

Lyndon

I N S T I T U T E

STUDENT & PARENT HANDBOOK 2026-2027



Lyndon Institute
PO Box 127
Lyndon Center, VT 05850
www.lyndoninstitute.org

Welcome to Lyndon Institute

Lyndon Institute (LI) is an independent school approved by the Vermont Agency of Education, a member of the Vermont Independent Schools Association, and the Independent Schools Association of Northern New England. LI is accredited by the New England Association of Schools and Colleges (NEASC).

Lyndon Institute complies with all applicable state and federal nondiscrimination statutes, including the Vermont Public Accommodations Act (9 V.S.A. Chapter 139), the Vermont Fair Employment Practices Act (21 V.S.A. Chapter 5, Subchapter 6) and Vermont State Board of Education rules 2226.6 and 2229.1.

MISSION

Lyndon Institute inspires our students to become accomplished learners, creative thinkers, and compassionate community members

VISION

Because we believe every individual can contribute to a better world, we inspire and empower our students to provide solutions to complex problems and make an impact on their communities both locally and globally.

Lyndon Institute's Mission, Vision, and Values provide a foundation for building a strong and supportive community that is welcoming, respectful, and inclusive of all people. We are committed to honoring and celebrating a diversity of race, ethnicity, national origin, physical ability, religion, sexual orientation, gender, and socioeconomic status. We are also committed to a teaching and learning environment that expects individual accountability grounded in respect, empathy, and integrity and where every individual can speak freely, equitably, and free from fear, intolerance, and prejudice. We do not condone any form of discrimination, racism, or bigotry and embrace the responsibility of providing education that helps to understand personal and systemic biases in order to foster a just and empowering community that speaks against hate, oppression, and violence. We believe that the unique contributions and diversity of Lyndon Institute makes our community stronger and worthy of celebration.

CORE VALUES

- **RESPECT** – for self, others, and Lyndon Institute by:
 - Practicing honesty and integrity at all times
 - Exercising kindness, empathy, and compassion for all members of our community
 - Being ambassadors of our Campus, the School's reputation, and LI's legacy
 - Being positive and productive members of our inclusive and welcoming community

- **RESPONSIBILITY** – to become accomplished learners, creative thinkers, and compassionate community members by:
 - Striving for academic excellence
 - Being engaged academically, socially, and in extracurriculars at LI
 - Becoming adaptable and flexible community members
 - Learning from mistakes, as well as the successes, of self and others
 - Recognizing and appreciating that each individual at LI is a part of a global community
 - Making positive contributions to LI, the regional community and the world

SCHOOL & PARENT-STUDENT COMPACT

Lyndon Institute and the parents/families of students participating in activities, services and programs, agree that this compact outlines how the parents/families and the entire school staff will share the responsibility for improved student growth and the means by which they will build and develop a partnership that will inspire our students to become accomplished learners, creative thinkers, and compassionate community members.

School Responsibilities:

Lyndon Institute will:

- Adhere to the identified and approved Mission, Vision, and values
- Provide high-quality curriculum and instruction in a supportive and effective learning environment.
- Have high expectations of ourselves, students, and other staff.
- Display respect for all.
- Determine the student's educational needs and adjust the instruction to accommodate those needs.
- Provide a safe environment.
- Provide families with frequent reports on their child's progress.

Parent/Family Responsibilities:

As parents/ guardians, we will support student learning in the following ways:

- By monitoring attendance.
- By making sure homework is completed and all assignments are up to date.
- By participating, as appropriate, in decisions relating to your student's education.
- By staying informed about our child's education and communicating with the school by promptly reading all notices from the school, and by responding when appropriate.

Student Responsibilities:

As a student of Lyndon Institute, I understand that in order for me to graduate, I will:

- Attend school regularly.
- Take responsibility for my own learning and strive to meet or exceed all academic expectations as outlined for each student learning opportunity.
- Come to school prepared and ready to learn.
- Complete and return class assignments.
- Strive to meet or exceed the school community's expectations for civic and social growth and responsibility.

Dear Students and Parents/Guardians:

One of the most important factors in the success of our students and our school is our partnership with you. The key to that partnership is open communication with parents and guardians. We hope this handbook serves to answer your questions. Please don't hesitate to contact us for any reason. For your convenience in reaching out, you'll find a campus directory on pages two thru four.

We, as a learning community, believe learning occurs best when it is:

- Relevant
- Engaging
- Connected
- Empowering
- Guided
- Ongoing
- Reflective
- Supported, and
- Personalized

We also believe students must feel safe in order to achieve their full potential, and we strive to provide a positive educational environment that is safe for all our students. The student conduct and discipline policies and procedures outlined in this handbook and approved by the Board of Trustees have been developed with this in mind. We expect all students and parents/guardians to become familiar with these policies and procedures and to abide by them, for the well-being of our learning community.

Thank you for being a vital part of our long history!

Rob Heath
Dean of Students

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General School Information

Year-at-a-Glance

August 25	Freshmen & New Student Orientation
August 26	First Day of Classes
September 7	No School/Labor Day
September 10	Back to School Night
September 18	Early Release/Professional Dev
October 3	Open House
October 12	No School/Indigenous People's
October 26	No school/Head's day
October 30	Early Release/Professional Dev
November 4	Parent-Teacher Conferences
November 20	Early Release/Professional Dev
November 23-27	Thanksgiving Break
December 16	Early Release/Professional Dev
December 17 – January 3	Semester Break
January 4	J-Term Begins; Delayed Start
January 22	No School/Professional Dev
January 25	Semester 2 Begins
February 12	Early Release/Professional Dev
February 19	Winter Carnival
February 22- March 2	Winter Break
March 2	No School/Town Meetings
March 26	Early Release/Professional Dev
April 19-23	Spring Break
May 24	No School/Memorial day
May 28	Early Release/ Professional Dev
June 4	No School/Head's day
June 6	Baccalaureate & Commencement

Campus Directory

Lyndon Institute

Email: info@lyndoninstitute.org

Main Number: (802) 535-3636

Mailing Address: PO Box 127, Lyndon Center, VT 05850

Physical Address: 168 Institute Circle, Lyndon Center, VT 05850

Office Hours (School Year): 7:30 am–4:00 p.m., Monday-Friday

Office Hours (Summer): 8:00 am–3:00 p.m., Monday-Thursday

Head of School's Office

- Head of School: Dr. Brian Bloomfield,
brian.bloomfield@lyndoninstitute.org, ext. 1200
- Equity and Title VI and IX Compliance Coordinator: Jessica Brill,
jessica.brill@lyndoninstitute.org, ext. 2713

The Business Office is responsible for all financial matters.

- Chief Financial Officer: Meagan Howard,
meagan.howard@lyndoninstitute.org, ext. 2523
- Comptroller: Sonya Carr,
sonya.carr@lyndoninstitute.org, ext. 2521
- Senior Accountant: Kirsten Simpson,
kirsten.simpson@lyndoninstitute.org, ext. 2511
- Director of Human Resources: Kilee Willey,
kilee.willey@lyndoninstitute.org, ext. 2522

The Office of Operations is responsible for the physical property and its upkeep and maintenance.

- Director of Operations: Rick Angell,
richard.angell@lyndoninstitute.org, ext. 1221
- Director of Maintenance: Dwight Stahler,
dwight.stahler@lyndoninstitute.org, ext. 3411
- Director of Campus Safety and Security: Robert Carey,
robert.carey@lyndoninstitute.org, ext. 1213
- Director of Transportation: Lori Simpson,
lori.simpson@lyndoninstitute.org, ext. 3123
- Director of Technology: John Peters,
john.peters@lyndoninstitute.org, ext. 2401
- Computer Technology Support Specialist: Michael Graziano,
michael.graziano@lyndoninstitute.org, ext. 1105

The Office of Student Services is responsible for overseeing the daily school life for all students.

- Dean of Academics: Terha Steen,
terha.steen@lyndoninstitute.org, ext. 1220
- Director of CTE Dr. Alex Herzog,
alex.herzog@lyndoninstitute.org ext. 3312

- Director of Special Education: Erika Eckrote, erika.eckrote@lyndoninstitute.org, ext. 2314
- 504 & EST Coordinator: Rachel Riendeau, rachel.riendeau@lyndoninstitute.org ext. 1224

The Office of Campus Life coordinates all non-academic aspects of student life including safety and governance.

- Dean of Students: Rob Heath, rob.heath@lyndoninstitute.org ext. 1221
- Director of Residential Life: Kristy Lefebvre, kristy.lefebvre@lyndoninstitute.org ext. 1306
- Director of Safety and Security: Rob Carey, robert.carey@lyndoninstitute.org, ext. 1213
- Associate Dean of Students: Chad Simpson, chad.simpson@lyndoninstitute.org, ext. 1212
- Office of Campus Life Admin: Rachel Riendeau,, rachel.riendeau@lyndoninstitute.org ext. 1224

College and Career Counseling: Responsible for the coordination of and assistance with schedules, add/drop procedures, graduation requirements, and college and career options.

- College and Career Counselor: Miranda Fox, miranda.fox@lyndoninstitute.org, ext. 1233
- College and Career Counselor: Lindsay Carpenter, lindsay.carpenter@lyndoninstitute.org, ext. 1104
- Registrar & College and Career Counselor: Peg Hale, peg.hale@lyndoninstitute.org, ext. 1232

Student Academic Service: Responsible for school registration, withdrawal or transfer, change of contact information, transcript requests, and general academic questions.

- Registrar & College and Career Counselor: Peg Hale, peg.hale@lyndoninstitute.org, ext. 1232
- Assistant to Student Services: Terri Cole, terri.cole@lyndoninstitute.org, ext. 1223

The Office of Health and Wellness is responsible for matters relating to students around physical or emotional health and wellness.

- Director of Health and Wellness: Bobbi Warner-Somers, bobbi.somers@lyndoninstitute.org, ext.2711
- School Counselor: Joy Ely, joy.ely@lyndoninstitute.org, ext. 2712
- Case Manager: Jessica Brill, jessica.brill@lyndoninstitute.org, ext. 2713
- School Nurse Office: Danielle Meyers, danielle.meyers@lyndoninstitute.org, ext. 2721

The Office of Athletics is available to assist students, parents and the community in relation to all LI athletics.

