amazing variety of students who all benefit from a personalized 1:1 education:

- Neurodiverse learners (ADHD, Autism, dyslexia)
- Those needing additional, individualized academic or behavioral support
- Gifted, talented, and twice exceptional
- Athletes, performers, and artists
- Students with medical needs
- International students

### **Student Programs**

- Full-time and part-time programs for Grades 1 – 12
- Dual enrollment at another private or public school
- Credit coursework (including credit remediation)

- Student support, study skills, test preparation
- Flexible scheduling, year round enrollment

Dartmoor encourages students and parents to explore unique, customized options. To stimulate conversation, here are some questions to consider:

- What sort of school experience would you like for your child?
- Would you like Dartmoor to offer a complete course of study Grades 1 - 12?
- Would you like Dartmoor to provide core coursework (English, Math, Science, Social Studies) or instruction in certain subjects, while your child participates in electives, athletics, and other social activities at another private or public school?
- Would you like Dartmoor to provide academic support for another school or homeschool experience?
- Would you like to explore a specific, individual course of study?
- Would you like a transitional academic program to help prepare your child to thrive in another private or public school?
- Would you like your child to attend Dartmoor and participate in Running Start?
- Would you like your child to retake courses to improve grades or earn credits?
- Would you like a rigorous individualized Honors program?
- Something more traditional or more progressive?
- Do you have something else creative in mind?

### **Admissions Criteria**

Dartmoor uses a holistic, person-first admissions process. Staff speak directly with prospective students to understand their needs, questions, and concerns. Dartmoor staff redirect meetings that focus on student challenges to reframe the conversation around student abilities and interests: all students can learn and all students want to learn. For a variety of reasons, students sometimes disengage from the learning process in traditional academic settings. While it is essential to understand areas of growth, Dartmoor prefers to look at current levels and then determine a path forward that leverages strengths and interests.

Staff also review available documentation (e.g., academic and behavioral records) to help determine if the school can provide the support a given student needs and

deserves. If there is any question on this front, then staff (typically the Director of Special Education, Director of Admissions, and Campus Manager) will collaborate and consider whether to involve the Vice President or President before making a decision. These conversations often involve dialogue with students, families, district partners, and professionals.

Testing is not required. However, some families have access to neuropsychological evaluations or other relevant testing and share these to provide further context on current levels. Dartmoor performs its own internal assessments in order to establish placement within our curriculum; and, because students work at their own pace and levels irrespective of their age, the school is well positioned to meet the needs of many students. For example, an 11 - 12 year old student (who based on chronological placement is a 6th Grader ) at Dartmoor would have access to materials that challenged and supported her to advance beyond her current functional level rather than grade level. Thus, she might be studying at a 9th Grade level in Math and a 5th Grade level in English or vice versa. Moreover, Dartmoor uses a mastery-based approach that requires students to achieve 80% or above on concepts in order to proceed through the curriculum. This ensures that students receive the time, support, and challenge needed to acquire the requisite skills and content in a given subject. Dartmoor staff have used this approach successfully for GED as well as university preparation.

This said, Dartmoor's methodology is very focused and, therefore, is not optimal support for all children. In general, staff are unable to serve students who are not independent enough to engage in 1:1 learning for an entire session or to use the restroom independently. Moreover, students who have certain acute psychiatric, medical, or behavioral needs require appropriate intervention before they can focus on learning; and so staff will recommend the students receive care and then come to Dartmoor. While Dartmoor's admissions process is generally flexible, the school is not generally equipped to serve students with a substantial history of pervasive intellectual or behavioral needs, violence, elopement, or safety concerns.

### **Category of Admission**

Dartmoor offers three main categories of enrollment:

- Private pay (students enrolled and funded by families)
- International (international students enrolled and funded by families)
- Non-Public Agency (students enrolled and funded by school districts)

In addition, there are two main types of academic programs:

- Supplemental (G1 - 8 academic programs, academic support G1 - 12)
- Credit (coursework taken at high school level)

Most Dartmoor students enroll for G1 - 12 programs; however, an exception may be made by the President or a designated administrator for supplemental kindergarten or university coursework, assuming Dartmoor can serve the student. In addition to academic support, Dartmoor offers, as an addition to programs, intensive behavioral support through in-house resources (including behavior coaches) and through external partnerships (e.g., Northwest Behavioral Associates).

