

STUDENT-PARENT HANDBOOK

CORE VALUES

Integrity – Determine what's right and do it.

Kindness of Spirit – Embrace empathy, compassion, respect.

Openness – Engage freely in dialog, listen, be open, speak.

Social Responsibility – Give back, be a good citizen and serve others.

Stewardship – Care for the school, its resources, the environment and the community.

WE BELIEVE:

- Learning how to think is more important than being told what to think.
- Curiosity and conversation motivate.
- Children deserve a safe, welcoming and supportive school where everybody is known and valued.
- Diversity improves the educational experience.
- A dynamic classroom responds to the individuality of each child.
- A balance of challenge and support moves learners to greater understanding and skill.
- Teaching and learning work best in small groups.
- Education is a shared responsibility. . .

. . .and it works.

HONOR CODE

We are honor bound to display the utmost respect for ourselves, each other, and our resources in a manner that fosters in us a desire and capacity for exceptional growth and learning. We will not lie, cheat or steal in any form nor will we endure the faltering of those who do. We will strive to improve the Long Trail School environment by continually building upon our personal integrity and encouraging it in others, thus promoting a more distinguished and harmonious community.

ESSENTIAL SKILLS

Communicate – Using a multitude of expressive methods from silence to melody, action to art, words to technology.

Innovate, Create and Imagine – Art in all its forms for development of new ideas in business and societal constructs.

Think Systematically – In and among all disciplines, applying and evaluating their analysis to arrive at a conclusion.

Demonstrate Citizenship – Within small and large communities to help, respect and embrace.

Develop Personally – Through risk-taking, flexibility and adaptability with a growing awareness of one's ethics, empathy and a sense of aesthetics.

Cooperate – With appreciation for all roles within groups and the value of shared outcomes.

Search and Explore – To acquire, retain and exhibit information with curiosity, excitement and proficiency.

Manage Resources – While considering time, finances, sustainability and use of space for individuals, and local to global communities.

LETTER FROM THE HEAD



Dear Long Trail Families,

Welcome to the 2015-2016 school year! All of us here at Long Trail thank you for choosing to join our learning community. We are committed to making your educational experience enriching, positive, memorable, and, most importantly, safe. Towards those ends, our Student and Parent Handbook has been designed to help you understand our school's policies and procedures. Please take the time to review our handbook. Both students and parents should become familiar with the responsibilities and expectations that go along with being members of our school family and then use the handbook as a reference throughout the year. Naturally, questions will arise, so do not hesitate to be in touch if ever you are in need of assistance or clarification regarding any items included in this handbook. We wish you a school year full of happiness, good health, and success!

Sincerely yours,
Steven Dear
LTS Head of School

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LTS COMMUNITY VALUES

PHILOSOPHY

Independent school life is both exciting and demanding. The LTS community is based on integrity, kindness of spirit, openness, social responsibility and stewardship and we rely on faculty, staff, parents and students alike to uphold these core values. Our lives here are governed by these values and we believe that the values reflect the School's vision. The values are expressed and supported by the School's rules and policies. These rules and policies are in place to ensure that LTS is a community where each member feels included, safe, and respected. At the beginning of our time at LTS, every member of the community takes the Honor Code pledge. We renew this pledge annually.

Every student who has an enrollment contract with the School is expected to behave in accordance with our community's rules and in a manner that reflects the School's values in their activities and their lives while they are enrolled. While the School recognizes that parents assume primary responsibility for their children when they leave school grounds to return home, after school, on weekends, and during school vacations, Long Trail School reserves the right to pursue issues of student behavior that may compromise the safety of a student or the community, or impugn the reputation of Long Trail School. By enrolling at LTS, students and parents agree to abide by all its rules and policies.

Our values and expectations apply to all LTS students whether they are on or off campus. As a student, if you are present when a school rule is violated, you may be held responsible and may share equally in any disciplinary response. Long Trail School adults are obligated to report what they believe may be an infraction of our values and expectations. Please understand that no set of rules or guidelines can cover every conceivable situation. Long Trail School will deal with individual circumstances as they arise in the manner deemed most appropriate by the School, taking into consideration the best interests of the individual and the community.

Long Trail School believes that a positive and constructive working relationship between the School and a student's parents (or guardian) is essential to the fulfillment of the School's vision.

OUR COMMUNITY RULES

In addition to the honor code, our community is governed by three statements which serve as our school guidelines. A student who violates any of these guidelines is liable for disciplinary action. The Head of School has the final decision on all disciplinary matters.

- 1. We are a community that expects honesty and integrity in actions and words.***
- 2. We are a community where all members demonstrate respect and compassion for self and others through their actions and words.***
- 3. We are a community where members demonstrate their investment in the safety and well-being of others and the protection of property.***

The information below is intended to provide insight on these expectations.

1. We are a community that expects honesty and integrity in actions and words.

Success in our community depends on our ability to trust one another. Peers and adults rely on the trustworthiness of what a student does, says, or produces in the classroom, during extracurricular activities, and in every other aspect of school life. Dishonesty is unacceptable and students are expected to take responsibility for their actions and decisions.

Honesty is expected in the classroom whether on a test, paper, lab, or homework. Academic honesty promotes educational growth and independent thinking. **Cheating** is giving or receiving answers in or out of class; giving or receiving information about the content of a quiz, test, or exam; doing someone else's work; using an on-line translator for a world language course assessment; or having someone else do one's work. **Plagiarism is using words or ideas** from any outside source without attribution (including student, author, website, or reference work) or paraphrasing, again without attribution, any other source as if it were one's own. In addition, handing in work that has already received credit in another course or school or in the same course during a different year is considered dishonest.

Each year, teachers in all courses will review the School's expectations for preparing academic work and their own policy on work done in and out of class. Long Trail School expects its students to have a complete understanding of academic honesty and plagiarism. It is a student's responsibility to ask a teacher for clarification if needed.

Students are generally not allowed to have someone other than the classroom teacher correct their mistakes and may only do so in the event their teacher gives the student or class specific permission. The adult collaborator may point out errors, but the correction of these errors remains the student's, not the collaborator's, responsibility; the student is strongly encouraged to use the classroom teacher as her/his primary source for collaboration. This type of student-teacher interaction provides the teacher with valuable insight on the student's learning.

If it appears that an incident of academic dishonesty has occurred, the teacher will notify the Dean of Students and the Dean of Academics; the Deans will then notify the Head of School and likely convene the Honor Board. In disciplinary situations, lying will make matters worse and any short-term benefit will not compensate for the resulting loss of one's integrity. Should a student appear before the Honor Board, honesty is expected.

2. We are a community where all members demonstrate respect and compassion for self and others through their actions and words.

The School works to promote good citizenship among students and adults. Our standards of conduct support a community that ensures all individuals are treated in a fair, respectful and equitable manner. We strive to make all community members feel comfortable from the first moment that they arrive on campus. Each individual should assume personal responsibility, and behave maturely and ethically in a way that enhances the quality of the School and community environment.

Any behavior that harms or compromises a student, her/his family, or the School is in violation of this rule, which is in effect even after school hours.

During school-wide events such as all-school meetings, special assemblies, and athletic events, students are expected to behave in a manner that demonstrates respect for others. Inappropriate dress, language, or behavior is unacceptable.

Drugs, Alcohol and Tobacco The possession and/or use of illegal drugs, inhalants, tobacco, alcohol, and medications not specifically prescribed to the student is incompatible with the educational mission of the School. Students who are found in violation of this rule while on campus will face disciplinary consequences. A student who supplies alcohol or drugs to others may be subject to more severe disciplinary consequences, including suspension or dismissal. The School expects students and their families to respect state and federal laws regarding alcohol and drug use when students are off-campus and students may face disciplinary action if found in violation of these laws.

Students are prohibited from using or possessing tobacco products, including smokeless tobacco. When a student's work, behavior, or demeanor suggests the possibility of use of alcohol, illegal drugs, or tobacco products, Long Trail School adults are expected to inform the Dean of Students or Head of School. Parents will be contacted and appropriate procedures will be recommended for assessment and counseling, which may include random urinalysis or other drug testing by an outside professional. Parents who do not accept the recommendations of the School will be given the option of withdrawing their child.

It should be noted that violations of the Drug and Alcohol policy do not go to the Honor Board and instead are handled solely by the Dean of Students and Head of School. Consequences for a violation of this policy include awareness education, counseling, community service, suspension and/or dismissal from school, as well as other consequences outlined in the Honor Board section of this handbook. If illegal drugs are found or are being distributed on campus, the School reserves the right to notify and involve local police enforcement.

Bullying and Harassment Our community seeks to be a place where every individual is treated with sensitivity and respect. The school will not tolerate any type of harassment of an individual for any reason, including but not limited to ethnic or religious background, gender, sexual orientation, or race. Any member of the Long Trail School community whose actions or statements amount to harassment or intimidation of others will be subject to appropriate disciplinary action. The School has adopted the Vermont Department of Education model policy on harassment. A copy of this policy may be obtained through the Dean of Students or online through the Vermont Department of Education's website http://education.vermont.gov/new/pdffdoc/resources/educ_model_harassment.pdf.

Bullying and harassment are dangerous and disrespectful behaviors that are not tolerated at Long Trail School. Respecting the rights of others is expected. The definition of bullying, according to Vermont State Law is: "Any overt or combination of such acts directed against a student by another student or group of students and which occurs during the school day on school property, on a school bus, or at a school-sponsored activity; is intended to ridicule, humiliate, or intimidate the students and is repeated over times." Some examples of bullying and cyber-bullying include:

- Verbal or online taunting regarding height, weight, socio-economic status, hairstyle, clothes, etc.

The definition of harassment, according to Vermont State Law is: “Any incident or incidents of verbal, written, visual, or physical conduct based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status, disability, sex sexual orientations, 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.” Some examples of harassment include:

- Use of epithets, slurs, or insults about a person’s race, religion, color, national origin, marital status, disability, sex, sexual orientation, or gender identity
- Physical threats directed at someone because of her/his membership in a protected category
- Taunts on manner of speech, behaviors, or customs

Students, faculty/staff members and parents or guardians may report complaints of bullying or harassment to any LTS employee, which will then be reported to the Dean of Students or the School Counselor.

Confidentiality and Discretion All actions taken to investigate and resolve complaints through this procedure shall be conducted with as much confidentiality and discretion as possible without compromising the thoroughness of the investigation or the School’s obligations to investigate and appropriately respond to the situation.

If the allegation of harassment is against a person who is not an employee of the School, the Head of School shall determine the procedure for investigating the allegation and correcting any inappropriate conduct.

False Complaints/Abuses of Process Allegations of sexual harassment and discrimination are serious and can be damaging to an accused person’s reputation. Therefore, anyone who knowingly makes a false complaint may be subject to severe discipline. Employees should understand, however, that simply because the School’s conclusion may be that harassment or discrimination did not occur does not mean that a complaint was falsely made.

In addition, candor, cooperation and honesty are essential to the investigation and remediation process. They are expected of all participants in an investigation. Abuse of process, including lying to an investigator, may result in discipline.

Respect for Personal Property All students and adults are responsible for taking appropriate precautions to ensure the safety of their possessions. Keeping one’s property organized in whatever space it is being used will help others know to respect it. Stealing and/or causing the deliberate destruction of property does not meet with our community’s standards.

Common Spaces Students are expected to care for common areas (common rooms, hallways, computer areas, exercise spaces, outdoor spaces, etc.) in a way that shows respect for the campus. Students who do not use good judgment in how they treat common areas may be issued a warning by an adult. Warnings will be reported to the Dean of Students. A student should expect consequences which may include additional clean-up duties, detention, or restrictions.