- Director of Athletics: James Bourn,
james.bourn@lyndoninstitute.org, ext. 2422
- Admin Assistant to Athletics & Athletic Trainer: Heather Wheeler,
heather.wheeler@lyndoninstitute.org, ext. 2423

The Offices of External Relations and Advancement is responsible for all matters relating to admissions, alumni, ancillary programs, marketing, communications, and development.

- Vice President of External Relations and Advancement: Erik Oliver,
erik.oliver@lyndoninstitute.org, ext. 2425

Office of Admissions: available to provide information about applying to LI.

- Associate Director: Julie Tower-Pierce,
julie.tower-pierce@lyndoninstitute.org, ext. 2411
- Associate Director: Colin Wells,
colin.wells@lyndoninstitute.org, ext. 2413

Office Communications and Marketing: oversees public relations for LI.

- Marketing Specialist: Javin Leonard,
javin.leonard@lyndoninstitute.org, ext. 2421
- Social Media Strategist: Indigo Griffith,
indigo.griffith@lyndoninstitute.org, ext. 2420

Office of Development: available to support special projects, grant programs, alumni relations, and charitable giving.

- Director of Development: Melissa Hall,
melissa.hall@lyndoninstitute.org, ext. 1511
- Alumni Engagement Coordinator: Kelley Hever,
kelly.hever@lyndoninstitute.org, ext. 1513

Equal Access

Revised July 2014

All students are encouraged to participate in activities, clubs, and organizations. Accommodations needed to participate in non-academic events will be managed through the Individualized Education Plan (IEP)/504 teams.

The controlling factor in deciding whether an activity will be sponsored by the school will be whether that activity is directly related to the school's curriculum and Mission. No activity that is not directly related to the curriculum or educational Mission of the school will receive sponsorship, regardless of whether it meets the other sponsorship criteria, and so will be considered extracurricular.

Procedures

Revised July 2016

Students and an Activity Advisor must submit, in writing, a proposal to the Assistant to Student Services for approval of any new student activity. The LI New Student Activity Application form must be used for this purpose. The Assistant to Student Services and the Dean of Students will review and approve or disapprove new requests for student activity sponsorship based on the below-listed criteria for the relationship to curriculum/Mission and determine whether the proposed student activity will be considered co-curricular (school-sponsored) or extracurricular (non-school-sponsored).

School-Sponsored (Co-Curricular) Student Activities

All co-curricular activities are under the control of Lyndon Institute and will comply with all policies and procedures of Lyndon Institute, including those in the LI Student & Parent Handbook. The school may set standards for academic eligibility for participation in these activities. Activities that meet at least one of the following criteria will be considered curriculum related and thus co-curricular and are eligible for school sponsorship:

- the subject matter of the group or club is actually taught or will be taught in a regularly scheduled LI course;
- the subject matter of the group or club is such that it concerns the body of LI courses as a whole;
- participation in the group or club is required for a particular LI course; or
- participation in the group or club results in academic credit from LI.

To be considered co-curricular, all applications for school-sponsored student activities will be further assessed by the Dean of Students based on the following:

- the potential of the activity to help participating students meet the goals of Lyndon Institute's curriculum;
- the level of student interest in the activity;

- the fiscal ramifications to LI in relation to sponsorship;
- the availability of qualified personnel to advise the activity; or
- the impact of adding or eliminating the activity on the balance of types of activities available in the total student activity program.

Non-School-Sponsored (Extracurricular) Student Activities

Student activities not meeting the above criteria for co-curricular activities and so not being related to LI's curriculum/Mission, shall not receive school sponsorship. However, a fair opportunity will be provided to non-sponsored student groups wishing to conduct meetings on LI's premises during non-instructional time provided that:

- any such meeting is voluntary and student-initiated;
- there is no sponsorship of the meeting by LI, the government or its agents or employees;
- employees or agents of the school or any governmental entity are present at religious meetings only in non-participatory capacities;
- the meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- non-school persons do not direct, conduct, control, or regularly attend activities of non-sponsored student activities.

Each non-sponsored student activity will have the same access as other non-sponsored groups to meeting space and listings in the school newspapers, calendars, or bulletin boards. Once approved, LI will provide a supervisor from among the school staff to supervise the non-sponsored student activity. Any faculty or staff representatives serving as supervisors to non-sponsored religious clubs must restrict their involvement in such clubs to keeping order and shall not be compelled to supervise a meeting if the content of the speech at the meeting is contrary to the beliefs of the employee. No person attending a non-sponsored event shall be required to participate in prayer or other religious activity. LI does not sanction any meetings that would otherwise be unlawful or in violation of the rules and policies as presented in the LI Student/Parent Handbook. Listings and notices referring to non-sponsored student activities will include a disclaimer of school sponsorship or endorsement.

Nothing in this policy shall be construed to limit the authority of Lyndon Institute, its agents, or employees, to maintain order and discipline on the school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

Equal Opportunity and Nondiscrimination Policy

Revised June 2016

It is the policy of Lyndon Institute not to discriminate on the basis of a student's or their family member's actual or perceived race, color, ancestry, national origin, creed, religion, gender, gender identity, sexual orientation, marital/civil union status, age, military/uniformed service or veteran's status, disability, or other legally protected classification in the provision and administration of its educational programs, activities, services, and access

provided to its students, its applicants, and to the public, in accordance with and to the limits of applicable requirements of state and federal laws. Lyndon Institute complies with the American Disabilities Act and Section 504 of the Rehabilitation Act of 1973, as well as other applicable state and federal laws with respect to accommodating individuals with disabilities. Lyndon Institute provides special education to eligible students in accordance with the School's special education approval from the State of Vermont, state and federal legal requirements, the School's policies and in coordination with the student's school district.

Lyndon Institute recognizes that some of our buildings and classrooms are inaccessible to people with disabilities. We will relocate programs and classes to meet the needs of individuals, ensuring their ability to participate to the fullest extent possible.

Questions, concerns or complaints regarding implementation of this Equal Opportunity Policy in the below-listed areas may be directed, to the individuals listed for each category, by phone at (802) 535-3636, in writing to Lyndon Institute, PO Box 127, Lyndon Center, Vermont 05850, or via the email addresses as provided below.

- With respect to disability, grievances, or a request for accommodations related to a disability by an applicant, student, or parent/guardian, please contact the Dean of Specialized Instruction (contact information above). If they cannot be reached, please contact the Head of School.
- For concerns surrounding harassment, hazing, or bullying, please contact either the Dean of Students or the Director of Health and Wellness (contact information above)
- All other protected classifications concerning the implementation of this Equal Opportunity Policy should be addressed to LI's Titles VI and IX Coordinator.
- Inquiries concerning the application of non-discrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, J.W. McCormack Post Office and Courthouse, Room 222, Boston, MA 02109-4557.

Admission of Students to Lyndon Institute

Policy Revised June 2017

Lyndon Institute welcomes applications from students who are enthusiastic about learning and who want to take full advantage of the many opportunities LI has to offer. The Admissions Committee bases its decision on academic performance, attendance, attitude and available program space as well as a candidate's ability to succeed and contribute academically and personally at Lyndon Institute.

Grades Served

Enrollment in Lyndon Institute is dependent upon the successful completion of the eighth grade, or its equivalent, as determined at the time of admission to Lyndon Institute or in accordance with a student's IEP placement or Section 504 plan.

Application

Application for enrollment must be made in a timely fashion prior to the beginning of a semester. Applicants applying for the fall semester are encouraged to apply before March 1. Applicants applying for the spring semester are encouraged to apply before November 1. Once the application is complete, the Admissions Committee will review the materials and render a decision.

Criteria for Admission or Denial

Acceptance will be determined on a case-by-case basis by the Admission Committee, in accordance with student academic performance, attendance, and behavior and availability of space, and in compliance with the School's EEO policy above. During the admissions process, students will be asked to disclose their prior involvement with or violation of the substance abuse or other behavioral policy at their previous school. Failure to comply with this request may result in a student's inability to attend Lyndon Institute.

Academic Performance and Attendance: A student may be denied admission on the basis of poor academic performance and/or poor attendance that is not a result of a documented disability.

Behavior: A student may be denied admission if the student has a documented history of behavior that is determined to be potentially detrimental to the operation of the education environment at Lyndon Institute and that is not a manifestation of a documented disability.

If poor academic performance, attendance or behavior is a manifestation of a disability, then consideration will be given as to whether the programs and services offered by Lyndon Institute are sufficient to meet the student's needs, as set forth in their IEP or

Section 504 plan. A meeting between Lyndon Institute staff and the student's IEP or Section 504 team may take place to discuss plan implementation, but the admission decision rests with the Lyndon Institute Admissions Committee's assessment of the school's ability to adequately serve the student.

Availability of Space: A student may be denied admission based on the availability of space in the program appropriate for the student, as indicated by class or program size, as well as existing facilities and staff. Specialized programs offered by Lyndon Institute are described at the beginning of each school year in terms of mission, facilities, and numbers of staff and students. These programmatic descriptions will be utilized in considering the availability of space.

Substance Use

During the Lyndon Institute admissions process, students are asked to disclose prior substance abuse or any violation of substance or other behavioral policy at their previous school. Failure to disclose may result in a student's inability to attend LI.

Residency

For Vermont students whose tuition is publicly funded, Lyndon Institute relies upon each town's school board determination regarding residency. Such determination is made in accordance with 16VSA 1075. Any questions regarding residency will be referred to the appropriate sending school district's superintendent.

Tuition Payment

Upon acceptance, but before enrollment, a student from a voucher town will obtain a signed tuition voucher from the student's school district. If proper paperwork is not received by mid-October (communications will come prior to the deadline), the student will no longer remain enrolled at Lyndon Institute. For all students whose tuition is being privately funded, payment for the following semester must be received prior to enrollment for that term in accordance with the terms of an enrollment agreement with the parents/guardians.

State or Agency Placed Students

Students who have been placed (by a state agency, licensed child placement agency, or designated community mental health agency) into a Vermont town having publicly-funded tuition will be served by Lyndon Institute so long as they have been admitted and LI has received a signed tuition voucher from the sending school district's superintendent.