Students come from diverse backgrounds and with diverse profiles; however, some commonalities include neurodivergence, individualized academic and behavioral needs, as well as students with scheduling considerations due to activities (athletics, arts, etc.) or medical needs.

### **Student Records**

Admitted students must have the following on file before commencing:

1. Signed enrollment paperwork
2. Vaccination records (if Dartmoor is the school of record)
3. Official transcripts (unofficial may be supplied as part of the enrollment process but families need to present official transcripts as soon as possible)
4. IEP and supporting documentation (NPA students only)

Other academic records, evaluations, assessments, or relevant documents may be provided by the family or requested by the school as needed.

*Nota bene: International students have additional required documentation, as described in the admissions paperwork.*



Dartmoor follows the Washington Federation of Independent Schools (WFIS) recommendations regarding student record retention:

Private schools must take measures to safeguard all permanent records against loss or damage through either the storage of records in fire-resistant containers or facilities, or the retention of duplicates in a separate and distinct area. It is recommended that private schools follow the public School Districts and Educational Service Districts Records Retention Schedule, which states that student records (including high school and middle school transcripts, as well as elementary enrollment history and grade progression) be retained for 100 years after the student graduates or withdraws.

The following records should be kept indefinitely:

- Information on the “*Registration Information*” form. This form typically includes the legal name of pupil, birthdate, gender, verification of birth date, place of birth, name and address of parents or guardians, phone, address if different from parents and family members.
- Information kept on the “*Cumulative Folder*” includes entering and leaving date of each school year, name of teacher, verification of the name and address of the parent and residence of the pupil.
- All report cards and standardized testing results.
- Immunization compliance verification.

Private School leaders are required by state law to ensure student records are accessible long-term should the school permanently close. A school that no longer is in operation still has a responsibility to account for official student records. A sister school, accreditation organization, associated church or records firm such as <https://www.parchment.com/> are examples of relationships private schools have established to fulfill this obligation.

(Source: <https://wfis.org/>)

## **Transcript Requests**

To request a transcript, please send an email to [registrar@dartmoorschool.org](mailto:registrar@dartmoorschool.org) with the following information:

*Student Name, DOB, graduation year/last year attended*

Please note that it takes several business days to process transcript requests. Transcript requests received after 6 PM on Thursday will not be reviewed until the next Monday morning at 8 AM. There is a \$5 fee for expedited transcripts.

## **College Counseling**

Dartmoor administrative staff provide limited college counseling services but are happy to write recommendations for students, refer families to professional counselors, and create college preparation coursework in which students can work on their applications and prepare for the transition to postsecondary study.

## **Attendance**

Consistent instruction and participation is a key to building skills and mastering content. Accordingly, consistent attendance is the general expectation for all programs and students at Dartmoor. However, Dartmoor has created a reschedule policy for students:

- For extended vacations (3 business days or more), the family must provide one full week's notice to the Campus Manager, so they can alter their schedule and inform any staff members of changes in their schedule. So long as this notice is provided, there are no other actions that are needed on the client's end. These days are simply 'rescheduled' for the client as a courtesy. Essentially the program is on a brief, but defined hiatus.
- For short term reschedules (less than 3 business days), the client must provide the Campus Manager with 24 hours' notice to receive the reschedule as a courtesy. Examples of this would include doctor's appointments, short term scheduling conflicts, etc.
- Emergency reschedules refer to situations in which the client cannot provide 24 hours' notice, or provides no notice at all. Sometimes a student may wake up sick and not be able to attend school. This would be considered an 'emergency reschedule'. Accordingly, Dartmoor provides 4 courtesy reschedules for every 60 session course (Or 2 emergency reschedules for every 30 session course and so

on). However, once the allotted emergency reschedules have been exhausted, all absences with less than a 24 hour notice will be considered a ‘no show’ and be counted as a charged session.

For district-placed students, the district, family and Dartmoor will select a schedule and define what school breaks to recognize and which school breaks (if any) they would like to attend at Dartmoor. This schedule is decided during the enrollment process. Once this is decided the student is expected to attend all scheduled/contracted days. If the student does not attend a scheduled/contracted day, it is always considered a ‘no show’. The caveat to this is if Dartmoor School has to reschedule a session(s) for a student. If Dartmoor cancels a day (or partial day) of instruction, the school will adjust the billing accordingly. This could happen due to inclement weather, staff members being out sick with no available substitute, a power outage, etc.