Electronic Citizenship Students are reminded that the use of technology is public and permanent. The illegal, improper, or unethical use of technology, including but not limited to computers, cell phones, iPods, etc., is strictly forbidden. All Long Trail School students and their parent/guardian accept the Long Trail School Acceptable Use Policy and Agreement (AUPA) as a condition of enrollment. This agreement outlines the conditions under which Long Trail School students may use technology, specifically computers and Internet access, provided by Long Trail School. Violating the terms of this agreement may result in disciplinary action. (Please refer to the handbook section on pages 40-41.)

3. We are a community where members demonstrate their investment in the safety and well-being of others.

The personal and public safety of the students at Long Trail School is of paramount concern to the faculty and staff. Community members take their roles as caretakers of each other seriously. In order to maintain a safe environment for everyone, the School has several important behavior expectations.

Fire Safety Long Trail School is a smoke-free campus. Students share the responsibility for fire safety around the campus. The presence of materials capable of starting a fire seriously endangers the lives and property of others. Tampering with fire alarms or other safety equipment is a violation. Smoking anywhere on campus, while on a school trip or activity, or otherwise in the care and supervision of LTS faculty or staff is also a violation of this expectation.

Leaving Campus Leaving school grounds during the day is only permitted with permission or when chaperoned by a faculty/staff member. No student may leave campus or a school-sponsored event without permission. Students must sign out with the Registrar or Dean of Students.

Personal Safety Situations that demonstrate a lack of respect for individual or group safety and welfare, including violating the medication policy, will be considered a violation of school expectations.

Public Display of Affection (PDA) The School recognizes the importance of relationships. Differences in maturity and the broad range of ages of our students are also important considerations. Appropriateness and respect for others are highly valued at LTS. Students are asked to recognize the public aspect of school space and behave with respect for others. Students who disregard this expectation may face disciplinary action. The School has equal expectation for community members regardless of their sexual orientation.

Weapons The possession, storage or use of a weapon poses an unacceptable risk to the health and safety of all community members. Possession of weapons or imitation weapons that would lead an observer to reasonably believe that there is a weapon on campus is a violation of School rules and state laws.

OTHER SCHOOL EXPECTATIONS

As a community, we expect students to act in a manner that reflects their investment in their education. If a student is found to be in violation of these expectations, s/he may be reported to the Dean of Students. An accumulation of an excessive number of infractions is considered disrespectful, and students may be subject to disciplinary action.

Email

Faculty and staff use the School's email system to carry on the business of the school. Therefore, students are expected to check their email accounts daily. Students are held responsible for all information provided via this school-wide communication system.

Digital Devices

While Smart Phones, iPods, and other similar hand-held personal devices are permitted on campus, LTS values personal interactions. We expect all community members to use their digital devices in a way, and in locations, that show respect. Greeting each other and remaining 'unplugged' at the appropriate times demonstrates respect and consideration for others. A student listening to only one "earbud" at a time is not an example of remaining unplugged.

Long Trail School adults reserve the right to limit the use of digital devices.

If a student violates these expectations, s/he will be reported to the Dean of Students and possibly have the device temporarily taken away.

Cell Phone Policy For many years, Long Trail has been in a cell phone "dead" zone but that is the case no longer; the tower on the Pinnacle provides coverage for certain cell phone users. Each member of our community is expected to abide by the following rules regarding cell phone usage:

- All phones will remain on silent/vibrate at all times.
- Students may text or call during break, study hall, or lunch only.
- If there is an emergency, faculty/staff may grant permission to make a call outside of these parameters.
- Calls may be made in Hunter Common Room, Whalen Common Room, Front Lobby, or on the patio outside Whalen (weather permitting).
- No texting/calling in class or at a school function.
- Smartphones may be used in class, at teacher discretion, for non-texting/calling purposes (calculator, Google, etc).
- MS students may not text/call during the first 10 minutes of lunch
- Texting/calling is not allowed in the hallways at any time or at tables during meals.

Failure to follow these rules will result in the following consequences:

- **First infraction** – teacher takes the phone and gives it to the Dean of Students to hold for the remainder of the day. It will be given back just before the student leaves campus for the day.
- **Second infraction** – same as first, in addition to the Dean of Students notifying the students Advisor, who will have a conversation with that student.
- **Third infraction** – same as first and second, in addition to the Dean of Student notifying the parents and restrictions being placed on that student's phone usage (i.e. – will not be permitted to bring it to school for some period of time).

Dress Code

Long Trail School values students for their individuality, their accomplishments, and their contributions to the School and the wider community and, therefore, does not prescribe a uniform style or type of dress for class or after school activities. Students are expected to dress in a manner that demonstrates respect for themselves and for those in our community. An advisor or faculty/staff member will speak with a student whom s/he feels is inappropriately dressed and inform the Director of Student Life. If a student is spoken to about a particular item of clothing, it is expected that s/he will change clothing and will not wear that item in the future. Parents will be notified. A student who has multiple infractions will receive disciplinary action from the school and/or referral to the Honor Board.

Understanding that fashion is fluid and clothing styles change often, the following list may not be fully representative of acceptable clothing - it is intended to ensure good judgment.

- Clothing should be in good repair.
- Shoes must be worn at all times for safety reasons.
- Shorts and skirts should be an appropriate length; shorts must extend at least past the end of the thumb and skirts must be fingertip length or longer. Shorts and skirts that are longer than the minimum length may still be considered inappropriate.
- Clothing should cover midriff and back and no excessive cleavage is allowed.
- Boys must wear a shirt at all times, including during athletic activities.
- Strapless tops or spaghetti straps are not appropriate school day dress.
- What is underneath should not be visible, which includes bras, bandeaus and boxer shorts.
- Pajamas or flannel drawstring pants are not acceptable school attire.

Driving/Parking Regulations

All student vehicles that are parked on campus must be registered with the Director of Student Life

. Driver permission forms should be submitted to the Director of Student Life. Please refer to the Student Driving and Parking form for more information.

The School reserves the right to suspend or revoke driving privileges for students who violate the following expectations.

- Students must consistently arrive at school prior to 8 a.m.
- Pedestrians, joggers, and cyclists always have the right of way on campus.
- A student must report any on-campus accidents, no matter how minor, to the Director of Student life
- All drivers are expected to drive slowly in the parking area and driveway.
- A student must park in the student parking area unless otherwise instructed.
- A student may not drive another student off campus without specific permission.
- Students may not be in their cars or the parking lot during the school day.

Guests on Campus

Students are welcome to have guests to campus during normal school hours.

- Students who wish to invite a guest onto campus must have prior approval by the Director of Student Life or Head of School who will notify the faculty and staff. Approval must be obtained in advance.
- The host must sign in the guest upon arrival and sign out upon departure.

- Each student is responsible for the behavior of her/his guest and may be held responsible for the guest's actions. A visitor who does not follow the School's rules may be asked to leave.
- Students are limited to three guests per visit unless special approval has been granted by the Director of Student Life or Head of School.
- Out of respect for the classroom experience, guests may only be invited to classes in special circumstances, with prior approval from the faculty involved. .
- Guests are not permitted in school vehicles without specific permission from a faculty or staff member.

Searches

The School reserves the right to search persons, backpacks, bags, purses, rooms, lockers, vehicles and any other places or property, including personal digital devices in order to ensure a safe school environment. Any items prohibited by law or by school regulation will be confiscated.

STUDENT DISCIPLINE

Philosophy and Process Overview

Our disciplinary system is designed to be realistic that students may make mistakes during their formative years. It seeks to balance the student's obligations to the LTS community and the community's responsibility to uphold its own values. The process provides an opportunity for the student to reflect on mistakes made and to better understand her/his obligations to a broader community. Helping students to engage in self-reflection is an important component of the discipline process.

The discipline process is the school community's response to a concern that a member has violated the values that we hold dear. The process is intended to further educate the student about the school's values and expectations, to hold the student responsible for her/his actions, to remind the student of her/his commitment to the community, and to educate the community as well. Students are expected to cooperate in the investigations of infractions.

In general the discipline process works as follows. A student suspected of an infraction will be questioned and provided an opportunity to tell his/her story in person and/or in writing to the Director of Student Life or Head of School. The Director and/or Head will determine the consequences and will meet with the student and convey the response to the violation. Parents and the student's advisor may attend this meeting. A letter summarizing the decision will be sent to the family and the student's advisor. A copy is kept on file in the Directors office. The Director of Student Life will notify the faculty and staff. The student may be asked to reflect on her/his growth and learning at the end of the disciplinary process. The School reserves the authority to raise an issue of student discipline at any school meeting for the purpose of furthering the educational exposure of students and the community.

Disciplinary case records are kept in the Dean of Students office for a period of five years.

Disciplinary Possibilities

In-House Restrictions

In-house restrictions allow a student to participate in academic commitments, but prohibit her/him from participating in other program elements, including meetings, advisory, arts programming or extracurricular activities.

Disciplinary Warning

Disciplinary warning is often used for first time offenses, particularly for younger students. Students who have been part of the community for more than one year are expected to better understand the community's values, norms and expectations of behavior. At the end of the warning period, the student will meet with the Head of School and/or the Director of Student Life to reflect on her/his growth during this period. *Disciplinary warning* is assigned for a specific period of time, such as a semester. The warning is lifted if the student demonstrates commitment to the community and to education by displaying acceptable behavior and attitude.

Disciplinary warnings are not reported to colleges.

Disciplinary Probation

Disciplinary probation is very serious and should be considered one step short of separation from the school. *Disciplinary probation* is assigned for a specific period of time, such as a semester. When a student is placed on disciplinary probation, s/he must demonstrate commitment to the community and to education by displaying acceptable behavior and attitude. A student on probation may not run for an elected position. At the end of the probation period, the student will meet with the Head of School and Director of Student Life to reflect on her/his growth. The probation may be lifted if the Director of Student Life and Dean of Academics believe that the appropriate level of self-reflection and growth has been demonstrated.

The School is required to notify colleges concerning *disciplinary probation*. Some college application forms have questions concerning the applicant's disciplinary record and students will be asked to explain.

Suspension

Suspension is a temporary separation of the student from the community. Suspensions may be in-school or off-campus. Suspension means that the student may not participate in any school activity. Students should remember that they might be asked to explain reasons for their suspension on college applications. Students who are suspended may be asked to have a parent conference with Director of Student Life/or Head of School before returning to school. It is expected that a student who has been suspended will use the time away from the community to reflect on her/his previous contributions and commitment to remaining a student at the School.

Academic Procedures for Off-Campus Suspension

The student is responsible for collecting all books, assignments, and other materials. The student must submit homework assignments including papers and projects upon return to class. Missed tests will be made up the day of return. Faculty members are not responsible for teaching students material missed due to suspension.

If a student is suspended during an exam period, the Dean of Academics will make arrangements with the family and faculty for the administration of exams.

Dismissal/Withdrawal

Dismissal of a student is at the discretion of the Head of School. At the discretion of the Head of School, parents may be offered the option of withdrawing their child. If a student is dismissed or withdraws because of circumstances surrounding a discipline case, s/he may not return to campus until the following school year, unless permitted by the Head of School. Dismissal or required withdrawal will be noted on the student's official transcript. No student dismissed or withdrawn as the result of discipline will be considered for re-admittance without written permission from the Head of School.