In reviewing a request for admission from a state-placed student, in addition to other admission factors outlined above and utilized by the school, Lyndon Institute must also consider the availability of space in the program or class appropriate for the student after meeting the needs of students already enrolled, or, during the summer, those expected to be enrolled at the beginning of the semester. Availability of space is generally indicated by class or program size, as well as existing facilities and staff. Lyndon Institute specifically reserves the right to refuse admission of a state-placed student when there is a lack of available space in the program or class appropriate for the student.

Fifth-Year Students

Fifth-year students should apply for admission by June of their senior year. Consideration will be based on available space and possibility of graduation. See the above description for space availability.

Special Education Services

Lyndon Institute is approved by the State of Vermont Board of Education to provide special education services to students with disabilities. Students who are eligible for special education will be served after completing four years in accordance with their IEPs, including, for new students, an admission decision. Lyndon Institute may provide case management services, at the request of local Supervisory Unions, for resident students in an education placement other than Lyndon Institute, in accordance with an IEP or Section 504 plan. Lyndon Institute is not approved by the State of Vermont as a therapeutic school, and cannot serve students whose medical needs require this level of support.

Transfer of Credit

Lyndon Institute will accept the following credits from students transferring into Lyndon Institute from other schools:

- 9th grade: LI will recognize up to 4 credits and require a minimum of 24 credits earned at Lyndon Institute to receive a diploma;
- 10th grade: LI will recognize up to 8 credits and require a minimum of 20 credits earned at Lyndon Institute to receive a diploma;
- 11th grade: LI will recognize up to 16 credits and require a minimum of 12 credits earned at Lyndon Institute to receive a diploma;
- 12th grade: LI will recognize up to 22 credits and require a minimum of 6 credits earned at Lyndon Institute to receive a diploma;

Any exceptions need prior approval from the Academic Dean.

Student Readmission

Lyndon Institute is not obligated to re-admit any student who was previously enrolled and subsequently withdrawn from the school. Parents or guardians wishing their child to be considered for re-admission must complete a new admissions application and submit it to the Admissions Office. Exceptions to this policy will be considered by the Head of School on a case-by-case basis.

Parent/Family-School Relationship

Lyndon Institute believes that a positive and constructive working relationship between the school and the student's parent(s)/guardian(s) is essential to the fulfillment of the school's mission. We reserve the right not to continue enrollment or not to re-enroll a student if we reasonably conclude that the actions of a parent/guardian are inconsistent with a positive and constructive relationship or seriously interfere with the school's accomplishment of its education objectives.

Appeal of Denial of Admission

In cases where the Admissions Committee denies admission to a student, the decision may be appealed by the applicant student to the Head of School. The Head of School's decision shall be final.

Admissions Materials in Languages Other than English and in Alternate Formats

Interested parents and guardians and students should access admissions information, materials and forms from the admissions pages of the school's website, <http://www.lyndoninstitute.org>. The admissions pages and attachments can be translated into other languages by utilizing the Google Translate software available on the website's pages. Admissions information, materials, and forms are available in alternate formats. A request for materials in alternate formats, e.g., braille, should be made to the Head of School.

Admission of Home-Schooled Students to Lyndon Institute

Criteria for Admission or Denial for Home-Schooled Students

Acceptance of a home-schooled applicant to take classes at Lyndon Institute will be determined on a case-by-case basis by the Admission Committee, in consideration of the applicant's academic performance, attendance, and behavior and availability of space, and in compliance with the School's EEO policy above.

If poor academic performance, attendance or behavior is a manifestation of a disability, then consideration will be given as to whether the programs and services offered by Lyndon Institute are sufficient to meet the student's needs as set forth in their IEP or Section 504 plan. A meeting between Lyndon Institute staff and the student's IEP or Section 504 team may take place to discuss a plan implementation, but the admission decision rests with the Lyndon Institute Admission Committee's assessment of the school's ability to adequately serve the student.

Academic, Athletic, and Activity Standards for Home-Schooled Students

Home-schooled students may participate in Lyndon Institute's programs and activities under the same rules and policies as any other student.

Additionally, the participation of home-schooled students in programs and activities shall be subject to the following conditions:

- The Lyndon Institute Admissions Committee will evaluate official homeschool records documenting all completed high school coursework for the purpose of enrollment. The Registrar will determine the transfer credits to be awarded. For students applying for the Fine Arts Program, interviews, auditions, and portfolio review may be included in the process and used as criteria for admission.
- Home-schooled students must supply to LI a copy of their formal home study enrollment notification for the Vermont Secretary of Education.
- All home-school students are subject to the same age, performance, and prerequisite standards for admission to course and co-curricular activities.
- Home-schooled students seeking admission to courses requiring prerequisites will be asked to demonstrate academic achievement comparable to that required of fully enrolled students meeting prerequisite standards. The teacher, counselor, and Academic Dean will discuss with parents alternative ways for their students to demonstrate achievement. Final determination of a student's qualifications to enroll in a course requiring prerequisites rests with the teacher, counselor, and Academic Dean.
- Home-schooled students may not enroll for single subjects which are taught as part of integrated courses, those courses covering two or more subjects and which are taught by a single individual or team. They may, however, seek admission to the integrated course.
- Participation in athletic and other extracurricular programs and activities will be in compliance with the school's eligibility

- requirements as well as with the guidelines adopted by the VPA.
- It may be neither practical nor feasible for home-schooled students to participate in special programs that have unclear or flexible schedules. The parents/guardians of home-schooled students must take the initiative to check with the school on the scheduling of events and possible changes that may occur.
- The parents/guardians of home-schooled students may be asked to provide supervision for some activities on the same basis as the parents of fully enrolled students.
- Home-schooled students may participate in the school's standardized testing program at the regularly scheduled times after giving appropriate notice to the school as outlined in the administrative procedures.

Home-Schooled Student Fees

Home-schooled students will be billed at the same rate of 1/5 of the annual tuition for each course in which they enroll. Fees will be prorated for semester-long, as opposed to year-long, courses. Fees will be billed by semester to the town of residence; applicants must obtain the signature of the sending school district's superintendent prior to enrolling.

Academics

Academic Dishonesty

Academic integrity is important for two reasons. First, independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of an intellectual community and depreciates the achievements of the entire school community. Accordingly, Lyndon Institute views academic dishonesty as one of the most serious offenses that a student can commit while in school. Each teacher can provide guidance to students about academic dishonesty. Students with questions about whether particular situations may be considered to be academically dishonest should ask a teacher or the Academic Dean.

Academic dishonesty, including unacknowledged use of artificial intelligence, is prohibited at Lyndon Institute. Violation shall result in discipline in accordance with the school's Academic Dishonesty Procedures below.

Procedures Revised June 2016

A student found to be violating the school's Academic Dishonesty Policy for the first time in their LI experience:

- Will be reported to the Academic Dean
- Dean of Academics will communicate consequences which may include:
 - A failing grade on the project in question, including, but not limited to, mid-year and final exams;
 - An in-school or out-of-school suspension: one day for the first offense, two days for the second offense and so on;
 - Losing a full letter grade for the course in which dishonesty occurred and/or;
 - Losing academic credit in the course for which academic dishonesty occurs more than once.

A student found to have violated the school's Academic Dishonesty Policy for a second time at Lyndon Institute may be expelled from school. The parents/guardians shall be notified in writing and may be required to attend a meeting with the student, a member of the Administration, and the teacher involved. The student has the right to receive disciplinary procedures as may be established by the Head of School for their specific case and in accordance with the LI Student/Parent Handbook.

Definitions

The following is a broad overview of academic dishonesty components. It is not meant to be an all-encompassing definition.

Cheating is defined as intentionally using or attempting to represent someone else's thinking or work as one's own.

Examples of cheating include:

- unauthorized use of notes, text, or other aids during an examination;
- copying from another student's examination, research paper, case write-up, lab report, homework, etc.;
- talking during an examination;
- handing in the same paper (or similar) for more than one course without the explicit permission of the instructor;
- perusing an assessment before it is given;
- hiding notes for use during an examination, and
- using artificial intelligence tools in any way without acknowledging clearly their use.

Fabrication is defined as intentional and unauthorized falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise.

Examples of fabrication include:

- making up the data for a research paper;
- altering the results of a lab experiment or survey;
- listing a citation for a source not used; and
- stating an opinion as a scientifically proven fact.

Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise without providing proper documentation of source by way of a footnote, endnote, or citation within the text.

The following sources demand notation or else constitute plagiarism:

- word-for-word quotation from a source, including another student's work;
- paraphrasing: using the ideas of others in your own words;
- interviews, radio and television programs, and telephone conversations;
- artificial intelligence tools without acknowledging clearly their use.

Unauthorized Collaboration refers to instances when students, each claiming sole authorship, submit separate reports that are substantially similar to one another. While several students may have the same source material (as in case write-ups), the analysis, interpretation, and reporting of the data must be each individual's.

Examples of unauthorized collaboration include:

- stealing an examination;
- submitting a paper or project created by someone other than the student;
- selling, loaning, or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts;
- alteration, theft, forgery, or destruction of the academic work of other students, library materials, laboratory materials, or academic records including transcripts, course registration cards, course syllabi, and examination/course grades.

Facilitating Academic Dishonesty is defined as intentionally or knowingly

helping or attempting to violate any provision of this policy.

Examples of facilitating academic dishonesty include:

- inaccurately listing someone as co-author of a paper, case write-up, or project who did not contribute;
- sharing with another student a take-home examination, homework assignment, case write-up, lab report, and so on, without the explicit permission of the instructor; and
- taking an examination or writing a paper for another student.

All members of the Lyndon Institute community share the responsibility to bring forward known acts of apparent academic dishonesty. Any member of the academic community who witnesses an act of academic dishonesty should report it to the appropriate faculty member or to the Academic Dean. The teacher, as a professional educator, makes the final decision as to whether or not cheating has occurred. In the case of a student looking at another student's work during a test, for example, a teacher needs no further evidence than to be sure that this is what they saw.

Academic Recognition

Revised June 2016

Honor Roll

High Honors will be computed as no grade below a B, with a GPA of 3.67 or better for the quarter. All students making High Honors for one semester are excused from study halls, providing:

- good grades are maintained;
- no significant discipline problems arise;
- students do not leave school grounds without authorization

Honors will be computed as no grade below B-.