### **Off Campus Student Breaks**

As a general rule, Dartmoor School asks students to remain on campus for the duration of their school day. The unique, focused nature of Dartmoor’s 1:1 education means that students typically spend three to four hours on campus. It is thus generally possible to plan meals and breaks between Dartmoor and other schools, programs, or activities. Moreover, Dartmoor students are allowed to bring food and drink to school. Therefore, students are expected to stay on campus for the duration of their scheduled day. This said, if a parent/guardian wishes to request authorization for off campus breaks, then they may submit an off campus privileges form to the program director (Director of SpEd, Director of Campus Operations) for consideration.

### **Behavioral and Social-Emotional Learning and Support**

For more than three decades, Dartmoor has found that taking a person first approach to teaching and learning transforms the relationship between students and Instructors. Dartmoor focuses on building rapport with each student, understanding their unique needs and aspirations, respecting their autonomy, and recognizing and supporting their abilities and interests. This student-centered approach invites the child to embrace and guide her own education, understand herself better, and gain the skills and knowledge she needs to succeed: whatever that

might entail for her. The result of this, and the inherent efficacy of one-to-one mentoring, is that staff observe fewer incidents of problematic behavior at Dartmoor, even from students with complex profiles and histories. Moreover, Dartmoor does not subscribe to punitive measures or, indeed, the overall traditional scholastic disciplinary schemata ubiquitous in other academic institutions. Instead, staff have found that respect, care, and attentiveness to the individual student has greater efficacy than any draconian measures.

Dartmoor partners with professionals to provide ongoing behavioral training so that staff can provide the best responses to our student's needs. Staff reinforce positive behavior, avoid power struggles, and prioritize mitigating triggers, watch for signs of escalation, and provide appropriate care for escalated students. Staff educate students around escalation and how to advocate for themselves as self-knowledge and advocacy are the keys to long-term positive self-regulation. Some students might ask to take a break, engage in a preferred activity, and so forth. Staff do not isolate students but if a student would like to be alone in the classroom then staff respect this request. For students who are developing their self-advocacy skills, Instructors might provide prompts to facilitate de-escalation and, if necessary, let the student have some time on her own. The Instructor might frame the break non-judgmentally in terms of her own need or the student's depending on the student and situation. In general, most of our students never surpass a Level 1 (anxiety level with noticeable increase of energy expenditure) or Level 2 (defensive level with hostility and fading of self-control and rationality). Level 3 (crisis mode) does not really happen at Dartmoor; however, staff have received training on this.

Instructors are front-line interventionists and are expert at adapting to the individual profiles of students. They work in concert with Campus Managers when issues arise and implement revised approaches (e.g., modifications, accommodations) as necessary. If individual strategies are ineffective, then staff experiment with other strategies until they find the most efficacious solutions for the student. If concerns persist or are significant, then the Instructors and Campus Managers involve the Director of Special Education, the Vice President, and President to ensure the currency and efficacy of Dartmoor's interventions and the overall curriculum and instruction. In addition, Dartmoor has a Curriculum and Instruction team that supports the creation, implementation, and revision of Dartmoor programs; a leadership team (LT) that

considers complex situations and acts as a thought partnership for teaching and learning; and a senior leadership team (SLT) that supports the campuses, liaises with external professionals, and ensures staff have the resources they need to serve students. Dartmoor routinely collaborates with district personnel and outside professionals (counselors, psychiatrists, psychologists, pediatricians, behavioralists, advocates, et al.) to develop shared best practices for individual students and to monitor and discuss progress. Dartmoor staff get to know their students well and care for their personal development and wellbeing; however, staff do not provide mental health or trauma support. Students access these resources through their districts or families. While Dartmoor cannot provide these services, staff actively work to connect students with appropriate professionals and resources when needed.

### **Suicide Prevention Policy**

Dartmoor takes the wellbeing of its students seriously and has developed a suicide prevention policy to help staff and families safeguard children by outlining a clear and effective response to concerns regarding self harm. Students and families may request the policy in its entirety by contacting the President ([president@dartmoorschool.org](mailto:president@dartmoorschool.org)).

### **Isolation and Restraint**

Dartmoor does not restrain or isolate students. Dartmoor believes students deserve respect, the opportunity to self-realize, and freedom from harm and the fear of harm. Dartmoor carefully assesses the fit between the support and care the school can provide and the needs of potential students. Dartmoor is not able to provide adequate support or structure for students who have exceptionally complex or violent behavioral histories. This is not a judgment against these individuals; contrariwise, it is a reflection of Dartmoor's specific, limited scope of services and expertise. Dartmoor believes strongly that all students deserve an optimal education. Therefore, Dartmoor does not accept students it cannot serve and instead will work where possible to provide alternatives to consider. Students learn behavior just as they learn academic subjects and so students should receive the appropriate level of behavioral expertise for their given needs.