A student who has been dismissed from school will not receive a LTS or IB diploma. The student must have approval in order to seek departmental permission to complete work which will be coordinated by the Dean of Academics. Students who are in the process of applying, or who have been admitted to college must report the change in status. The College Counseling Office will assist and advise the student in the reporting process.

Parents may choose to withdraw a student or the School may recommend withdrawal because of health or other concerns. Parents may initiate a withdrawal by writing to the Head of School. The Head's Office will then contact the Admissions Office, Business Office, Director of Student Life Office, and Academic Office before sending written confirmation of the withdrawal to the parent. A student's grades, transcripts, recommendations, and other official school documents may be withheld if a parent's financial obligations have not been met at the time of withdrawal.

Re-admission Process

Guidelines regarding readmission for students who have been dismissed or who have withdrawn pending disciplinary action are as follows:

- In order for a student to be readmitted, s/he may be required to have been away from campus for a full school year.
- Readmission acceptance is contingent upon the Admissions Committee's evaluation of the student's performance while away from Long Trail School. This will include a meeting with the Head of School. The student's grades and any work and/or volunteer experience will be considered as well. A student's conduct during the disciplinary process or withdrawal will be taken into consideration.
- More detailed information is available from the Director of Admissions.

Evaluation/Rehabilitation

Under certain circumstances, as in the case of any drug or alcohol offense, the student may also be required to attend an evaluation/rehabilitation program with parents as part of the conditions for returning to LTS. Additional suspension and/or discipline may be recommended on an individual basis. No student dismissed for drug or alcohol offenses may reapply without the permission of the Head of School, and not until s/he has completed an evaluation/rehabilitation program and until a written report from the counselor of that program has been sent to the School.

Honor Board

The Director of Student Life and/or Head of School may at his/her sole discretion decide to refer an infraction to the Honor Board.

The Honor Board is a trained judicial review group composed of faculty, staff and students. Four faculty members are elected by their peers for each school year. Five student members include the president and vice president of the Student Council and one elected student from the 10th, 11th and 12th grades. The Honor Board makes recommendations to the Head of School, who has final decision on all disciplinary matters. Every effort is made to ensure that all members of the Board are present when convened. The Board will not meet if fewer than 2/3 of the members are available.

In general, the following steps are followed:

- If a community member believes that an infraction of a school expectation or value has occurred, that individual will report the issue to the Director of Student Life.

- The student is questioned and provided an opportunity to share her/his story in writing and orally with the Director of Student Life.
- The Director of Student Life, in conjunction with the Head of School, will determine whether a rule has been violated and if the case should be presented to the Honor Board.
- If it is determined that a violation has occurred, parents are notified and the student, with an adult of her/his choosing, will be called forward by the Honor Board.
- The Honor Board will hear the case and provide the student with time to share her/his story.
- The Honor Board will deliberate and determine an appropriate response. This response is conveyed to the Director of Student Life and Head of School, who can accept or amend the recommendation.
- The Director of Student Life and/or Head of School will meet with the student and convey the response to the violation. Parents and the student's advisor may attend this meeting.
- A letter summarizing the decision will be sent to the family and the student's advisor. A copy is kept on file in the Dean's office.
- The Director of Student Life will notify the faculty and staff.
- The student may be asked to reflect on her/his growth and learning at the end of the disciplinary process.

If it is determined that the case does not, or should, not go to the Honor Board, the Director of Student Life will meet with the student and advisor (or a faculty/staff member of the student's choice). At any time the Head of School may choose to move the case to the Honor Board.

Consequences for violations of school expectations and values may be, but are not limited to any one of or a combination of the following: no action, requirement of a letter of apology, a Dean's letter, work crew, community service, rescinding of privileges, detention, counseling, in-school restrictions, suspension, disciplinary warning, disciplinary probation, withholding of re-enrollment contract, separation and dismissal. It is also possible that a student may not represent the school at Long Trail School functions, including sports practices and games, play rehearsals and productions, or graduation. S/he may not receive recognition at banquets or awards ceremonies or may be asked to resign from membership or an elected position in a student organization or team. The Honor Board may recommend additional consequences as it sees fit.

ATTENDANCE

PHILOSOPHY

Long Trail School considers attendance and participation in all components of our program to be an essential part of the School experience.

The Long Trail School community values shared educational experiences. Therefore, it is our expectation that students will meet all regularly scheduled school appointments including classes, athletic and arts commitments, trips, all school meetings, class or advisory gatherings, and special activities.

The challenging and demanding nature of the program at Long Trail School makes attendance essential. Learning from and with each other heightens the Long Trail School experience. This

philosophy drives our attendance and absence policies. We expect and appreciate parents' cooperation in these policies.

Students are expected to initiate all conversations regarding absences. Unless it is an emergency, this contact should be made ahead of time. It is expected that students will make up all missed work during an absence.

Please note that routine medical and dental appointments should be made after school, during vacations or on weekends.

The school day begins at Long Trail at 8:00 am. Students are expected to arrive no earlier than 7:30 am, unless other arrangements have been made with the Director of Student Life. In addition, students are expected to be picked up within 15 minutes of their last school obligation, including after-school activities.

For safety purposes, students who are late to school or departing early MUST sign-in and out with the Registrar.

REPORTED ABSENCES

A parent/guardian must call, email or send a note to the Registrar to report an absence. Failure to report the absence within 72 hours will result in the absence being recorded as unexcused. Students must serve an afterschool detention for unexcused absences. An afterschool detention will take priority over extracurricular obligations.

Illnesses: Parents must contact the **Registrar by 7:30 am**. Students who become ill during the day must report immediately to the Director of Student Life who will assist the student with arrangements to go home. (For safety reasons, students must check out with the Registrar upon departure.)

Planned absences: The school must be alerted, in advance, if a student plans to miss a class, athletic commitment or special program. Planned absences are considered as reported absences for which the student and parent have made arrangements with the School prior to missing a scheduled obligation. A **Planned Absence Form** (available on the website or in the Registrar's office) must be completed by the **end of the academic day two days prior to their planned absence**. This form includes the signatures (in order) of parents, teachers, Dean of Academics and Dean of Students. Failure to complete the form, in a timely manner, will result in absences being considered as unreported/unexcused. A student may be required to reimburse the School for costs incurred for special programming or field trips.

Planned absences include:

- Major religious holiday observations
- Family events (the wedding of an immediate family member, graduations, funerals, serious illness at home)
- Sports/Arts commitments outside of the Long Trail School program for which the student is receiving diploma activities credit
- College/school visits

LATE (TARDY)

Students who are late to school must report immediately to the Registrar. The first tardy will result in a warning, the second in an after school detention. The third tardy will result in a meeting with the student, parents, and the Dean of Academics.

It is expected that students will not miss or be late to academic obligations, especially classes. Faculty are required to report immediately a student who is late to class to the Dean of Academics.

WEATHER

The School will make its own determination about whether to close school, open late, or close early for inclement weather. This information will be on the school's voicemail system, distributed via One Call Now (an automated message sent to all families), and an announcement will be posted on the website under *School Closings*. Local television and radio stations will announce the information as well.

With a school closure, students are expected to complete homework due that day. Faculty will attempt to update their LTS sites accordingly. Students are expected to have their materials at home so they can continue to do their academic work.

MAKE UP WORK

Students responsible for initiating the process for making up work after an absence.

Illnesses – Students should expect to submit all homework assignments, including long-term papers and projects upon return to class. Missed in-class assessments must be made up the day the student returns, unless otherwise arranged by the student with the teacher. If the student is absent for part of a day, s/he is expected to make up missed tests or quizzes, or turn in papers on that day. The student receives a 24-hour reprieve if s/he is absent the day before a test, and as a result, misses new material.

Extended Absences due to Illness – In the event that a student is absent for three or more consecutive classes in a particular course, or three or more consecutive school days due to illness, s/he must be prepared to submit all homework and make up all missed class work, including tests, within 48 hours of return to class, unless otherwise arranged by the student and teacher.

Planned Absences – Students must coordinate the submission of all homework assignments, including long-term papers and projects before departure. Missed in-class exercises must be made up the day the student returns unless prior arrangements have been made. The student receives a 24-hour reprieve if the absence occurs the day before a test and the student misses new material.

Extended Planned Absences – In the event that a student is absent for three (3) or more consecutive classes in a particular course, or three (3) or more consecutive school days, s/he must submit all homework, papers, projects, or other out-of-class assignments before departure unless prior arrangements have been made. In addition, any missed in-class exercises must be completed on the day of the student's return, unless other arrangements have been made with the teacher.

ABSENCES DURING EXAMS

Only under extreme circumstances, and with the approval from the Dean of Academics, may students delay an exam because of illness. Students who are absent from an exam due to illness must provide a doctor's note. The note must be from a physician who has treated the student and must outline the condition, treatment, and reason the student was unable to attend.

ATTENDANCE EXPECTATIONS

There is a limit to the number of absences that a student can accrue. Excused absences (absences approved by the School), are not considered under the policy described below.

Academics: A student's grade will be affected by absences from a class. A student may not exceed 10 absences per class per semester. For classes that only meet twice a week, a student may not exceed a limit of 5 absences per class in each semester. Students who exceed this limit may expect quarter grades to suffer. As absences continue, the grade will continue to suffer. Additionally, extracurricular participation in activities such as sports, clubs and organizations, performances and/ or school sponsored dances may be jeopardized. The Director of Student Life and Dean of Academics have the right to amend this policy on an individual basis.

A student whose health prevents him/her from staying within these limits will meet with the Dean of Academics to determine the next appropriate steps, which may include a leave of absence. Attendance is an essential part of the school experience and the school cannot reasonably accommodate extended absences. The Dean of Academics will inform the Head of School.

Upper School Activities: Student activities are divided into seasons. Students may choose to earn diploma activity credit through team and club sports, performing arts participation or community service. Attendance is expected and will be monitored; students who are excessively absent from practices, games, tournaments or meets are in jeopardy of not receiving diploma credit for their participation.

VACATION TRAVEL ARRANGEMENTS

The calendar for the upcoming school year outlining vacation periods is provided to each family prior to the start of school. **Long Trail School expects parents' cooperation in making travel plans that are consistent with the published vacation periods.**

LEAVE OF ABSENCE

A leave of absence is granted by the Head of School, in consultation with the Dean of Academics and Director of Student Life. A leave of absence is provided for the management of physical or emotional illness that interferes with a student's ability to participate in the School's program, has an undue negative impact on others, and/or is beyond the practical limits of community. The school may initiate a leave of absence, or the family or guardian may request a leave in writing to either the Director of Student Life or the Dean of Academics. Academic matters for a student on leave are handled through the Dean of Academics. A student on long-term leave will likely receive pass/fail grades in the term(s) where s/he has accrued significant absences. In some instances, the student may be required by the faculty to repeat course work.

Leaves tend to fall into two categories: short-term (less than two weeks) and long-term (more than two weeks but no more than an academic year). In some circumstances, depending on the student's diagnosis and symptoms, the School will determine the minimum length of absence. It is understood that students on leave retain their place in school.

All students on leave are expected to arrange for the professionals providing their care at home to consult with the Director of Student Life and/or school Counselor. The decision to allow a student to return will be made by the School and will be based on our confidence in the student's ability to participate fully in the School's program as well as in the School's ability to provide continuing support for the student. Continued treatment at school or off-campus may be a condition for return.

The Dean of Academics will coordinate arrangements for the student's academic work. A student on short-term leave that does not interfere with major obligations (such as examinations) is expected to make up missed work in a timely manner. When a student is on long-term leave, the faculty will determine what work will meet the requirements of the course(s).