National Honor Society

The Lyndon Institute Chapter of the National Honor Society of Secondary Schools has the following objectives, which mirror those of the National Honor Society: to create an enthusiasm for scholarship, to promote worthy leadership, to stimulate a desire to render service, and to encourage the development of character in students of Lyndon Institute.

Criteria for Eligibility:

- Candidate must be a member of the junior or senior class who has been enrolled full time for at least one semester at Lyndon Institute;
- Seniors must have a minimum scholastic average of a 3.33 (B+); juniors must have a scholastic average of 3.67 (A-);
- Candidate participates in activities, in and out of school that provide the student opportunities to develop and demonstrate character, leadership, and service.
- Candidates who are seniors must have completed a minimum of 50 hours of community service; juniors must have completed a

minimum of 35 hours of community service. Evidence of service in our school, community, and beyond are an essential piece of NHS eligibility. Service opportunities that foster growth as an individual, student, and citizen are something we highly value. Documentation for this service must be submitted to Student Services before a candidate can apply.

NHS Application Timeline:

- In late September, eligible students meeting the above criteria will be notified by letter from the Chapter Advisor and asked to pick up information from the Student Services office.
- Students will then have two weeks to finalize community service paperwork and in addition, submit a one to two-page essay highlighting their scholastic accomplishments, character strengths, leadership qualities, and community service engagements.
- All application materials, including digital feedback forms sent to the LI community, are reviewed and discussed by LI's NHS Faculty Council with the Chapter Advisor overseeing the process/discussion.
- Applicants will be notified by the last week in October regarding their acceptance or denial.

Formal written notification of acceptance or denial regarding a National Honor Society application will come from the Lyndon Institute Student Services office.

All LI National Honor Society students are required to participate in the School's recycling service project. Failure to sign-up and participate in this service project may result in a probationary meeting and/or dismissal from NHS. The School may require members to attend regularly scheduled meetings and/or uphold other commitments.

The Lyndon Institute Chapter of the National Honor Society is governed by two sets of documents: Local Chapter By-Laws and the Constitution of the National Honor Society. The National Honor Society is an independently governed organization and is not a part of Lyndon Institute.

National Art Honor Society

Students who participate in the National Art Honor Society are required to fulfill two hours of volunteer work in the arts per month. Ultimately, NAHS students cannot be inducted in May unless they have a total of 18 hours of volunteer work documented per school year.

National Honor Society for Dance Arts

The National Honor Society for Dance Arts (NHSDA) is a program of the National Dance Education Organization. It is one of the most exciting benefits that NDEO offers its Institutional Members. This Secondary Program (grades 9-12) was implemented in 2005.

The vision of NHSDA is to envision a nation in which all students have equal opportunity and access to quality dance arts education and are recognized for their outstanding artistic merit, leadership and academic achievement in

the field of dance. And, the organization's mission and goals are to:

- To identify honor students (grades 11 & 12) for nomination to the NDEO Artistic Merit, Leadership and Academic Achievement Award, one of the highest honor programs for dance in the United States.
- To promote a desire for life-long learning in the field of dance.
- To encourage an understanding of, and an appreciation for, dance as an art form and develop knowledgeable audiences for tomorrow.

Induction into NHSDA Junior and Secondary Programs is earned through the accumulation of 30 points (Secondary Program) that are awarded for meritorious work in dance that meets the honor society's general guidelines (see [National Induction Point System](#)). In addition, students must meet a minimum GPA requirement of 3.0 and demonstrate character, manifested through collaborative teamwork, motivation, and leadership in the many aspects of dance that may include choreography, performance, teaching, and production.

Student Induction is a lifetime recognition and NHSDA designations remain with the student's record. Should a student's GPA fall below the Chapter's minimum GPA requirements, the student may be barred from wearing the honor cords at graduation. The faculty advisor and/or Chapter Sponsor are encouraged to work with the student to help the student regain academic rigor. At the Chapter Sponsor's discretion, inducted students can be barred from Chapter activities, including wearing NHSDA cords at graduation, should concerns arise about conduct or behaviors that might jeopardize their own safety, the well-being of others, or the integrity of NHSDA.

If students do not meet deadlines given by their Chapter Sponsor for submitting points, filling out the application, or paying the induction fee, the Chapter Sponsor reserves the right to require them to wait until the next induction period.

Students may not be simultaneously enrolled in two or more programs that hold chapters (e.g., a high school and a dance studio). The student should select one chapter through which to seek induction, and once inducted at one school, they can participate in NHSDA activities at the other school as well. It is suggested that if a student wants to wear the blue/white honor cords during the high school graduation ceremony that they seriously consider being formally inducted in the high school chapter. This will make it much easier for the high school to approve the student to wear the honor cords during graduation.

At Lyndon Institute, 9th and 10th grade students are welcome to join the NHSDA club and gain leadership skills that will help them towards induction in their 11th or 12th grade year. It is expected at LI that students earn required expected points and maintain the minimum GPA even once inducted annually as an active member of the chapter. The LI dance teacher is the facilitator of the NHSDA chapter at LI but students may hold leadership roles during 11th and 12th grade if desired.

National Technical Honor Society

Lyndon Institute is a member of the National Technical Honor Society (NTHS). NTHS honors the achievements of top Career and Technical Education students, provides scholarships to encourage the pursuit of higher education, and cultivates excellence in today's highly competitive, skilled workforce. For over 30 years, NTHS has been the acknowledged leader in the recognition of outstanding student achievement in career and technical education. NTHS strives to bring well deserved recognition, scholarship opportunities, and career opportunities to students who excel in one of the 108 career and technical educational fields as their profession. Students must carry a 3.0 GPA and be enrolled in a career and technical education program at LI to apply for membership.

Adding/Dropping Classes

Procedures Revised June 2015

To maintain full-time enrollment status, students must be enrolled in at least three instructional blocks each day of the Maroon and White Cycle and may have no more than one study hall per day. Any exception to these requirements requires prior approval from the Academic Dean.

Students may add or drop a course during the first two full weeks of the Maroon and White Cycle at the beginning of the semester. Dropping a course on or after the end of the first or third quarter will result in a failing grade for the semester and a withdrawal notation (WF) will appear on the student's transcript.

The above deadlines may be waived by the Academic Dean due to extenuating circumstances, (e.g., appropriate placement of students in courses based on academic ability).

Alternative Education Location Plan (AELP)

The Lyndon Institute Curriculum may occasionally be implemented in an alternative educational location, as determined to be in the best interests of an enrolled student and LI by way of example only, an alternative educational location may include study at home or in the community for all or portions of the school day, or – for a period of time during the school year – in settings that are out of state or in a foreign country. Education of LI students in an alternative educational location must meet the rigorous, high academic standards of Lyndon Institute and must be approved by the Head of School. A program that is not a public school or approved or certified by a state or governmental agency will need to be reviewed on a case by case basis by LI relative to course content, rigor, and relevance. LI is not authorized by the Agency of Education as a remote learning school.

AELP Structure

The curriculum implemented in the AELP is required to track the core standards being followed in the student's grade and must be fully described in the AELP. The Plan must also specify the methods of instruction and the person(s) responsible for carrying out the instruction, as well as a schedule of conferences to occur among the parents or guardians, the Academic Dean, the College and Career Counselor, the instructor specified in the Plan, and a case manager if the student who receives special education services. The activities and services of Lyndon Institute will be available to a student being instructed pursuant to an Alternative Educational Location Plan, e.g., participation in co-curricular or extracurricular activities, sports, and field trips. Such participation should also be written into the Alternative Educational Location Plan.

Plans never extend beyond the current academic year. If the parents/guardians wish to propose an Alternative Educational Location Plan for additional periods beyond the current academic year, then a new Alternative Educational Location Plan must be proposed and an application submitted to the Dean of Academics.

AELP Approval

An Alternative Educational Location Plan is effective only after it has been both approved and signed by the Academic Dean, the College and Career Counselor, and the student's parents/guardians. For a student on an IEP or a Section 504 Plan, the AELP must also be approved by the student's IEP team or Section 504 Team.

Lyndon Institute specifically reserves the right to refuse to approve a proposed AELP. Notification of a decision not to approve a proposed Plan will be sent in writing to the parents with a copy to the College and Career Counselor and, if applicable, the student's case manager.

An application for an AELP must be submitted to the Academic Dean at least six (6) months in advance of the Plan's start date.

AELP Implementation

Once approved, the implementation of the Alternative Educational Location Plan will be overseen by the Academic Dean and the student's College and Career Counselor as well as any case manager who the student may have for special education services or coordinator for a Section 504 Plan. LI will, in each case in which a student participates in an AELP, monitor and review all academic work carried out by the student and grant the student credit from Lyndon Institute as the school deems appropriate. The process for monitoring and reviewing academic work will be designed on a case by case basis, and typically includes a review (by the Academic Dean and the student's College and Career Counselor as well as any case manager who the student may have for special education services or a Section 504 Plan of the student's work, together with the instructor's description and assessment of the work, as well as student presentations to LI administrators/faculty members upon the student's return to Lyndon Institute. LI accepts responsibility for the oversight of the student's academic work, but the responsibility for student well-being, safety, and health, by agreement with the parent(s), remains with the student's parent/guardian(s) during periods of AELP attendance.

Lyndon Institute reserves the right to terminate a Plan that has been previously approved if the Academic Dean determines that it is not being implemented as specified in the Plan or if s/he cannot verify that the Plan is being implemented. In that event, notice of termination will be sent in writing to the parents with a copy to the College and Career Counselor and, if applicable, the student's case manager.

AELP Tuition and Related Costs

Full tuition is owed to Lyndon Institute for a student participating in an Alternative Educational Location Plan, and, again, any student being instructed in accordance with an Alternative Educational Location Plan must be enrolled at Lyndon Institute. Lyndon Institute has no obligation, and this policy shall not be deemed to create any responsibility, to pay the costs related to the implementation of an approved Alternative Educational Location Plan. Lyndon Institute may, however, enter into agreements with accredited semester programs or schools abroad. In such cases, Lyndon

Institute may pay a portion of LI's tuition to that program. (Typically, for accredited programs, LI pays 95% per diem, with 5% used to cover administrative costs).