Though Dartmoor does not restrain students, staff have been informed about the practice as used elsewhere as a last resort. One professional described this aptly as a situation, "in which the harm from restraining must be less than the harm from not restraining". Staff also have been provided with an OSPI presentation and the relevant

RCWs. If a crisis emerged that were acute enough to warrant immediate intervention for the safety of the student or others, then staff would call 911 and alert the family and President. Dartmoor does not have security personnel or police on campus.

### **Visitors on Campus**

Dartmoor welcomes current and former students and families on its four campuses. Otherwise, to ensure the safety and security of Dartmoor School's students and staff, only authorized visitors are permitted on school premises. For the purpose of this policy, "authorized" means permitted by Dartmoor's Leadership Team. The authorization process depends upon the nature of the visit. The Campus Managers, Vice President, Director of Admissions, and the Director of Special Education authorize routine enrollment and consultative visits for prospective and current families and professionals as well as visits required to maintain or improve facilities.

Authorized visitors will be escorted to their destination and must be accompanied by a representative of the school at all times. Authorized visitors may come for the purpose of learning more about Dartmoor (e.g., Admissions information) or to assist Dartmoor or for prearranged professional or maintenance visits. Visitors may not have access to students except under the auspices of an authorized visit preapproved by the President and even then only with the advance, written consent of parents/guardians and the student's own consent. Dartmoor reserves the right to request, review and share with its community formal documentation regarding the proposed visit and to refuse access pending such. Dartmoor will not allow access to students without the aforementioned prior authorization and any individuals attempting to access Dartmoor's students irregularly will not be permitted under any circumstances to stay on campus, let alone to speak with Dartmoor students.

The sole exception to this policy is for law enforcement, military, or emergency response personnel who must engage students in order to execute their duties or provide assistance to Dartmoor students. Likewise, visitors shall not have access to any staff without advance permission from the President and staff consent. The same exception for law enforcement, military, and emergency response personnel applies.

## **Emergency Procedures**

Campus Managers will alert families of any disruptions to campus operations. If possible, then the website also will indicate closures. Each campus has a different layout and, therefore, has a unique evacuation plan. Please contact the Campus Manager with any questions. The general policies for a fire evacuation are:

### **Fire Evacuation Procedure**

#### **BEFORE**

- Students and staff should be familiarized with the procedure
- Maintain adequate emergency supplies
- Perform drills and training to reinforce the procedure
- Inspect the campus for potential hazards and actively mitigate these
- Report issues with equipment (fire extinguishers, detectors, electrical equipment, etc.)
- Maintain annual fire and health and safety inspections
- Ensure that the procedure stays current in case of a move or structural changes to an existing site

#### **DURING**

If you see a fire, or see/smell smoke, immediately activate the nearest pull station to sound the alarm.

If the fire is small (i.e. garbage can fire) and you have been trained in the use of a fire extinguisher, you may choose to attempt to extinguish the fire.

If you have not been trained, evacuate the area immediately. Call 9-1-1 once you have safely exited the building. And then report the incident to the President.

Upon hearing the fire alarm or being instructed by building administration:

- Safely and quickly leave the building
- Take only emergency accountability supplies with you (classroom buckets/backpacks, visitor sign in)
- Make your way to the designated assembly point (please see campus specific instructions posted on campus and discuss with Campus Manager)
- The Campus Manager should account for all staff, students, and visitors; if the Campus Manager is not on site or cannot execute this responsibility then an Instructor should do so

- If someone is unaccounted for, then inform emergency responders immediately
- The Campus Manager (or proxy) should notify the President immediately regarding any missing students or staff before communicating externally (other than with first responders, law enforcement, etc.)