Absences accumulated during medical leave will not count towards final absence totals.

Leaves of absence are confidential and are not recorded on a student's permanent academic record. Release of information requires consent. When a leave is extended beyond one semester, a decision about the student's ability to hold her/his place in school will be made after consultation with the faculty, the Director of Student Life, the Dean of Academics and the Head of School. If a student is unable to return to school for physical or mental health reasons, it is expected that the student will withdraw. In the case of withdrawal for medical reasons, the student may be eligible to apply for readmission.

ACADEMICS

THE PROGRAM

Long Trail School provides students with a rigorous course of study that ensures their success for the future. The curriculum challenges students to establish a strong foundation while providing the skills required to succeed in the 21st century. Our curriculum emphasizes independence and empowers students to become thinkers and creators who embrace learning. LTS is dedicated to small classes that allow teachers to provide attention to each individual.

The school is approved by the Vermont State Board of Education and is accredited by the New England Association of Schools and Colleges. LTS is a member of the National Association of Independent Schools, the Independent Schools Association of Northern New England, the Vermont Independent Schools Association, the College Board, the New England League of Middle Schools, and the National Middle School Association.

In 2010, LTS became the first Vermont school to adopt the **International Baccalaureate (IB) Programme**. This challenging curriculum was founded in 1968 and currently includes 3,518 schools in 144 countries. Long Trail believes that the curriculum of the IB programme, which addresses the intellectual, social, emotional and physical well-being of students, reinforces our own program. The IB programme has gained considerable recognition and respect from the world's leading universities.

DIPLOMA REQUIREMENTS

In order to qualify for a diploma, Upper School students must be currently enrolled and in good standing in the School. They must satisfy the various departmental requirements regarding level of study and proficiency and must successfully complete all requirements. Students are highly encouraged to take courses in all disciplines each year.

Successful completion (passing grade) of a full-year course earns one (1) credit. Successful completion (passing grade) of a semester course earns one-half (1/2) credit. A student must earn a minimum of six (6) credited courses each semester. Required credits may be met by summer school with prior approval from the Dean of Academics. Students may also complete summer work in order to accelerate into a higher-level course for the following year with prior approval; however, this summer work will not fulfill graduation requirements.

Arts (Performing or Visual)	1.5 credits
English	4 credits
History	3 credits
World Language	3 credits of the same language
Mathematics	3 credits
Science	3 credits
Total departmental credits	17.5
Additional credits*	6.5
Enrichment Class	1 credit
Total academic credits	25

***These credits may be earned in elective courses and/or departmental offerings.**

Additional Diploma Requirements:

Activities 4 activity credits
 Technology Competency Successful completion of standards

Activities

All students are expected to participate in the life of the LTS community through extracurricular activities. To meet diploma requirements, Upper School students must earn activity credits each year. These activity credits are managed by the Director of Athletics in conjunction with the Academic Office and the Arts Department. IB Diploma candidates satisfy activity requirements with the completion of their CAS work.

Technology Competency

All students must demonstrate an ability to use technology to communicate, access, collect, manage and evaluate information, solve problems, and build and share knowledge. The specifics of this requirement are in development and will be conveyed in a timely manner.

Credit Transfer

LTS will honor all courses granted credit by the sending school provided the school is an accredited secondary school. LTS will not apply middle school credits to its upper school requirements, nor does it accept independent study credit from other secondary schools.

Middle School Acceleration

Middle school students enrolled in an LTS upper school level course will receive diploma credit for this work.

IB Diploma

IB Diploma candidates must complete course work in six subject areas and pass exams in each. They must also take the Theory of Knowledge course, write an Extended Essay based on the study of an original problem, and complete an extracurricular requirement in three areas: creativity,

action, and service. The IB Programme is a natural fit with the vision of the school and the upper school curriculum. The IB emphasis on critical thinking, depth of learning, research, and writing skills underscores the philosophy of our program. The IB Handbook provides detailed information on expectations, costs, and offerings.

COURSES

Selection

Students in grades 6-8 follow a well-designed middle school curriculum. Each year they take courses in English, math, science, social studies, world languages and the arts. Students new to LTS are placed in appropriate courses based on their previous achievement. Students must earn a 70 or better in their math course or a 78 or better in their world language course in order to move to the next level. Students must complete a year of mathematics at LTS with a 90 or better in their math course in order to be considered for double math course placement in the following year.

ESOL

ESOL (English for Speakers of Other Languages) is provided for those students not yet ready for immersion into the humanities curriculum at Long Trail due to language differences. Based on recommendations prior to the student's arrival to the school, placement will be in newcomer/basic ESOL English or Intermediate English. Students will be evaluated at regular intervals. Coursework and lessons will target individual students' needs with the ultimate goal of mainstreaming into English and history classes. The amount of time before a student is mainstreamed in these courses depends on her/his ability on arrival, TOEFL test and her/his growth while in the ESOL program.

Students who are not IB diploma candidates may enroll in IB courses and earn an IB certificate for that course if successfully completed. Additional IB courses are available to Diploma candidates through Pamoja Education, which offers online courses in a variety of subjects, taught by outside faculty but supervised by an on-site coordinator. Please refer to the IB Handbook for details.

Independent Study

Independent studies are courses in specialized topics not offered within the regular curriculum. These classes are generally reserved for seniors, and are treated as an exception, not a right, for students. An interested student may plan an independent study with a faculty member and submit a proposal for approval to the Dean of Academics. Students are limited to one independent course per semester and with permission, the independent study can replace a course requirement. All proposals for first semester or full year independent studies must be submitted no later than the drop/add deadline in order to be considered. Proposals for second semester independent courses must be submitted to the Dean of Academics no later than the first week of January. Students, advisors, and faculty supervisors will be notified via email whether a student's independent study proposal has been approved. An Independent Study Request form is available from the Registrar.

Senior Internships

Seniors in good academic standing (overall average of 75) may arrange for either a first or second semester internship in substitution of up to two courses (excluding diploma requirements). The student must demonstrate in writing how the internship will meet the student's learning objectives, how the student will be evaluated, and how the opportunity expands the student's experience at LTS. The student must present the internship proposal to a committee of faculty who will determine whether the internship is acceptable.

Drop/Add

During the first two weeks of the first semester (for first semester and full year courses) and at the beginning of the second semester (for second semester courses only), an upper school student may follow the add/drop procedure to change courses. Students seeking to drop/add a course should first meet with the Registrar in order to obtain the proper forms. It is expected that students attend the classes in which they are enrolled until all forms have been completed and approved. Parents will be notified of all course changes.

Drop

In the first semester, students may drop a full year course or first semester course within the first four weeks of the class. Similarly, a student may drop a second semester course within the first four weeks of the class. The course work will not be credited, nor will the student be penalized. Courses dropped after this time will appear on the student's transcript with the grade at the point at which the course was dropped; no credit will be given for work completed. Exceptions for illness or other special circumstances may be granted by the Dean of Academics and the appropriate department chair.

Level Changes

Course selections and placements are made with great care, but occasionally a student will be incorrectly placed in a course level. Students wishing to change levels must meet with their current teacher and the department chair, then complete a **Course Change** form (available from the Registrar) and submit it to the Dean of Academics for approval. Students must petition for a level change in the first six weeks of the semester. When a student changes course levels mid-semester, an adjusted grade carries with her/him to the new course.

Class Section Changes

Students may not change class sections in order to change teachers.

Pass/Fail

Pass/fail may be used for some courses if pre-arranged and for students who qualify for this accommodation.

Incompletes

In rare cases, and with the consent of the department chair and the Academic Dean, a teacher may give a student an incomplete grade. This may occur only when circumstances are beyond the control of the student to complete assigned work in a reasonable time. Such circumstances include prolonged injury or illness, or instances when the student has been called away from school. If an incomplete grade is received, the student, teacher, advisor, and Dean of Academics will determine the best option for completing the coursework and the time frame within which the work will be finished.

ACADEMIC SUPPORT

Dean of Academics/Registrar

The Dean of Academics is available to work with families to plan a course of study that challenges a student. The Dean works closely with the Registrar to ensure strong communication between families, students and teachers. The Registrar is responsible for each student's schedule and transcript.

The Learning Center - Support Services for Learning Differences

The Learning Center provides support for students with learning differences to work one-on-one or in small groups with a Learning Specialist. Long Trail School is committed to a diverse community, which includes qualified students with documented learning disabilities and other health impairments that may require reasonable accommodations to ensure access to education. Although the School cannot offer special education courses for students with disabilities, the School is committed to providing reasonable accommodations to qualified students so they can participate in our programs, as long as the modifications do not fundamentally alter the educational program provided by the school. In order to determine eligibility for accommodations, testing must be submitted and reviewed by the Director of Support Services. Depending on the learning disability, accommodations may include, but are not limited to: extended time for in-class assessments; use of recorders, computers or other electronic devices; preferential seating; breaks during extended exams; waiver of world language requirements.

Faculty who observe a student who is struggling academically will raise this concern to the Dean of Academics. In general, the following process is followed:

- The Student Support Team (Dean of Academics and appropriate faculty) discuss the student.
- If necessary, a plan of in-house support, accommodations and/or modifications is created and implemented with the student and family.
- The student is reviewed again at a later date to evaluate accommodation structure, and a determination which will be no later than 30 days is made whether the student should be referred for special education services. The referral may be made by the Director of Support Services or designee.
- If referred, the student referral moves through the process designated by the *Vermont Special Education Rules and Regulations*.

In the event that a referral is completed, the Child-Find Special Education federal requirements ensure that the Bennington-Rutland Supervisory Union (B-RSU) is responsible for locating, identifying and evaluating all independent school children with disabilities who are enrolled by their parents in private schools located in this supervisory union. The B-RSU is responsible for considering special education referrals made on behalf of students who are not placed or funded by their school district. Long Trail School is Vermont State approved in the categories of Specific Learning Disability (SLD) and Other Health Impairment (OHI).

Students who come to Long Trail with accommodations provided by their prior school are given these same accommodations for a period of one year. At the end of this time, the Learning Center staff and faculty will evaluate the student's progress and recommend the next steps for the student.

Consistent with our belief that education is a shared responsibility, students with learning differences are supported as they become their own advocates. The school expects upper school students to coordinate their needs with their teachers and the Learning Center staff. The Learning Center supports students with documented learning differences in the registration for standardized testing special requests (e.g. extended time for taking SAT exams).

The school is obligated to notify the local school district of any student on an IEP or 504 plan who has been suspended from school for more than 10 consecutive days, placed on probation or dismissed.

Library

The library staff welcomes students, faculty, and staff to use the library for research, recreational reading, and browsing. The library also provides access to the Internet, online databases, and other programs through the school's computer network. Library staff members are available to give assistance and provide guidance in locating material, including searching nearby academic and public library collections.

There is no limit to the number of books a student may borrow. However, all materials must be checked out to the student before being taken from the library. Circulation periods vary according to the type of material. Students will be informed of due-dates and renewal procedures. If any student does not return library materials, s/he will be charged the price of the item and an additional processing fee for replacement. If the student finds the item and returns it to the library before a bill is issued, the library fines will be cleared. All grades will be held until a student's account is cleared.

Meeting and Working with Faculty

Faculty are available to meet with students for assistance. Generally, these meetings occur during study halls and before/after school. Additional conferences may be scheduled at the mutual convenience of teacher and student. Students are encouraged to initiate conferences as the need arises. Scheduled meetings take precedence over extracurricular activities.