The AELP application application form is available in the College and Career Counseling Office.

Animal Dissection in Class

Policy Adopted June 2011

It is the intent of Lyndon Institute to comply with the requirements of 16 VSA 912 regarding the right of students to be excused from participating in or observing activities involving the dissection or vivisection of animals. Students shall have the right to be excused from participating in any lesson, exercise or assessment requiring the student to dissect, vivisect or otherwise harm or destroy an animal or any part of an animal, or to observe any of these activities as part of a course of instruction. Such a request must be submitted to instructors prior to the scheduled class activity.

Definition

As used in this policy, the word "animal" means any organism of the kingdom Animalia and includes an animal's cadaver or the severed parts of an animal's cadaver.

Alternative Education Method

A student who is excused under this policy shall be provided with alternative methods through which s/he can learn and be assessed on material required by the course. The alternative methods shall be developed by the teacher of the course, in consultation with the Academic Dean or the Head of School if necessary.

Discrimination

No student shall be discriminated against based on their decision to exercise the right to be excused afforded by this policy.

Procedure Adopted June 2011

Notice will be provided to students enrolled in a course, and to the students' parent(s)/guardian(s) of the student's right to be excused from participating in or observing the lesson and the process by which students may exercise this right.

Attendance and Truancy

Policy Revised June 2026

Original Policy: June 2017 | Sign-In/Out Procedures Revised: July 2019

Note: Vermont H.0930 ("An act relating to addressing and preventing chronic absenteeism") has passed both chambers of the Vermont Legislature and is pending the Governor's signature, with an effective date of July 1, 2026. The final version of the bill directs the Agency of Education — in collaboration with a broad set of stakeholders — to develop model attendance policies and procedures on a three-year review cycle, which all approved independent schools including Lyndon Institute will be required to adopt. This policy will be reviewed and updated promptly upon issuance of the AOE model policy guidance.

School attendance by those under the age of sixteen who have not yet completed tenth grade is required by Title XVI, Section 1121, of the Vermont Education Laws. Further, any student enrolled in high school, regardless of age, is expected to attend classes per that school's attendance policy or face truancy.

Lyndon Institute's attendance policy ensures our students get the most out of their educational experience. Attendance and punctuality are life skills that directly relate to our school's Mission and Core Values. Students with good attendance reap the benefits of quality classroom instruction, discussion, labs, and other experiential learning, and being an integral and engaged part of our community. Participation in the learning environment is known to deepen a student's understanding of the subject matter. Continuity of the learning process is disrupted by a student's frequent absence. Many classes include a participation grade that is difficult to make up, and students exceeding the allowable absences may be in jeopardy of failing one or more classes or having truancy filed.

Excessive absences, for any reason, are detrimental to a student's education.

Signing In/Out

Procedures Revised July 2019

Students must sign in and out at the Receptionist's Office when entering school late or leaving early for any reason, including, but not limited to, appointments, internships, late arrival/early release, and senior privileges. Students must sign themselves out; students cannot sign other students out. LI policy requires that parents/guardians are responsible for attendance; even 18-year old students cannot sign themselves in or out.

If a student is going to be absent from school:

- A parent/guardian is expected to call the school at (802) 535-3636 by 9:30 AM to notify the school of the student's absence. You may also email attendance@lyndoninstitute.org to notify the school regarding attendance or use the Lyndon Institute App on your mobile device.
- If a parent or guardian does not call in, the school will attempt to reach the parent or guardian by phone. If they can't be reached, the student must turn in a note on the day of their return to school, written and signed by a parent/guardian, stating the date of absence, the reason, and a phone number where the parent/guardian can be reached that day.
- If the office is not notified through one of the above, the student will be considered unexcused absent for the day(s) missed.
- Homework can be found in the Blackbaud portal of LI's website.

If a student is going to be tardy for school:

- A parent/guardian is expected to call the school at (802) 535-3636 before 9:30 AM to notify the school of the student's tardiness. You may also email attendance@lyndoninstitute.org or use the Lyndon Institute App on your mobile device.
- Upon arrival at school, the student must sign in with the receptionist and get a pass to class.
- If a parent/guardian does not call in, the student must turn in to the receptionist a note upon their arrival, signed by a parent/guardian, stating the date of the tardiness, the reason, and a phone number where the parent/guardian can be reached that day.

If a student is going to leave school early:

- If a student needs to leave school early for a scheduled appointment, s/he must present a written note to the receptionist, signed by a parent/guardian, stating the time s/he must sign out and the reason.
- Parents may also call the school at (802) 535-3636, email attendance@lyndoninstitute.org, or use the Lyndon Institute App on their mobile device.
- Permission will not be granted for any student to leave the grounds of the school without prior permission from a parent/guardian or emergency contact. Extenuating circumstances may apply and will be considered on a case-by-case basis by the Dean's Office. Parents and guardians are expected to regularly use the school website to monitor their student's attendance and should notify the Student Services Office if extenuating circumstances prevent that from being possible.

DEFINITIONS

Excused Absence (EA):

A student's absence shall be considered excused when written proof or verbal notification is supplied by a parent/guardian, a doctor, or the School Nurse upon the student's return to school when the absence is due to:

- illness;
- serious illness or death in the immediate family; or
- necessary medical or psychological health attention.
 - A doctor's note may be requested at any time

Written proof or verbal notification is supplied by a parent/guardian, and the absence is approved in advance by the Administration when the absence is due to:

- a death in the family (not immediate);
- a family emergency;
- religious holidays;
- court appearances;
- circumstances related to harassment, bullying, or safety concerns;
- hazardous weather or transportation issues;
- situations beyond the student's control; or
- other extenuating circumstances, as determined by the Administration, in its sole discretion.

Students will be permitted to make up for up to full credit any missed work, tests, quizzes, etc. for any excused absence based on the number of days (e.g., miss one day and have 1 class period to complete work).

Note: Parents and guardians may not use excused absences as additional vacation days. Absences for travel, personal convenience, or family events not listed above will be classified as unexcused. Exceptions require an advanced written request to the Administration.

Doctor's Note — Extended Illness:

If a student is absent due to illness for three (3) or more consecutive school days, the school reserves the right to require a physician's note or other medical documentation before the student is permitted to return. Documentation should be submitted to the School Nurse and the Dean of Students' Office.

Unexcused Absence (UA):

A student's absence shall be considered unexcused unless a valid excuse is presented to the Administration by phone before 9:30 AM on the day of the absence or by a signed note provided to the school no later than 24 hours upon the student's return. Notification of a UA will be done through the student's online account. Students will not be permitted to make-up for full credit any missed work, tests, quizzes, etc. for any absence which is considered unexcused. Teachers are not obligated to give make-up work to (nor accept make-up work

from) students taking an extended vacation, nor to re-teach any missed instruction or activities.

Excused Tardy (ET)

A student's tardiness shall be considered excused when written proof or verbal notification is supplied by a parent/guardian and is approved by the Administration or written proof or verbal notification is supplied by the School Nurse or Administration. Reasons for an excused tardy are listed above for excused absences.

Written proof or verbal notification is supplied by a member of the faculty or staff and is approved by the classroom teacher.

Note: If a student misses more than 35 minutes of a class period, they will be considered absent for that class. If a student misses more than 50% of the school day, the absence is counted as a full-day absence.

Unexcused Tardy (UT)

A student's tardiness shall be considered unexcused unless a valid excuse is presented to the Administration upon the student's arrival to school. A student's tardiness between classes shall be considered unexcused unless a valid excuse is presented to the classroom teacher by a member of the faculty, staff, or Administration. Extenuating circumstances will be handled by the Administration.

Note: Four (4) unexcused tardies to the same class is equivalent to one (1) unexcused absence. Four (4) unexcused early dismissals are equivalent to one (1) unexcused class absence.

Class Cuts / Skipping Individual Class Periods

Students are expected to attend all scheduled class periods throughout the school day. Missing an individual class period without permission is considered skipping or a class cut and is recorded as an unexcused absence regardless of whether the student was present in school for other portions of the day. A student will be considered to have skipped class if they:

- are absent from class without authorization;
- leave class without permission;
- remain in unauthorized locations during class time;
- fail to report to an assigned class, study hall, intervention, or school activity; or
- arrive so late that they miss a substantial portion of the class period without valid excuse.

Suspension Absence (SA)

A student who has been suspended (out of school) from Lyndon Institute is restricted from all school activities and from Lyndon Institute property during the suspension. A suspension that is non-academic in nature is considered an excused absence. A suspension that is academic in nature, (e.g., as the result of plagiarism or cheating), will count as an unexcused absence academically but as a suspended absence according to the Attendance Procedures.

Major Medical Absence (MM)

Major medical absences are those documented, with specifics regarding medical need and time frame, and approved by the Administration. Students who participate in class through the provision of tutorial services pursuant to an MM or an IEP are not considered to be absent. Prior to returning to school, any student designated to be on a MM absence must provide to the school a signed release of information and discharge summary that includes the specific recommendation that they are allowed to return to school and informs of any necessary limitations, restrictions or monitoring. Not all health issues qualify as MM at Lyndon Institute. All questions regarding major medical issues must be directed to the Health Center at extension 2721.

Major medical issues may include:

- a chronic health issue;
- major surgery;
- medical complications due to pregnancy, or a serious injury.

Students absent for extended periods due to medical conditions, mental health treatment, family emergencies, or hospitalization may qualify for online-only instruction via the school's portal and email, remote academic support, or alternative educational programming. Documentation is required.

School-Sponsored Absence (SS)

The following absences are considered school-sponsored:

- academic class field trips;
- athletic and extracurricular activity trips, and
- school-sponsored off-campus activities

Students missing school due to school-sponsored activities are responsible for having work completed on the due date of the assignment unless otherwise approved in advance by their teacher(s). It is the responsibility of the students to collect all required work and homework. The individual teacher has the final say as to whether the assignment was completed on time.

School-Sponsored Activities

Students absent from school for more than 50% of their school day may not participate in a school activity on the day of their absence unless extenuating circumstances are pre-approved by the Administration, unless they are participating in a school-sponsored off-campus event.