### **AFTER**

- Return to occupancy or relocate, as needed
- Identify & correct any procedural deficiencies
- Return to occupancy or
- relocate, as needed
- Identify & correct any procedural deficiencies
- Follow instructions given by emergency response personnel
- If necessary, make arrangements for staff and students to be transported to a reunification site
- Once the scene is released, initiate clean-up activities if safe to do so
- Document and report any and all injuries sustained by students and staff
- Document and report any damage to building or contents if safe to do so
- Identify any issues with the evacuation process and take corrective measures to improve the process

The general policy in case of an earthquake is:

### **Earthquake Procedure**

#### **BEFORE**

- Students and staff should be familiarized with the earthquake procedure
- Maintain adequate emergency supplies
- Perform drills and training to reinforce the procedure
- Inspect the campus for potential hazards and actively mitigate these (secure bookshelves and heavy furniture, store heavy items near the ground, store chemicals properly)
- Ensure that the procedure stays current in case of a move or structural changes to an existing site

#### **DURING**

##### **Indoors**

- Drop, cover, and hold



- Take shelter under a desk, table, other sturdy furniture, or doorway (staff should direct students in their vicinity to do the same)
- Protect your neck and head
- If cover is unavailable, then move to an interior wall, get down, cover your neck and head, and stay away from windows, glassed-in areas, and objects that could fall or break
- Do not exit the building as there is increased danger entering and exiting buildings during an earthquake
- Wait for the shaking to stop and items to settle
- Survey the environment around you
- Check in with the people around you
- Be prepared for aftershocks
- Do not move seriously injured persons unless they are in immediate danger of further injury (fire and flooding). Instead, cover them with a sturdy table or whatever is available and send someone for medical help after the earthquake shaking stops.

### **Outdoors**

- Move into a clearing, if possible, away from buildings, power lines, trees, and other potentially dangerous objects
- Drop to the ground and cover your neck and head
- Wait for the shaking to stop
- Survey the environment around you
- Check in with the people around you
- Be prepared for aftershocks

### **In a Vehicle**

- Pull over as soon as it is safe to do so
- Avoid bridges, overpasses, etc.
- Stay in the vehicle with your seatbelt fastened
- Wait for the shaking to stop
- Survey the environment around you
- Check in with the people around you
- Be prepared for aftershocks

### **AFTER**

- The Campus Manager and Instructors should assess the safety of the facility and account for all students, staff, and visitors on the campus.
- Only exit if it is safe to do so; ensure that all students and staff are accounted for before an evacuation to the assembly point takes place.

- If evacuation is necessary and it is safe to exit and reach the assembly point, then evacuate the building, taking emergency supplies and communication devices, as well.
- If the campus is safe and everyone is okay, then the Campus Manager should notify the President immediately via the emergency WhatsApp group or, if necessary, via an alternative means (email, phone) and simply indicate “All clear, all accounted for”. The phrasing is not as important as the succinctness and coherence of the message.
- If the campus is safe but there is damage or some injuries have occurred, then the Campus Manager should indicate the specifics (e.g., “Damage but safe, all accounted for”, etc.).
- If there is no damage at the campus, then resume normal operations, if possible; understand that some students or staff might need to be comforted and all will want to get in touch with their families and friends in the area. Please contact the DCO and President prior to closing the campus. It is imperative that the campus has enough staff to administer to student needs until reunification with their families may occur.
- If it is not possible to return to normal operations, then ensure that this is indicated to the DCO and President. The DCO and/or President will verify next steps (closure, shelter-in-place), if possible.
- Reassure the students and staff. Be aware that some students might require special assistance and reassurance.
- Listen to the battery-operated radio for emergency instructions.
- If students or staff are injured, then provide appropriate first aid. This attention should be prioritized based on the severity of injuries. If students or staff are trapped, then determine whether it is safe to excavate them from their spot. In general, it is best not to move severely injured persons.
- Notify emergency personnel.
- Any students who are unaccounted for should be located. Ensure unaccounted for students are checked against attendance records.
- Discuss reunification plans with the DCO and President via the emergency Whatsapp group (or another mechanism, if necessary); this should be done before contacting any parents
- Notify parents of the reunification plan; if any parents cannot be reached, then two designated staff should stay with the student(s), until the parents or a legal guardian can pick up the student or, in case of injury, the student is taken by an emergency response team. Students should be checked out and only released to a recognized adult the student agrees to accompany.

### **Due Process Requests**

Dartmoor staff do not participate in legal proceedings or prepare individualized documentation (e.g., a description of what specifically the school would do to meet a student's needs) to be used by prospective families in such proceedings. This would be a conflict of interest at best and ultimately Dartmoor's input is not as germane in this process as that of an external, uninterested party (e.g., pediatrician, neuropsychologist, behaviorist, etc.). For current or alumni/ae families, Dartmoor staff only participate in due process if subpoenaed and then may only confirm factual details, rather than provide expert witness or subjective interpretation.