While individual teachers may provide different guidelines, parents and students should use consideration when contacting faculty outside of school hours. Families and students can expect emails to be answered by the end of the next school day.

The School or family may request meetings of parents, faculty, and administrators. The School encourages families to work with the classroom teacher as the first step. It is the School's practice to include the department chair and/or an administrator in meetings with the classroom teacher.

Tutoring

The Dean of Academics, in consultation with teachers, may recommend or require tutoring if a student has had a significant absence or appears to have significant gaps in her/his learning. The School asks that families who employ tutors share this information with the school. It may be that school supports, such as study halls, are not being sufficiently used, and that employing a tutor is a premature step or a step that does not support the goal of independent learning. Students also need to understand how to work with a tutor in a way that does not put them at odds with our academic honesty requirements.

EVALUATION

Students are evaluated in many ways, depending on the individual department's goals and methods. Homework, classroom performance, tests, and quizzes as well as special projects, papers, and lab reports are some possible methods of assessment. In each course, teachers review evaluation methods and grading policies. Teachers will also provide the student with their homework and late work policies.

Grading

Long Trail School uses the following guidelines for grading in all academic courses.

Grade A- (90-92); Grade A (93-96); Grade A+ (97-100)

Superior work marked by:

- Consistent and thorough preparation
- Exceptional grasp both of material and mechanics of subject and outstanding recall
- Demonstrated ability to independently connect themes, ideas and concepts
- In independent work, demonstration of capacity for individual interpretation and analysis of materials derived from inquiry in depth, for discriminating selection of materials, and for clear and interesting presentation

Grade B- (80-82); Grade B (83-86); Grade B+ (87-89)

Strong work marked by:

- Regular and thorough preparation
- Thorough grasp, both of material and mechanics of subject
- Capacity to recall material and make relationships to new material
- In independent work, a demonstration of depth of thought, of careful attention to sources and selection of material, and of capacity for clear presentation

Grade C- (70-72); Grade C (73-76); Grade C+ (77-79)

Satisfactory work that may be marked by one or a combination of these:

- Somewhat irregular preparation
- Adequate grasp of material and mechanics of subject
- Tendency to rely on memory rather than to identify relationships
- Basic focus on the material or topic
- In independent work, a survey approach rather than inquiry and analysis in depth; presentation may contain mechanical errors

Grade D- (60-62); Grade D (63-66); Grade D+ (67-69)

Less than satisfactory work that may suggest inability to continue more advanced work in the subject with success. Often marked by:

- Hasty, irregular, inadequate preparation
- Undeveloped study skills and/or reading ability, limited motivation
- Carelessness in mechanics, presentation and/or completion of work

Grade F (59 or below)

A grade of 59 or below is a failure (F). A student receiving an F as a final year grade will be instructed as to whether s/he may retake the course at LTS, or at an approved summer school, to earn the credit. In some cases, a student with a semester or final grade of an F will be notified that her/his continued enrollment may be at risk.

Academic Honors

Honors are awarded for students at the end of the first and second semesters and for year-long performances. The honors bestowed on all scholars include:

High Honors – for students with grades of 93 or above in all courses (91 for IB courses)

Honors – for students with grades of 90 or above in all courses (88 for IB courses)

Homework Guidelines

As faculty, we believe that homework should be meaningful. Our policy is based on the premise that students should live balanced lives. We also view academic work at school and at home as a partnership between the students, parents, and faculty. Homework is an opportunity for students to develop academic skills, demonstrate a commitment to their education, build

responsibility, and develop self-discipline. Completion of assignments allows students to take advantage of class time to ask clarifying questions and broaden their understanding.

Middle School students can expect approximately 70 total minutes of homework each evening, depending on how well they manage their time. Upper School students can expect homework for each class attended. Because of the rigorous nature of the IB diploma, these students have increased expectations. If a student is spending an inordinate amount of time on work outside of the classroom, it is imperative that s/he reach out to her/his teachers.

Teachers do not give homework over Thanksgiving, Holiday Break, February Break, or Spring Break except in advanced courses. Students may choose to work ahead on long-term projects during these breaks, but they will not be given assignments to be completed over the break. IB students can expect work throughout the year except during Holiday Break.

No Homework Days

No homework days are provided for in our schedule in recognition of the need to balance academic work with extracurricular and family activities. No major assessment or paper can be assigned for these days. It is expected that teachers will either give no homework or a minimal assignment. No homework days are announced on the school calendar.

LTSites & Tests

It is expected that students review LTSites and check their school email account daily.

All teachers post their homework assignments on LTSites. Students may expect to have tests, in-class writings, and quizzes on a regular basis in all classes. If a student has more than two tests or major projects in a single day, the student may reschedule the third test/project so that there are never more than two major tests in one day.

Exams

All students in Upper School courses take two-hour exams, or have an equivalent project due, at the end of each semester.

First and second semester exams will not be rescheduled except for an emergency, and only with the permission of the Dean of Academics. If an emergency requires that a student take an exam during a special session, the student or her/his parents may be required to pay the proctor's fees. Students who are absent from an exam because of an illness must provide a doctor's note. The note must be from a physician who has treated the student and must outline the condition, treatment, and reason the student was unable to attend the exam.

Seniors may choose to be exempt from spring semester exams in year-long courses in which they have a 93 average or higher.

During exam time, Middle School students are engaged in project oriented work. Eighth grade students in upper school classes will take exams. In addition, all eighth graders take an English exam in the fall semester and exams in all core courses in the spring semester.

IB Exams

All students in IB courses, either as a full diploma candidate or as a certificate candidate, are required to take the IB exams and to have those exams scored and reported. In addition, students enrolled in IB courses are financially responsible for all fees assessed by the IBO, with the exception of the student registration fee for diploma candidates. IB diploma candidates are not

expected to sit for LTS final exams in their senior year. Please refer to the IB Handbook for more information.

Advanced Placement (AP) Exams

Students may take an AP exam that is not connected with an LTS course. Students who choose this option should discuss this carefully with their teachers and the Director of College Counseling.

GRADES AND COMMENTS

Students will receive grades four times each school year. In addition, effort assessments are provided at the first and third quarters. All grades and comments are posted on *Net Classroom*. At the end of the fall and spring semesters, averages are calculated and comments are provided. In June, the academic year grade is calculated for each course. GPA is calculated for each student and is shown on the student's transcript.

A summary of the grade and comment reports follows:

- 1st quarter** (September to early November)
Grades, comments and effort assessments provided in November
- 2nd quarter** (early November to mid-January)
Grades and comments provided in January
- 3rd quarter** (January to April) Grades and effort assessment provided in April.
Comments will be written for any grade under 75.
- 4th quarter** (April to May)
Grades and comments provided in June

Effort assessments (exceeds expectations, meets expectations, needs attention) reflect a student's growth and performance as a scholar. Feedback provided at the first and third quarters is intended to guide students as they develop the skills and attitudes that they bring to learning. These skills and attitudes include:

Comments will address these areas of student effort:

PREPAREDNESS – Student arrives at school and to class with all materials needed for success (pencils, paper, binders, texts and any assignment due). This demonstrates a readiness to engage in the learning experience. **Preparedness also encompasses studying for all assessments.**

USAGE OF TIME: Student consistently arrives to class on time, completes all assignments on time, maintains a focus on learning activities, and demonstrates ability to access materials and assignments readily.

BEHAVIOR: Student demonstrates a willingness to learn, to discover, to self-advocate positively for her/his needs, and to take personal responsibility for the maintenance of the learning environment.

ATTITUDE: Student maintains a positive, respectful attitude towards teachers, classmates, and self that is consistent with the school's honor code and its core values of integrity, kindness of spirit, openness, social responsibility, and stewardship.

PARTICIPATION: Student endeavors to consistently participate in all classroom activities in a way that contributes to the learning experience for all.

Because we believe that education is a shared responsibility, teachers may reach out (email, phone, etc.) to the student and parents during the year if they observe a significant change in the

student's progress or effort. Students and parents should also feel free to reach out to faculty for information.

ACADEMIC REVIEW

At the conclusion of each quarter, all student performances are reviewed by the Academic Review Committee (Dean of Academics, Director of Student Life, Registrar and member of Support Services) in order to identify students in need of additional support. The Academic Review Committee will consider academic performance as well as effort, attitude and engagement in the community in making recommendations to the student and family.

A student will be considered on **Academic Warning** if s/he earns two grades under 70 or one grade under 60 for the quarter. Additionally, if a student has academic difficulty characterized by consistently late or missing work or poor scores on assessments, the teacher will notify the family and the Dean of Academics. If, in the judgment of the Dean of Academics, the student's performance warrants concern, that student may be placed on **Academic Warning**.

When a student is placed on **Academic Warning**, the Dean of Academics will meet with the student to discuss her/his work and, consulting with the advisor, teachers, and parents, outline a course of action. This may include:

- Adjusting the student's schedule and/or program of study
- Requiring the student to have regularly scheduled conferences with teachers, Support Services, and/or the School Counselor
- Requiring special study arrangements
- Recommending tutoring
- Recommending and/or curtailing the student's extracurricular activities, including leadership positions

Students are placed on **Academic Warning** for one quarter.

A student who has been placed on **Academic Warning** and has failed to respond in effort, attitude and commitment may be placed on **Academic Probation**. This is the first sign that a student's enrollment at LTS may be in jeopardy. **Academic Probation** has specific directions to help the student improve. **Academic Probation** is reviewed after two quarters. A student on **Academic Probation** may have her/his contract for the following year withheld or, if already signed, the contract may be withdrawn or put on hold. A student on **Academic Probation** may not run for student government or hold leadership positions.

If a student's schoolwork and commitment to the community has not improved significantly by the time the academic probation is reviewed, the faculty may recommend to the Head of School that the student not return.

ACADEMIC EXPECTATIONS

Commendations & Expectations

A system of commendations and expectations is provided to assist students in developing academic skills and adhering to community norms. Students and parents may receive kudos for exemplary behavior, effort or performance. They also can expect to receive notification of issues when a teacher notices a pattern that requires attention (i.e. student is not completing homework). Upper school students, particularly juniors and seniors, are expected to communicate with their teachers and parents more directly.

Classroom Expectations

Students are expected to arrive promptly and be ready for class to begin. Students who do not have all class materials (writing tools, books, notebook, homework, and/or special supplies) may be asked to retrieve them and will be considered tardy. Students who miss class are expected to be prepared for their next class meeting.

Attendance and Testing on Major Religious Holidays

Teachers will not give tests or graded evaluations on Rosh Hashanah, Yom Kippur, the first full day of Passover, or Good Friday. Some students observe other holy days. Therefore, an absence to observe a major religious holy day that falls on a class day will not be counted toward the attendance limits. Students are expected to plan ahead and complete a Planned Absence form to alert their teachers and stay current with their schoolwork.

Absences During Exam Period

Only under extreme circumstances, and with the approval from the Dean of Academics, may students delay an exam because of illness. Students who are absent from an exam due to illness must provide a doctor's note. The note must be from a physician who has treated the student and must outline the condition, treatment, and reason the student was unable to take the exam.

Seniors

Seniors are expected to complete their final year at LTS in good standing. To that end, if a senior fails a course, exceeds attendance criteria, or violates major school rules, participation in commencement may be jeopardized.