College/Military Visits (CM)

Absences due to college, military, or job shadow visits must be pre-approved by the College and Career Counselor and confirmed via a note on letterhead from the college, workplace or military, or else they will be considered excused absences, counting against the total allowance of absences for that semester.

Volunteer Services (Ambulance, Fire, etc.) (VS)

For absences due to volunteer duty to be considered excused, students must return a completed contract, obtained from either the Campus Life Office or the volunteer service. This contract must be returned and approved by the Administration before the student will be allowed to leave school during class time.

Extended Vacation (EV)

Extended vacation is when a student adds vacation days to the beginning or end of a scheduled school vacation or takes vacation days at any other time while school is in session. Please note that LI does not feel extended vacations are generally in the best interests of the student. It is very important for students to attend all classes to get the full benefit of their courses.

Extended vacations are considered unexcused absences. Teachers are not obligated to give make-up work to (nor accept make-up work from) students taking an extended vacation, nor to re-teach any missed instruction or activities.

Families are encouraged to schedule vacations during school breaks. Educational travel requests must be submitted in advance and require administrative approval. Students remain responsible for all missed work.

Chronic Absenteeism

A student is considered chronically absent when they miss 10% or more of scheduled school days for any reason, or 20 or more total absences during the school year. Both excused and unexcused absences count toward this threshold.

January Term

Students will lose credit if absent more than 4 times in a class. Students whose absences are the result of extenuating circumstances may request an appeal of the loss of credit. While an appeal is under review, students are expected to demonstrate improved attendance and meet all additional requirements of the J-Term course(s).

ATTENDANCE CONVERSION GUIDELINES

The following equivalencies apply for tracking and reporting purposes:

Attendance Issue	Equivalent To
4 unexcused tardies	1 unexcused class absence
4 unexcused early dismissals	1 unexcused class absence
Missing more than 35 minutes of a class	Counted as a class absence
Missing more than 50% of the school day	Counted as a full-day absence
Each skipped class period	Recorded as an unexcused absence

MAKEUP WORK

For students with excused absences: Upon returning to school, work assigned during an excused absence will be made up within the number of absent days, starting with the student's return. The student needs to connect with each affected teacher to obtain and arrange completion of all missed assignments, tests, or classwork. It is the student's responsibility to initiate contact with teachers and complete all missed work in a timely manner. Teachers are expected to be reasonably available to support students in catching up.

For extended absences of five (5) or more consecutive days, a re-entry meeting may be scheduled with the school counselor and relevant teachers to develop a structured makeup plan.

For students with unexcused absences:

- Each time a student has an unexcused absence, their parents, guardians, advisor, and 504/EST Coordinators (if applicable) can see this information on Blackbaud.
- Each unexcused absence (or four unexcused tardies) will result in two blocks of detention.
- Students may not be permitted to make up any missed work, tests, quizzes, or assessments for unexcused absences. Teachers are under no obligation to re-teach missed content.

ATTENDANCE THRESHOLDS AND CREDIT

Regular attendance is the foundation upon which every aspect of a Lyndon Institute education is built. Each class period is an opportunity to practice the skills our mission demands — communicating clearly with peers and teachers, directing your own learning, solving problems alongside others, and showing up as a responsible member of a community that depends on your presence. A

student who is consistently in the room is a student who is becoming the accomplished learner, creative thinker, and compassionate community member that Lyndon Institute exists to develop. Attendance is not simply a rule to follow — it is itself a transferable skill, and the habit of showing up with intention is one students will carry far beyond these halls.

Lyndon Institute tracks attendance at the class period level. The following thresholds apply per course, per semester. School-sponsored absences (SS) are excluded from all counts below.

Attendance is recorded for: full-day absences, class period absences, tardies, and early dismissals. Parents/guardians are responsible for notifying the school regarding absences and ensuring regular attendance.

Unexcused Absences — Per Course

Truancy and credit consequences for unexcused absences are determined at the period level, not the full-day level. A student present for some periods of the day but absent from individual class periods without excuse accumulates unexcused period absences for those specific courses.

- **3 unexcused absences in a course:** Written warning issued to student, parent/guardian, advisor, and 504/EST coordinator (if applicable).
- **5 unexcused absences in a course:** Truancy warning letter sent home. Formal Dean of Students or designee review meeting with student and parent/guardian. An Attendance Improvement Plan (AIP) may be issued. Credit is at risk.

Total Absences — Per Course

If a student accumulates ten (10) or more total class-period absences of any kind (excused and unexcused combined) in a single course during a semester, they may lose credit for that course regardless of academic performance. School-sponsored absences are excluded from this count.

- **7 total absences in a course:** Written notification issued to student and family as an early warning.
- **10 total absences in a course:** Credit review initiated by the Dean of Students or designee. An Attendance Review Committee may convene. Extenuating medical or personal circumstances will be considered. Students or families may appeal a credit loss determination to the Head of School within five (5) school days of the written decision.

Note: Loss of credit does not automatically mean a student must repeat a course. Determinations are made through the review process in consultation with the student's advisor, teachers, and counselor.

Threshold Summary

Threshold	Type	Action
3 unexcused absences	Per course, Per semester	Written warning — student, parent/guardian, advisor
5 unexcused absences	Per course, Per semester	Dean's review; AIP; credit at risk
7 total absences*	Per course, Per semester	Written notification to student and family
10 total absences*	Per course, Per semester	Credit review; credit loss possible; appeal available
8 unexcused full days	Semester	Truancy filed
15 unexcused absences	School year	Truancy filed

** Excused and unexcused combined; school-sponsored absences excluded.*

TRUANCY

Truancy is defined at the period level. A student accumulates truancy when absent from a class period without a valid excuse, regardless of whether they are present for other periods of the same school day.

Truancy Filing Thresholds

- **8 unexcused full-day absences** in a semester, or
- **15 unexcused full-day absences** within the school year

Progressive Truancy Intervention

Tier 1 — Early Notice (3 unexcused period absences in any course)

- Written notification to student, parent/guardian, and advisor.
- Student meets informally with advisor or counselor to discuss attendance.

Tier 2 — Formal Intervention (5 unexcused period absences in any course)

- Dean of Students or designee contacts parent/guardian to schedule a formal attendance meeting.
- Student, parent/guardian, and Dean of Students or designee review attendance and academic impact.
- Written Attendance Improvement Plan (AIP) may be issued.
- Each unexcused absence (or three unexcused tardies) results in two blocks of detention.

Tier 3 — Truancy Filed (8 unexcused full days in a semester, or 15 unexcused absences in the year)

- Formal truancy is filed.
- Matter referred to the Head of School.
- For students under age 16, persistent unexcused absence without parental cooperation may result in a report to Vermont's Department for Children and Families (DCF) and/or referral to the State's Attorney in accordance with 16 V.S.A. § 1127.
- Students incurring truancy who continue to be chronically absent from school may be dismissed from Lyndon Institute.

ATTENDANCE MONITORING AND INTERVENTION

Lyndon Institute monitors all absences, including both excused and unexcused, because excessive missed instructional time negatively impacts academic performance, school connectedness, and graduation progress. While both types of absences count toward monitoring thresholds, disciplinary consequences are generally associated only with unexcused absences, truancy, skipping, or repeated class cuts. The school will prioritize supportive interventions before punitive responses whenever possible.

Attendance Intervention Levels

The following intervention levels apply based on total absences (excused and unexcused):

Level	Trigger	Response
Level 1	6 total absences	Attendance notification home; EST Coordinator, Counselor review; student check-in
Level 2	12 total absences	Parent/guardian conference; attendance supports discussed
Level 3	18 total absences	Formal attendance meeting; Attendance Support Plan via EST
Level 4	20 total absences or 10% of school days	Chronic absenteeism identified; administrative review; possible truancy review if primarily unexcused

CONSEQUENCES FOR VIOLATING THE ATTENDANCE POLICY

Extenuating circumstances, including any related to disability, will be evaluated on a case-by-case basis by the administration.

- Absences from class, for any reason, may negatively affect a student's academic average and failing grades may be issued for the semester for those classes which are missed excessively regardless of the reason.

Per departmental policy, students may lose credit for assignments or assessments which are missed due to unexcused absences.

A student who accumulates excessive absences (not including those related to documented major-medical conditions) may not be entitled to:

- senior privileges
- High Honors and Honors status
- Be excused from Study Halls
- Opportunities to participate in trips, activities, or athletic events requiring loss of class time
- Community volunteer work during school time (e.g., Lyndon Rescue, Lyndonville Fire Department, etc.)
- Late arrival or early release privileges
- Work-based Learning opportunities
- Parking privileges

Please refer to the Lyndon Institute Athletic and Extracurricular Activities Policy for additional consequences resulting from an unexcused absence.

TEACHER AND STUDENT RESPONSIBILITIES

Teacher Responsibilities

Teachers are responsible for:

- Taking accurate attendance each class period.
- Submitting attendance promptly according to school procedures.
- Clearly identifying and recording in Blackbaud: excused absences, unexcused absences, tardies, early dismissals, and class cuts.
- Notifying administration or counseling staff when attendance concerns develop or after 3 class periods have been missed in a row.
- Documenting repeated class cuts or attendance concerns.
- Communicating concerns to families when appropriate.
- Providing reasonable opportunities for students to recover learning when appropriate.

Teachers should notify administration, counseling, or student support staff when a student demonstrates frequent absences, repeated tardiness, multiple early dismissals, multiple class cuts, sudden attendance changes, or attendance concerns affecting academic performance. Early intervention is encouraged before attendance concerns become chronic.

Student Responsibilities

Students are responsible for:

- Attending all scheduled classes.
- Arriving on time and remaining in class for the full period unless excused.
- Communicating appropriately with teachers and administration regarding attendance concerns.

- Initiating contact with teachers upon return from an excused absence to arrange makeup work.

EQUITY AND SUPPORT

Lyndon Institute recognizes that attendance barriers may include mental health needs, housing instability, transportation challenges, family responsibilities, medical needs, and safety concerns. The school will work collaboratively with students and families to remove barriers and support regular attendance before considering punitive measures.

POLICY REVIEW

This policy is reviewed annually by the Dean of Students Office in consultation with the Head of School. It is subject to immediate revision if Vermont H.0930 or subsequent legislation takes effect and imposes new requirements on approved independent schools.