COLLEGE COUNSELING

Long Trail School graduates often comment that they are far better prepared for the rigors of college than their peers. The Director of College Counseling has extensive experience on both the high school and university sides of college admissions. Along with the faculty, the Director will work with students one-on-one and helps chart the most academically challenging and most appropriate paths for them. The Director also encourages the development of any special skills or talents beyond the classroom. Long Trail School's goal is to work closely with students to select colleges and universities that match their needs, abilities, and interests and then guide them through the admissions process. The Director of College Counseling empowers students to take ownership of the process. Regardless of name or prestige, a school that is a good fit for a student provides the happiest and most productive post-secondary education experience.

The college counseling program provides several informational sessions throughout the year and encourages families to work with the staff at any time during their school experience. At the start of the year, information sessions are offered to parents of juniors and each junior is asked to make an individual appointment with the Director of College Counseling.

STUDENT LIFE

PHILOSOPHY

At LTS we strive to make everyone feel at home. Students come to our school from more than 35 towns, as well as around the world. Such diversity provides opportunity to learn about others and about ourselves.

LTS is committed to an environment that is both respectful and resilient. We strive to engage both differences and similarities. The process can be chaotic at times, but our goal is to provide a

safe space for each person to learn, to transition to young men and women of scholarship, to develop a true appreciation for others, and to gain understanding of personal identity.

Students have an important role in our community, which comes with certain expectations. Our community values of honesty, respect, compassion and safety are essential. Students are expected to:

- Seek help when they are struggling
- Know what resources are available for them
- Work with and respect faculty and advisors
- Communicate for themselves
- Engage with the community
- Accept responsibility for self and others
- Share their talents

Provided below are some of the ways and resources available to help all students integrate into the community, develop their skills, and share their voice.

ADVISORS

Each student is assigned an advisor by the Director of Student Life and Registrar as a resource for school and community-related information, as well as for issues related to the student's grade level and the individual progress. The advisor should be the primary contact between a student, the family, and the School. The relationship between advisor and advisee is an important one. It is based on the expectation that all communication will be open and honest. In the event of any student or parent concerns, the advisor is the first person to whom to turn. Advisors meet with advisees in small groups on a weekly basis. Students may change advisors annually, giving the student and family experience with several adults. All advisors are supported by the Director of Student Life and Dean of Academics. Students should feel comfortable turning to their advisors for counsel and support.

The basic expectations of an advisor include:

- Help advisees develop a clear sense of self, of community, and of the world.
- Give academic advice, oversee advisees' schedules, approve all schedule changes, approve absence forms, review grade reports, and find solutions to academic or attendance difficulties.
- Give advice and feedback on advisee's behavior, so that the student can act with self-confidence and compassion.
- Support the student and family in the event of a disciplinary action.
- Communicate regularly with the adults in the student's life at school and share this information with the family.

Class Meetings

Each Class meets to plan and execute activities for the community and the Class. At meetings, all grade levels will discuss topics such as student leadership, class fundraising and budgeting, planning of class events, and participation in school wide events and activities.

STUDENT ORGANIZATIONS AND LEADERSHIP

Student Council

At LTS, students are elected each spring to lead our student council. In keeping with LTS philosophy, leading some components of school life hones leadership skills, encourages compassion, develops a sense of responsibility, and ensures that the community is cared for by peers.

Members of student council meet regularly with the Director of Student Life. Meetings serve as a forum for student concerns, a channel for positive growth in the LTS community and a means of communication between the students, faculty, and administration. Student council is responsible for making recommendations to the Administration on issues related to the quality of student life and the general welfare of the community.

Each member of student government also serves the community by promoting school spirit and setting an example for the rest of the student body. The spirit and energy with which the student government operates has a strong bearing on the spirit and life of the School.

Ambassadors

As an all-inclusive group of selected students, the Ambassadors seek to foster a welcoming community for all students, celebrate diversity on campus, and promote unity and connection between different student groups at LTS.

National Honor Society

The National Honor Society (NHS) was established in the 1920's to recognize outstanding students of scholarship, promote leadership and develop the character of high school students. These purposes translate into the criteria that LTS uses as membership for our local chapter and all members are expected to maintain the society's expectations.

Each year a faculty committee reviews eligible students in grades 10-12 for consideration in National Honor Society. Students must have attended LTS for at least one full year prior to consideration. The criteria for membership includes consistent grades in all courses above an 85 (for IB course an 82) as well as demonstrated excellence in leadership, service, and character within the Long Trail community. Selected students are inducted and recognized in an all-school ceremony.

Students who appear before the Honor Board may be asked to step-down from the society.

The NHS meets regularly in order to plan community service activities for the LTS community and beyond.

Student Clubs

Student clubs or other extracurricular groups may be formed with the permission of the Student Council. Clubs at LTS are student-directed organizations that have been established to explore shared interests, to provide opportunities to develop leadership skills, and to provide forums for students and faculty to work together outside of the classroom. Each club must have a faculty advisor. The handling of funds of all student clubs and organizations is under the supervision of the advisor and the Director of Student Life.

Examples of current clubs are:

- Actors Anonymous (Drama) This club functions as a support to the drama department, with students assisting with productions throughout the year. It is open to all grades.
- Environmental Club This club seeks to protect the local environment and raise school-wide consciousness on environmental issues. The students support the school's composting program and environmental initiatives on campus. It is open to all grades.
- Gay-Straight Alliance (GSA) This club functions as a support network for gay, lesbian, bisexual, and transgender students and as an advocacy organization for GLBTQ issues. We run meetings, social gatherings and events for all gay, lesbian, bisexual, transgender, questioning and straight students.
- Girls on Track This club uses games, interactive learning and training workouts to expose girls in grades 6-8 to healthy lifestyle choices. The girls train for a 5k race while exploring a number of relevant issues including setting goals, addressing challenges and overcoming barriers, building self-esteem and positive body image, understanding good nutrition, and confronting peer pressure.
- Math Counts This club meets after school one day a week from the start of the school year through March and focuses on solving fun and interesting math problems. It is open to 6-8 graders, with the opportunity to compete with other schools in the spring.
- Outdoor Club This group organizes activities that take advantage of the surrounding outdoor resources. Mountain biking and hiking events are held throughout the year.

ENVIRONMENTAL STEWARDSHIP

Students are expected to be conscientious of their use of resources at LTS. Wise use of and reasonable steps to minimize any waste of resources is expected at all times. Students are expected to support the School's efforts to reduce our impact on the environment.

We hope that our graduates will leave LTS with a commitment to service to others and to environmental stewardship, and with greater understanding of themselves and their responsibility in a global society.

- **Recycling** Students are encouraged to utilize washable and reusable containers for their lunches. Otherwise, all students are expected to recycle their single use containers. All recyclable material can be placed in a single bin with the exception of 5-cent refundable bottles and cans. These are collected separately. All containers must be rinsed and empty before being placed in the recycling containers. There are separate bins for garbage. It is the responsibility of each individual to place her/his garbage and recyclables in the appropriate containers.
- **Energy Saving and Water Consumption** Students, faculty and staff are expected to turn off appliances and lights when they are not in use. Students are also expected to dress appropriately for the season. They should have a warmer layer to add or remove to remain comfortable in the school building. Students are expected to be conscious of their water consumption and use. Potable, fresh water is an increasingly precious commodity worldwide. We wish to promote awareness of the use of this resource. Showers and taps should be turned off completely when not in use.
- **Food Consumption and Composting** Several area restaurants provide healthy meals for sale at lunchtime. Compost bins are available in each common room. Items that should be thrown into the compost bins include: fruit peels, bread, napkins, etc. No garbage or recycling should be thrown into the compost bins.

HEALTH AND WELLNESS

In order to meet the physical and emotional needs of our students, the School provides support and educational services for our community. This includes coordinating with outside healthcare professionals.

The faculty and staff of Long Trail School work with students to promote healthy lifestyles. This work focuses on a holistic approach. Healthy eating habits, sleep, exercise, and time for reflection and relaxing are essential to adolescent development. It is important for students, parents, and their advisors to have frank and open discussions about the choices each student may be asked to make at Long Trail School.

If a student becomes ill or injured while at school, s/he must go to the Director of Student Life or, during athletics, a coach. S/he may not leave campus without an adult's knowledge and permission. Appropriate over-the-counter medications may be given, based on permission given by a parent or guardian at the start of the school year. A parent or guardian will be contacted if it is necessary for a student to go home.

DISCLOSING MEDICAL INFORMATION

In general, all information in a student's medical file is confidential. However, there may be times when the School must release information from the student's medical file in order to facilitate proper medical care. We may also need to call medical providers to discuss the student's care.

It may be necessary for the Director of Student Life to discuss confidential information about the health and well-being of a student with appropriate adult members of the community.

A student over the age of eighteen will be required to sign the Permission for Medical Treatment form. This form authorizes the Director of Student Life to discuss, at the student's discretion, aspects of their medical care with parents.

STUDENT MEDICATION POLICY

Students shall not bring any medications to school, including over the counter drugs, without the consent of the Director of Student Life. Those medications will be held by the Director of Student Life and dispensed accordingly. ***Parents and students are required to provide the School with a list of all medications a student currently takes, including prescription and non-prescription medication.*** With the exception of emergency medications (asthma inhalers, epinephrine auto-injectors, or insulin), School policy prohibits students from self-administering any medication, prescription or over-the-counter. Students who require asthma inhalers, diabetic medications, or an Epi-Pen should carry these medications with them at all times. All medications must be properly labeled.

The Director of Student Life must dispense all controlled drugs. All prescription medications must be submitted to the Director of Student Life in the original pharmacy-prepared containers, labeled by a United States licensed pharmacist. The label must provide the name of the student, name of the medication, dosage, frequency, healthcare provider's name and date of the original prescription. When the Director of Student Life is unavailable or a student is off campus on a school-sponsored activity, instructed school personnel will administer these medications, per the written doctor's order and School policy.

The Director of Student Life or his designee may dispense over-the-counter medications, as needed, in accordance with standard package dosing instructions. If a child requires over-the-counter medications not routinely stocked by the school, a parent may send this medication in for personal use. All non-prescription medications must be brought to the Director of Student Life. The medication will be reviewed and labeled for that student's use.

The prescribing health care practitioner must be licensed in the United States. Parents/family members who are physicians or clinicians may not diagnose or prescribe medications for their own children/relatives.

MEDICAL RECORDS AND HEALTH INSURANCE

All students are required to have health insurance coverage. All medical information is maintained by the Director of Student Life and is separate from other School records. Notes on medical treatment are private and available only to appropriate personnel.

HEALTH FORMS

All students are required to submit completed health forms, as well as a physical and immunization record form signed by the student's health care provider. Each spring, instructions to access the required forms are posted on the school's website. **Parents are expected to accurately complete all forms and return them to the School prior to the start of the school year.** It is expected that the School will be notified of any changes that arise during the year, as it is imperative that this information remains current. ***Students will not be permitted to participate in school activities, such as the Fall Trip, until the School has received all required health forms, including health insurance.***

COUNSELING

The Counselor is one of several resources available to our students. Many adolescent and school adjustment issues can be dealt with on campus by the Counselor and the student. When the Counselor believes more extensive professional help is needed, appropriate adults are notified and referred to an outside resource. If ongoing therapy is recommended, the Counselor and outside therapist will work together within the boundaries of confidentiality to provide the best support for the student.

An effective counseling program requires that participants be assured of a certain amount of confidentiality. The Counselor will notify parents of situations when she deems such notification appropriate, in addition to encouraging the student to do so. Because every situation is unique, the Counselor will use her best judgment in determining whether and when to notify parents, weighing the parents' interest in being informed about their child, the need to encourage students to seek help and advice by respecting their desire to speak in confidence, and legal and ethical safeguards protecting the privacy of healthcare issues.

There may be circumstances in which the School will require that a student receive outside professional help as a condition of her/his continued enrollment. The Counselor will serve as the liaison between the outside clinician and the School. In these circumstances, the parents and student will be required to give permission for the outside professional to keep the Counselor informed of the student's progress.

HUMAN DEVELOPMENT PROGRAMS

In the Middle School curriculum, human development programming is provided. Each grade level participates in a series of workshops designed to educate about and increase awareness of

specific physical, cognitive, emotional and social health issues, such as stress management, relaxation, healthy relationships, nutrition, decision-making and sex education.

Additional programming is provided for our Upper School students to ensure that they have the needed resources.

SPORTS RELATED HEALTH CARE

A student who needs to be excused from a sport/activity for more than three days must have a note from a physician describing the nature of the injury/illness, the treatment or limitations, the duration of the restrictions, possible alternative physical activity, and any follow-up care required. The student must also have a clearance note from the physician stating that the student may return to play. Until this required paperwork is received by the Director of Student Life and Athletic Director, missed activities due to illness or injury will be counted as absences.

Concussions

A concussion is an injury to the brain that changes the way the brain functions. Recent research has greatly enhanced our understanding of concussions but there is still much to discover about these injuries. Please visit the Athletics page of Long Trail's website to access a variety of helpful materials. Students and parents must sign a form acknowledging the availability and receipt of this information. Parents and athletes are also encouraged to watch an informative 20 minute video on concussions at www.nfhslearn.com.

Concussion Management Action Plan and Return to Play Protocol

Long Trail will follow a Concussion Management Action Plan in the event of a possible concussion.

- An athletic trainer, coach, or official will make the initial decision to remove the athlete from play when a concussion is suspected.
- After this initial assessment, an athlete must seek an official medical diagnosis from a healthcare provider.
- Long Trail School's Athletic Director or head coach will inform the parent or guardian when a student is suspected of suffering a concussion.
- If a concussion is confirmed, the athlete must sit out from athletic participation for the healthcare provider's prescribed period of time, which can last from a few days to several months, until the athlete is symptom-free. Additionally, this information will be shared with the Dean of Academics and appropriate teachers so that, if needed, an academic plan may be implemented as the injury heals.
- The athlete may be cleared to return to play only with the signed permission of a healthcare provider.

ELECTRONIC CITIZENSHIP

PHILOSOPHY

Every community member who uses Long Trail School computers or its wireless network is accountable for upholding our values of integrity, kindness of spirit, openness, social responsibility and stewardship. Because every member of our community has basic rights and responsibilities, it is considered unethical to violate these rights or ignore these responsibilities.

The Long Trail School network is comprised of two parts: an intra-community network that promotes, stimulates, and supports educational endeavors both on and off the school campus;

and internet access which enables the community to utilize the vast wealth of resources available globally.

Access to the system is considered a privilege rather than a right. Students and adults are reminded that the technical world is public and permanent. Appropriate use of the computer systems and network should always be ethical, reflect academic honesty and community standards, show restraint in the consumption of shared resources and be in compliance with this policy. It should demonstrate respect for intellectual property, ownership of data, system security, and individuals' rights to privacy and freedom from intimidation, harassment, and unwarranted annoyance. The technological world does not provide context for communication. To that end, students and adults are reminded that some expressions used in everyday language are taken in a literal sense and will be acted upon accordingly – even to the extent of involving the appropriate authorities.

If Long Trail School believes that a user may be in violation of the law, this policy, or any other School rules of conduct; that a person or property is in jeopardy; or that the best interests of Long Trail School otherwise so require, Long Trail School reserves the right to gain access to a user's files or to email messages to/from the user. Should this need arise, a Network Administrator and a faculty member or school administrator will be involved. In addition, Long Trail School reserves the right to disclose the contents of such files or messages to third parties as required or permitted by law. Long Trail School is a "mandated reporter" of child and sexual abuse, and thus may be required to report to DCF if it is aware of electronic sharing of sexual pictures of minors.

Our system employs a content filtering system that will filter undesirable web content from entering the network. However, no filtering system can effectively block all inappropriate internet content. Users accessing the internet do so at their own risk.

ACCEPTABLE USE POLICY

The use of personal technology is permitted on the Long Trail School campus. However, students and adults are expected to use these devices properly and within the guidelines set forth by Long Trail School. Personal technology is subject to confiscation or search in the event that Long Trail School believes (a) that a user may be in violation of the law, this AUP, or any other School rules of conduct, (b) that a person or property is in jeopardy, or (c) that the best interests of Long Trail School otherwise so require.

EXTRACURRICULAR PROGRAMS

PHILOSOPHY

Long Trail is proud to offer a wide array of athletic teams, performing art productions, community service opportunities, and health and fitness options. We believe engagement in the community offers a chance for students to have a fun and rewarding experience that will provide many unforgettable moments. We also believe that participation in our extracurricular programs is an important commitment that reflects on the school, participants and the coach or director. It is a commitment that should not be taken lightly.

In order to graduate from Long Trail School, an Upper School student must participate in 4 of 12 possible seasons of extracurricular programs (prorated for students who enter after the 9th grade). Middle School students are expected to participate in at least one extracurricular program each year.

Long Trail bases the success of our extracurricular programs on the quality of the experience. To ensure the greatest possible experience, Long Trail strives to provide the best possible coaching, directing, facilities and equipment. Participants also share responsibility in creating a positive experience by supplying commitment, enthusiasm and dedication. This means attending, with a positive attitude, ALL practices and events. This is especially true of varsity level student-athletes and individuals in leadership roles.

We firmly believe in the tremendous benefits of well structured extracurricular programs. Long Trail is proud of its inclusive philosophy of participation and our diverse array of activities. While we never cut an athlete from a sport, there are times when students trying out for a play will not be selected for a role. In sports where multiple levels are offered, we will place an athlete at the appropriate level to ensure a positive and meaningful experience.

ELIGIBILITY

Participation in extracurricular activities is a privilege that is earned by students. Students must meet certain Long Trail School academic, behavioral, physical (for athletes) as well as the Vermont Principals Association's (VPA) guidelines to participate. Families may find more detailed information about the VPA's expectations at www.vpaonline.org.

Academic

Student-athletes who participate on teams and actors who are selected for performances are students first and are therefore expected to meet and maintain the following academic standards:

- A grade of 70 or higher in ALL courses, and
- An overall combined average of 73 or higher in ALL courses.

Initial eligibility will be determined by the grades received at the close of the marking periods immediately prior to the sports/activity season. For example, fall season eligibility is based on the fourth quarter grades of the previous year. *All new students are initially able to participate. Summer school grades are not counted in the determination of eligibility.* Winter season eligibility is based on first quarter grades and spring season eligibility is based on first semester grades.

In the event that a student is not initially eligible, after a minimum of one week into the new quarter, the student may petition the Athletic Director/Theater Director to reconsider. The student and appropriate adults will craft a plan of action to ensure the student is in good academic standing; the plan will establish a timeline for return to eligibility.

In addition to the seasonal academic requirements, student athletes and actors must also maintain good academic standing on a daily basis. A student may be withheld from a portion or all of a rehearsal, practice, meeting, or activity for a failed test or missed homework assignment so the teacher and student can use that time to immediately address the issue after school. Students ineligible due to a grade of "incomplete" may participate after completion of their work and provided they meet all other eligibility requirements and the conditions stated above.

Students who are academically ineligible to participate in fall sports may begin practicing at the beginning of preseason. Their one week probation period will begin the opening day of school. For all other sports seasons, probation begins the day of report card distribution.

Behavioral

Please see the Honor Board section of the handbook.

Attendance

Students must check into school by 11 a.m. or arrive on schedule and be in attendance until 11:00 a.m. to be eligible to attend practice, perform or play. Students are also expected to be present and on time for school the day after a sporting event, performance or activity. If these policies are violated, it could result in the suspension of play in the next scheduled game or performance.

Long Trail expects the commitment to our teams to be the students' first priority should a conflict in schedules arise. Students choosing to participate in a non-school team event over an LTS team event should expect to face consequences as decided upon by the coach or director – including decreased playing time and/or dismissal from the team or cast. The coach or director must be informed of any such conflicts well in advance, but we do expect that student participants will honor their commitment to our teams for the duration of the season.

Physical Health

To participate in Long Trail athletics, all students are required to have a doctor's physical examination and approval prior to start of the school year before they compete in any practice or game. This is noted on the LTS Physical/Athletic Participation Form (available on the LTS website) that is collected from each athlete before starting practice. Any student that incurs an illness or injury that causes the student to miss a significant amount of class or practice time or necessitates a doctor's appointment will need to submit a return to athletic participation form signed by the physician before s/he can return to practice and competitions.

OFFERINGS

Each season, the school offers a variety of team, club sport, arts and community service options. These options will be presented to the student's by the appropriate supervisor prior to the start of each season and may change from year to year.

NO DIPLOMA CREDIT FOR OUTSIDE ACTIVITIES

We understand that students may participate in sports or activities outside of school, and we encourage this participation. We believe that Long Trail students should be engaged in the LTS community in positive ways outside of the academic program. However, diploma credit is not awarded for outside activities.

COMMUNICATION

Involvement in extracurricular activities provides students rewarding experiences. However, there may be times when things don't go their way or they disagree with a coach/director/leader. It is important that students and parents realize these difficult situations are part of the learning experience. We work very hard to do the best for all students and ask that families respect that decisions are often difficult, and are made based on factors of which students and parents may not be aware. We strongly encourage the student to talk to the adult in charge about any issues or problems that arise during the season. This is not only the most direct and productive means of communication, but also a valuable method of practicing communication skills. However, we recognize that situations may arise where parents find it necessary to raise a concern, and we ask you to contact the appropriate administrator.

SPORTSMANSHIP AND ENGAGEMENT

The goal of interscholastic athletics is to give young men and women the opportunity to expand their educational horizons by experiencing fair and friendly competition with peers; ingrained in that opportunity is respect for the rules, regulations, competitors and officials. Long Trail subscribes to this goal and will strive in all athletic events to achieve that objective.

Long Trail believes:

- The ideals of good sportsmanship, ethical behavior and integrity are the essence of interscholastic activities.
- The concept of "sportsmanship" must be taught, modeled, expected and reinforced by all those involved in competitive activities.
- That interscholastic activities provide an arena for participants to grow, excel, understand and value the concepts of sportsmanship and teamwork.
- That good is characterized by unselfishness and genuine concern for others.
- That all administrators, coaches, athletes, officials, and spectators should demonstrate and promote good sportsmanship as a concrete measure of the understanding of and commitment to fair play, ethical behavior and integrity.

CHANGE IN SPORT AND TWO SPORT POLICY

Except in isolated and unusual cases, students WILL NOT be permitted to change sports during the season, or to participate in more than one sport in the same season. Students should make every effort to honor their initial commitment to any sport or activity. Exceptions must be discussed in advance with, and receive the approval of, the head coach(es) and the Athletic Director.

NCAA AND COLLEGIATE ELIGIBILITY

Students may wish to participate in intercollegiate athletic activities upon completion of Upper School. In order to be academically eligible, the NCAA requires certain minimums on high school core courses and the SAT/ACT test scores. It is also necessary for Upper School students who wish to compete in Division I or II collegiate athletics to register with the NCAA Clearinghouse. For forms and/or more information on eligibility standards, please contact the Director of Athletics.