Questions regarding this policy should be directed to the Dean of Students' Office.

APPENDIX A

Attendance Responsibilities Quick Reference Guide

For Parents and Guardians

Your Responsibilities

- Ensure your student attends school regularly and arrives on time.
- Notify the Attendance Office before your student will be absent, tardy, or dismissed early.
- Provide documentation when requested (doctor's notes, court documents, appointment verification, etc.).
- Communicate with the school if attendance barriers arise, including illness, mental health concerns, transportation issues, family emergencies, housing instability, or other circumstances affecting attendance.
- Attend attendance meetings if requested.
- Monitor your student's attendance through school communications and/or Blackbaud.
- Schedule vacations and appointments outside of school hours whenever possible.

Attendance Intervention Timeline

Note: Both excused and unexcused absences count toward the thresholds below.

- **6 absences** → Attendance notification home; counselor review
- **12 absences** → Parent/guardian communication or conference
- **18 absences** → EST Attendance Support Plan may be developed

- **20 absences or 10% of school days** → Chronic absenteeism review; possible truancy review if primarily unexcused

For Teachers

Attendance Responsibilities

- Take attendance accurately every class period.
- Submit attendance promptly according to school procedures.
- Clearly identify and record in Blackbaud: excused absences, unexcused absences, tardies, early dismissals, and class cuts.
- Notify administration or counseling staff when attendance concerns develop or after 3 class periods have been missed in a row.
- Document repeated class cuts or attendance concerns.
- Communicate concerns to families when appropriate.

Attendance Warning Signs

Notify administration, counseling, or student support staff when a student demonstrates:

- Frequent absences
- Repeated tardiness
- Multiple early dismissals
- Multiple class cuts
- Sudden attendance changes
- Attendance concerns affecting academic performance

Early intervention is encouraged before attendance concerns become chronic.

Driver's Education

Procedures Revised June 2024

Driver's Education is a state-regulated program following mandatory state guidelines. Driver's Ed is scheduled in the spring for the following school year. The School will publicize the time to enroll in Driver's education each spring prior to the date and time. It is common to have more students enroll for Driver's Ed than slots available. Driver Education enrollment for each term is based on the requesting student's year of graduation and date of birth. Driver permit issue date is required for all students. Permits in-hand are required a month prior to class; if not, enrolled students are pulled from the course. Priority is given to students currently enrolled at Lyndon Institute.

Early College Education

Students who meet the criteria as specified by Act 77 under the VT AOE as

well as criteria by a participating college or university in the Early College program will no longer be considered Lyndon Institute students should they choose to enroll in this program.

Consequently, students enrolled in the Early College program will not be allowed to participate in School-related activities including, but not limited to, Commencement ceremonies at the conclusion of the school year. In order to receive a Lyndon Institute diploma, Early College students must reapply to Lyndon Institute as an incoming student upon their successful completion of their college coursework for that school year.

Upon being accepted by Lyndon Institute, a high school diploma will be issued to the student through the mail or can be obtained directly from the Student Services office. Lyndon Institute reserves the right, upon receiving an application for re-enrollment from a student who dis-enrolled from LI in order to participate in the Early College Program, to consider the student's academic performance, attendance, documented behavior and other relevant information from the period of Early College Program participation.

Education Records

Policy Revised September 2019

Lyndon Institute recognizes the importance of keeping accurate and appropriate education records for students as part of a sound educational program. The school is committed to acting as trustee of this information, maintaining these records for education purposes to serve the best interests of the students, according to LI's document retention policy. The principle of confidentiality underlies all policies and procedures for the collection, maintenance, disclosure, and destruction of education records. The Head of School will be the legal custodian of all student records and has overall responsibility for school records and for assuring that adequate systems are in place to maintain such records.

Definitions

School Official means a person with legitimate educational interests who needs to review a student's education record or receive information there from in order to fulfill his/ her employment or official responsibilities for Lyndon Institute and who is

- a person employed by Lyndon Institute as an administrator, supervisor, educator (or substitute educator), paraprofessional, or support staff member including tutorial, health, law enforcement, custodial, transportation, nutrition, athletic, extracurricular,, and other support staff and others as designated by the Head of School;

Directory Information means information contained in a student's education record which would not generally be considered harmful or an invasion of privacy if released. The school will release directory information to relevant parties (determined by the school) without prior written consent unless the parent(s)/guardian(s) or eligible student (age

eighteen or older) informs the Head of School in writing that any or all of the information designated below should not be released without prior consent. Directory information includes:

- Student's name, address, and date of birth
- Student's telephone listing and email address
- Date of enrollment, dates of attendance, and enrollment status
- Student's grade level classification
- Student's participation in recognized school activities and sports
- Student's weight and height if a member of an athletic team
- Student's diplomas, certificates, awards, and honors received
- Most recent educational institution attended by a student

A parent or adult student has the right to refuse to let Lyndon Institute designate any or all of the types of information listed above about the student as directory information. Within 30 calendar days of the student's enrollment and by October 1 of any subsequent school year, the parent or eligible student must notify Lyndon Institute in writing that s/he does not want any or all of those types of information about the student designated as directory information.

Notification of Rights

Annually, the school will notify parent(s)/guardian(s) of students currently in attendance, and eligible students (age eighteen or older) currently in attendance, of their rights under the Family Educational Rights and Privacy Act (FERPA) of 1974.

Notice will be given in a manner outlined by the Head of School and likely to inform parent(s)/guardian(s) and eligible students of their rights including their right to:

- inspect and review the student's education records;
- request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
- file with the U.S. Department of Education a complaint concerning alleged failures by the school to comply with requirements of the FERPA; and
- obtain a copy of the school's policy and written procedures or protocols related to Record retention.

Most specifically, the Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records.

Disclosure of student information will be made only with the written consent of the parent(s)/ guardian(s) or eligible student (age eighteen or older), subject to the following exceptions. Information may be disclosed, without written consent:

- to officials of the school in which the student is enrolled who have a legitimate educational interest in the records and require the information to adequately carry out their jobs;

- upon request to officials of a school in which the student seeks or intends to enroll, and once information has been provided, Lyndon Institute may provide updates;
- under court order or subpoena;
- to individuals seeking directory information (see Definitions, above);
- in connection with a student's request for financial aid;
- to appropriate parties in a health or safety emergency;
- to federal and state authorities in compliance with 34 CFR 99.31;
- to accrediting organizations, (e.g., the Vermont Department of Education and the New England Association of Schools and Colleges) to carry out their accrediting functions;
- to parents, as defined by 34 CFR 99.3. and to eligible students (eighteen years old or older); and
- in other instances, as authorized by 34 CFR 99.31.

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, Lyndon Institute will maintain a record of all requests for and/or disclosures of information from a student's education record according to the School's Records Retention policy. Lyndon Institute will also record all requests for amendment of the record and the disposition of the request (s). Parents and eligible students have a right to inspect and review the record of disclosures.

Parent(s)/guardian(s) of students or eligible students may inspect and review the student's records upon request. Parent(s)/ guardian(s) should submit requests to the Head of School in writing specifying as precisely as possible the information they wish to inspect. The Head of School will make appropriate arrangements to meet with the parent(s)/guardian(s) for such inspection according to procedures developed by the school's administration.

If an eligible student or parent(s)/guardian(s) believe the education records contain information that is inaccurate, misleading or in violation of any of the student's rights, they may request the Head of School to amend the record. If the Head of School decides not to amend the record as requested, the student or parent(s)/guardian(s) may appeal using the district's general appeal process.

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, SW Washington,
DC 20202

Noncustodial Parents

Access to a student's school records shall not be denied to a parent solely

because that parent has not been awarded parental rights and responsibilities by a court. However, access will be denied where a court order or other legally binding document specifically revokes a parent's right of access to such records.

- Each contract entered into between Lyndon Institute and persons or entities who may receive either a student's education record(s) or personally identifiable information shall contain a provision setting forth the restrictions on disclosure of information from education records.
- Lyndon Institute will maintain a record of all requests for and/or disclosures of information from a student's education record according to the school's procedures.
- Lyndon Institute will also record all requests for amendment of the record and the disposition of the request(s).

RELEASE OF STUDENT INFORMATION TO RECRUITERS

Revised July 2011

Lyndon Institute is required to notify parents/guardians that they may request their child's name, address, and phone number not be released to recruiters from the military or to institutions of higher learning without prior consent.

Juvenile Court Record

Within seven days of a court finding, the Family Court is required to inform in writing the Head of School of an independent school in which a student is enrolled that the student has committed a delinquent act requiring notice.

Sharing of Information

The Head of School shall inform only those for whom the information is necessary for the rehabilitation program of the student or for the protection of staff or students, and only after first evaluating rehabilitation and protection measures that do not involve informing staff or students. "Need to know" should be narrowly and strictly interpreted. Persons receiving this information shall not discuss the information with anyone except the Head of School, the student, the student's parent(s) /guardian(s), law enforcement personnel, the student's probation officer or others who have been similarly informed by the Head of School, law enforcement personnel or the student's probation officer.

Maintenance of Records

The notice from the Family Court shall be maintained by the Head of School in a file separate from the student's education record. Upon the graduation of the student or when the student turns eighteen, the Head of School shall destroy the notice. If a student transfers to another public or private school, the Head of School shall forward the written notice in the original marked envelope to the Head of School of the school to which the student is transferring.

Transfer of Records

When a student transfers to another school or school district, all student records shall be forwarded, subject to any outstanding balance owed by the

student. If a student owes a balance, the balance shall be paid in full prior to the official transcript being released. Students need to fill out a withdrawal/exit form prior to records being forwarded. The transfer/withdrawal form can be found in Student Services. A sample of the transfer/withdrawal form can be found in the addendum section of this Student/Parent Handbook.

Staff Training

Annually, the Head of School shall ensure that training is provided to all members of the Board of Trustees and staff concerning their responsibilities to maintain the confidentiality of information from student education records consistent with the Family Educational Rights and Privacy Act and state requirements for records of juvenile proceedings. Such training shall be tailored to the scope of the staff or Board member's duties and, so appropriate, include presentation of information on:

- the maintenance and storage of educational records;
- record-keeping requirements regarding disclosure of a student's education record;
- the potential penalties, both to the staff/Board member and the school, for inappropriate disclosure of a student's education records or personally identifiable information there from;
- the definitions of "record," "education record," "directory of information," and "personally identifiable information" under federal law;
- where to receive advice and direction in circumstances where the Board or staff member's responsibilities in this regard are unclear; and
- the penalties for violation of the rules of confidentiality set forth in Vermont law, including with respect to juvenile court records.