PLAYING TIME AND PERFORMING ARTS ROLES

Long Trail is proud of its inclusive philosophy of participation. At the varsity level, athletes who display the best of attitude and skills will receive the greatest amount of playing time. When it is beneficial for the team, participants at all levels should have a reasonable expectation to compete. However, coaches have the ultimate authority to decide what level of participation benefits the team. In the Middle School program, emphasis is on skill development. However, there may be times when all students do not receive equal playing time.

Casting in a production is at the discretion of the director.

A NOTE ABOUT THE ARTS

Productions

Every fall, beginning in September and ending prior to the December Holiday Break, Long Trail offers the opportunity to participate in either a drama production or musical (determined by the Drama Director and Arts Department Head). Upper School and Middle School students are eligible to participate, provided they meet the academic requirements described in this handbook. They can participate in either an acting (casting to be determined by audition) or tech capacity, depending on their interests and the production's needs.

Beginning after the December Holiday Break, auditions and rehearsals begin for Long Trail's entry into the VPA-sponsored Vermont One-Act Drama Festival (determined by the Theater Drama Director). Upper School students are eligible to participate provided they meet the academic requirements described in this handbook. Middle School students may participate with

the approval of the Drama Director and must also meet the school's academic requirements. Participants in the One-Act Festival must commit to ALL rehearsals, participation at the Regional Drama Festival (usually held on a weekend in March), participation in the State Drama Festival (generally held on a weekend in March or early April) AND participation at the New England Drama Festival (generally held in April – possibly during Spring Break). If a student wishes to participate in a spring sport, because of the overlap of seasons she or he may be ineligible to participate in the one-act festival (eligibility to be determined by the Drama Director). Participation may require a monetary commitment by students to defray the cost of meals and lodging at the various festivals.

Dedication and Commitment

Long Trail bases the success of its drama program on the quality of the drama participants' experience. To ensure the greatest possible experience for all participants, Long Trail strives to provide the best possible direction, facilities and equipment. Student participants also share responsibility in creating a positive experience by supplying commitment, enthusiasm and dedication. This means attending, with a positive attitude, ALL rehearsals and productions. All student participants are also expected to assist in any set construction/painting needs to be determined by the Drama and Tech Directors as well as set up and strike for all productions. Student participants are also expected to treat their fellow actors and technicians, scripts, costumes, props, facilities and equipment with respect. Any form of abuse may result in expulsion from the production and may affect their opportunity to participate in future productions. As in athletics, eligibility is a privilege, not a right.

Costumes and Materials

The Long Trail School Drama department purchases props, costumes, and set materials out of a finite budget each year for the purpose of enhancing the productions that it performs. Long Trail School expects that all actors and students will respect these items and use them only for the purpose for which they are intended. Costumes and props are assigned to specific actors by the Director, and that student is responsible for maintaining them and returning them in good condition at the end of the production. Students may be billed for damaged or unreturned costumes or props. Set pieces and scenic props must be treated with respect both on stage and back stage by all students. Their use for a production is assigned by the Tech Director and Director. Costumes and props are stored as space permits by the department for possible use in future productions in order to mitigate overall costs. These items may only be borrowed for other school classroom use after obtaining prior approval of the Drama Director, and must be returned in good condition. Items borrowed and not returned by the person borrowing will be billed to that person.

SERVICES

MEALS

Long Trail School does not provide dining services. However, in conjunction with several local providers, food is available for sale to students at lunch. As partners we strive to provide healthy and fresh meals.

Students and faculty are responsible for the care of the common rooms. It is expected that food, dishes, and silverware will not leave the dining areas. Community members are asked to clear their own tables and leave the dining areas neat and tidy. Failure to do so may result in revocation of dining supplies.

SCHOOL STORE

LTStore is located just outside of the Whalen Common Room and sells a variety of snacks, microwavable lunches and drinks.

Contact Chelley Tiffit if you wish to purchase LTS apparel and gift items to wear and use with pride. Go, LTS!

DELIVERIES TO CAMPUS

Students may order food, flowers, etc. Any time a student requests a delivery of anything to campus, it is that student's responsibility to alert the front desk that a delivery is on the way.

Students **must wait for and meet the delivery person** in the front lobby.

Parents or guests may also leave items for a student to pick up at the front desk during the day.

LOST AND FOUND

There is a lost and found located near the Whalen and Hunter common rooms. Please check these locations carefully before reporting items as missing.

PARENT CONNECTIONS

EXPECTATIONS

As a parent or guardian, you have chosen to entrust LTS with the education of your child. We take this responsibility seriously and depend on your support and ongoing involvement. At Long Trail School, your student will be challenged. We expect students to advocate for themselves, take initiative, try new experiences, and engage with the community. At Long Trail School, students are responsible for their experiences, taking on challenges, and advocating for themselves. Failures and successes, disappointments and joys are all part of learning and we can't imagine a more supportive environment for growth.

While our primary relationship is with your child, Long Trail families are an important component of the equation. We expect parents to give their children room to experience the Long Trail School program and to assist us in enforcing the standards and expectations of the School. We hope that parents will fully embrace all that independent education offers. The School encourages you to take advantage of opportunities for parental and community involvement, and we welcome your comments and thoughts. Parents are encouraged to visit the parents' page on our website [www.Long Trail School.org/parents](http://www.LongTrailSchool.org/parents) for the most up-to-date parent news and information.

COMMUNICATION AND PARTNERING

We make every effort to keep parents informed, as we believe that you are part of the education equation. E-News, grade reports, this handbook, the Buzz Book and our website are just some of the ways that we communicate. You should always feel comfortable reaching out to your child's advisor, a particular teacher or to the School.

You can assist your child in developing strong academic skills by providing a supportive environment at home. Setting aside regular homework time, taking the opportunity to speak with your child about classwork, reviewing homework, and encouraging your child to advocate for him/herself are just a few of the ways that you can engage in the academic program. It is also a good idea to familiarize yourself with LTSites and frequent the teacher pages for your child to have a good grasp on topics being covered in class and work due that week.

BUZZ BOOK AND NETCLASSROOM

The School publishes the community directory each year as a way to connect with one another and share in the life of the community. We encourage you to use this directory as a resource so that you can engage in conversations with and get to know other parents and staff.

In the event that contact information published in the Buzz Book changes, please contact the Registrar with new information. In addition, NetClassroom access is provided by the Registrar. This program gives you access to your child's grades and comments at each grading period. Upper School students also have access to this. In the event that you misplace your access information, please contact the Registrar.

THE LONG TRAIL PARENTS ASSOCIATION (LTPA)

Membership in the LTPA is automatic for all parents and guardians of students enrolled at LTS. There are no membership fees. The LTPA supports and strengthens the school by promoting activities, cultivating and supporting parent volunteerism, supporting and recognizing faculty, staff and students, participating in fundraising, and providing opportunities for parents to network and share.

The LTPA strives to be inclusive and informative and to encourage a positive relationship between the School and students' families. We believe that you send a strong message to your child about the importance of school, community, and volunteering when you participate in and attend LTS events.

The LTPA officers include the president and vice-president, secretary and treasurer. Officers of the LTPA are asked to serve a one-year renewable term. The LTPA also enlists parents from two families per grade to serve as grade level representatives to help set up gatherings and recruit parent help for school events.

Please visit the parents' page of our website for a full listing of officers, news and events.

FINANCIAL OBLIGATIONS

Tuition and Fees

Monthly statements, parent loan payments, academic or class fees, and tuition payments and/or payment plans are to be paid in full when due. Library and Classroom Book fees must also be timely paid. If any student is found to have unreturned library items, or lost classroom books (or books returned in poor working condition), students will be charged for replacement. All grades will be held until a student's accounts are fully paid.

Financial Obligations Unconditional and No Refunds Given

The obligation to pay tuition and fees for the entire academic year is unconditional. The obligation to pay tuition and fees will not be affected by illness, withdrawal, suspension, dismissal or absence of the Student from School for any reason. No portion of such tuition and fees paid or outstanding shall be refunded or cancelled, notwithstanding absence, withdrawal, or dismissal of the Student from the School for any reason. Where a town pays tuition, if absence, withdrawal, or dismissal of the Student causes the School to return the tuition payment to the town, or causes cancellation of unpaid future town tuition, the Parents are obligated to pay the School an amount equal to the returned and/or unpaid town tuition in addition to the differential parent tuition.

Sanctions

At the School's sole discretion and without further notice, the School may take sanctions as a result of any outstanding financial obligations. These sanctions include but are not limited to the following or any combination of the following:

- classroom privileges denied
- reenrollment contract held
- grade reports withheld
- transcripts withheld
- college counseling representations and contacts suspended
- suspension from class, sports, and extracurricular participation
- exclusion from student government elections
- loans cancelled
- tuition payment plans canceled
- diploma withheld
- participation in Graduation barred
- other school services withheld
- no letters of recommendations

Interest on Late Payments

A late payment fee of 1.5% per month, or 18% per annum, is charged on all past due accounts for those on the 100% or 50% payment plan. An account is past due when payment is not made on the Due Date, and interest shall accrue on a monthly basis from Due Date.

Costs of Collection

In the event the School must engage counsel to collect past due accounts, parents must pay all of the School's expenses of enforcement and collection of tuition and fees and related expenses and interest, including attorney's fees and costs of suit.

Enrollment

Student will be enrolled for the entire academic year, except by special arrangement. If new or additional enrollment information and/or academic information becomes available after a student is enrolled in the school, Long Trail School reserves the right to deny enrollment and cancel the enrollment agreement.

GIVING

The Parents' Fund

Tuition covers only a portion of the true cost of a Long Trail education. Generous annual donations provide the majority of the balance and are particularly important for our scholarships. Long Trail provides financial aid to 60% of our families. We rely on parent and donor giving to provide critical resources for our school.

Each year, the School makes an appeal to all community members to give to The Annual Fund.

These gifts are the most important source of unrestricted funds to LTS, underwriting approximately 10 percent of the School's operating budget. The LTS Parents' Fund is a component of our Annual Fund, and it allows parents to give operational gifts directly to departments they appreciate. The Parents' Fund feeds the Annual Fund which raises more than \$350,000 annually. By participating in this program, you are supporting the School's vision and keeping LTS a viable option for many families in our community.

Your gift helps LTS meet obligations for everyday needs. You can direct your gift toward one of the following areas:

- Arts
- Faculty and Academics
- Scholarships

Thank you for valuing LTS and making the extraordinary educational opportunities of the School possible!

Gratitude

Long Trail School does not encourage students or families to give gifts of recognition to individual faculty or staff. In place of such gifts, families and students are asked to express their individual gratitude in writing, in the form of a card or note.

PRESS RELATIONS AND PHOTOGRAPHY

As an institution dedicated to education, Long Trail School understands the importance of having achievements recognized and publicized. By enrolling a student at LTS and submitting a signed contract, a parent or guardian acknowledges that the student's name, photo, or comments may be used for publicity purposes either in print or on the School's web page. If a parent or guardian wishes to withhold this permission, s/he should notify the Director of Student Life in writing via a release/no release form provided every year in summer mailings.

No videotaping or pictures taken on school grounds will be allowed without permission from the head of school.

We also hope that you will share with us individual accomplishments of your child that you feel may be worthy of our celebration.

EMERGENCIES

In order to effectively manage an emergency situation that affects the operations of the School, an Emergency Response Plan is in place. This plan is reviewed annually by the Head of School and others. The plan outlines communication steps and specifies mechanisms to ensure that students are safe during an emergency.