Evolution Education: Lyndon Institute Position Statement

Lyndon Institute supports the position that evolution is a major unifying concept of science and should be part of every students' high school curriculum. Both the national and state science standards include evolutionary theory as a principal concept. Consequently, students are required to exhibit a high level of understanding of evolution on all standardized tests at state and national levels. A student may believe as they wish, but the student will still be required to learn evolution from a scientific standpoint even if s/he does not accept it as being true.

Grading

Marking Periods

Revised July 2011

There shall be four quarters, two per semester, per academic year

Makeup Work and Incomplete Grades

Revised June 2003

- Work assigned during an excused absence will be made up within the amount of absent days starting with the day of student's return.
- A student able to show reasonable cause may be allowed a longer period of time. The teacher has final determination to grant or deny an extension. Such arrangements must be in writing to be binding.

Incomplete Grades

- All makeup work associated with an incomplete grade must be made up during the first two weeks of the following quarter.
- Makeup work not completed during the first two weeks of the following quarter will result in a failing grade being issued for all missing work and the course grade calculated as such.
- Exceptions to the two-week requirement must be granted in writing prior by the Academic Dean.

Failed Course, Change of Grade Once Repeated

Any student who repeats a course due to a failing grade and successfully passes that course shall have the failing grade replaced by the passing grade for the purpose of recalculating the student's GPA. However, all attempts at passing a course, whether successful or unsuccessful shall be represented on the student's transcript.

Graduation

Policy Revised June 2016

It is the goal of Lyndon Institute to provide its students with a genuine opportunity to complete a secondary program of studies and to receive a diploma. Genuine opportunity includes access to elective courses and other program options for all students with aptitude or interest to benefit from them.

Genuine opportunity also includes providing for the participation of students with special needs by:

- making available instructional accommodations as well as physical accommodation when required and reasonably possible, as specified by the student's IEP;
- using parallel curriculum that differs only in scope, sequence, or detail; and/or
- providing for alternative curriculum for those few pupils who cannot make progress in regular or parallel curriculum.

Lyndon Institute provides academic credit for all approved course work, regardless of the educational placement in which it occurs. Assignment of academic credit for approved coursework will occur in accordance with procedures approved by the Academic Dean.

In collaboration with the sending school district, students on IEPs will be ensured of their due process rights with respect to graduation through any required evaluation procedures which will typically occur at least six months prior to anticipated graduation.

Procedures Revised June 2016

The student, their school counselor, and the Director of Special Education will adapt learning experiences to the student's age and ability when the standard course work at Lyndon Institute does not provide the student with a genuine opportunity to complete the number and distribution of credits as required to graduate from Lyndon Institute, per the IEP.

If the student and their parent(s)/guardian(s) disagree with a refusal to assign academic credit for a particular learning experience outside the standard coursework offered by Lyndon Institute, that decision may be appealed to the Head of School. After considering information from all parties concerned, the Head of School shall make a final decision on the matter.

Annual credit requirements:

Grade 9	8 credits
Grade 10 & 11	7 credits
Grade 12	6 credits

Graduation Requirements

Classes of 2027 & 2028

Core

English	4	
Social Studies	3	
Mathematics	3	
Science	3	
Fine & Performing Arts	1	
Physical Education	2	
<u>Health education</u>	$\frac{1}{2}$	16½ credits

<u>Electives</u>	11½
TOTAL	28 credits

Classes of 2029 & Beyond

Core

English	4	
Social Studies		3

Mathematics	3
Science	3
Fine & Performing Arts	1
Physical Education	1½
<u>Health education</u>	<u>½</u>
	16 credits

<u>Electives</u>	<u>12</u>
TOTAL	28 credits

Lyndon Institute will recognize credits earned in a home-schooled program that has been registered with a state agency or department of education (see policy in this handbook).

Graduation Attire

This is a formal event. Caps and gowns may not be altered in appearance or decorated for the commencement ceremony.

Early Graduation

In general, LI believes it is in the best interest of students to complete all four years of work before earning their diploma. Students who have met all the graduation requirements set forth by Lyndon Institute (and captured in this Handbook) may, however, apply for early graduation to the Head of School using the form found [here](#). Lyndon Institute encourages students who have met all the graduation requirements as a senior to use the rest of their high school year to: take college courses, take career and technical education courses, engage in work based learning, apply for an internship, or explore other course offerings that would enrich their post-secondary education experience. The granting of early graduation will be limited in nature based on special circumstances. The form for early graduation must be submitted by the end of their Junior year for consideration.

Students who apply for early graduation and are approved by the Head of School will receive a diploma with a December graduation date and will not be allowed to participate in any additional School-related activities after that. This includes, but is not limited to, sports/extracurricular activities, J-Term, end of year assemblies, prom, and Commencement. The decision to graduate early means that one is no longer a student at Lyndon Institute and has formally transitioned to alumni status.

Library Use

Revised June 2017

The Elliott Memorial Library is an integral part of the school's instructional program. It provides a peaceful environment for quiet study, academic

research, computer access, printing stations, and reading.

The library consists of three floors to suit various needs. The MAC (Monahan Academic Commons) is a relaxed area for QUIET study for high honors students. It also shelves our fiction titles. The middle floor has work /study areas and the Seaver Conference Room. The bottom floor contains research books, Upward Bound program offices, and staff offices.

Library Admittance and Privileges

All students are welcome in the library before and after school. All students with High Honors and seniors with Honors are welcome in the library whenever they have free periods. Other students will utilize their assigned Study Halls as their venue for working on school assignments, during which time they can access our online library resources using their Chromebooks. Teachers may make prior arrangements with the librarian for other special academics-related uses, such as utilizing one of our alternative classrooms or hosting a class in the library. Inappropriate student behavior may result in limited or lost library privileges and/or disciplinary action.

Research

Several reliable databases are available to students through LI's website. The Cengage Learning (GALE) offers many useful and dependable databases for academic research and study. A descriptive overview handout is available at the library's main desk. See Research projects (below)

Checkouts

Students may check out available library materials for up to four weeks. If the checked out titles have not been returned within four weeks of their due date, the student will be restricted from checking out additional material(s). After ten weeks, the student's family will be invoiced for the price of the material(s) and the student is subject to losing library privileges.

Use of Electronics in the Library

Electronic devices may be used in the MAC for educational purposes. Headphones, earbuds, etc. must be used when audio is being used. Any student not complying with these guidelines will be asked to put their device away. If a second violation of this policy occurs, the electronic device will be confiscated until the student leaves the library. If a third violation of this policy occurs the student will no longer be allowed to use their device in the library and may lose library privileges, as well as other disciplinary actions.

Lyndon Institute Library Policies and Procedures

Vision Statement

At the Lyndon Institute Library, our vision is to foster a community of shared learning and inquiry, to build learners who think critically, appreciate literature, and are committed to ethically engaging with the world around them

Mission Statement

Our mission is to create a space where all students, staff and families have equitable access to information, resources, and literature within a safe, accessible, and welcoming environment. We are committed to providing a diverse collection that shares stories reflective of our local and global community. Through collaboration and integration with classroom teachers, the library will aid students in becoming deep thinkers with the ability to critically evaluate information. The library is the heart of the school, a place where all people can foster their love of reading.

Circulation Procedures

Books for Students:

- Students may borrow up to fifteen books at a time.
- The loan period is for fourteen days.
- The renewal limit is set to two times, but can be changed on a case by case basis.
- Students may place no more than two holds at a time.
- Holds will expire after three days.
- The maximum fine per book is \$20.00.

Books for Faculty/Staff:

- Faculty/Staff may borrow up to fifteen books at a time.
- The loan period is for twenty eight days.
- The renewal limit is set to two times, but can be changed on a case by case basis.
- Faculty/Staff may place no more than ten holds at a time.
- Holds will expire after five days.
- The maximum fine per book is \$20.00.

General Book Information:

- There are no daily fines for overdue books, but no patron may borrow additional books until all overdue books are returned.
- Patrons may renew books as long as another patron has not placed a hold on it and is waiting to check it out.
- At the end of the school year, any book that has not been returned will be marked lost. Patrons with lost books on their account will not be able to check out more materials until the book is returned or the associated fine is paid.
- In the case that, a student or family cannot make a fine payment, arrangements will be made to use community service hours as compensation for the lost book.

- If a patron requests a book the L.I. Library does not have, the librarian will make an effort to borrow the book from a local library or through Clover's interlibrary loan system.

Periodical/Reference Material:

- Periodical and reference materials are for in library use only.
- If any patron needs to borrow periodical/reference material, they may do so with permission from the librarian.

Scheduling Information

- Teachers should email the librarian to schedule a time to use the common library space. The scheduling of Seaver Conference Room and The Simpson Learning Lab are not the librarian's responsibility.

Behavior Expectations

Behaviors on the various levels:

- The first floor of the library is used as a quiet work space by high honor students, seniors with honor roll, students granted permission by their sending classroom teacher, and any student looking for a book. Students on the first floor are expected to work quietly.
- Study halls will be held on the second floor of the library A-D block. The study hall monitor is responsible for enforcing school rules and policies.
- During lunch, students with high honors and seniors with honor roll may use the first floor of the library to read or work on assignments. Students are expected to work quietly.
- Students are expected to obtain permission from their sending teacher and provide written permission to the librarian in order to use the third floor. The librarian may also grant permission for the use of this space.

General library expectations:

- School rules and policies are expected to be followed.
- Students, not in a scheduled study hall, will sign in with their student ID's at the circulation desk.
- Quiet voices and respectful language are expected.
- Headphones will be used for audio.
- Materials are returned to their rightful place if they're not being checked out.
- No materials should leave the library without permission or without being checked out.
- Students are expected to pick up after themselves.

- Food and drinks are permitted, but students may lose this privilege if they do not pick up after themselves.
- Students are expected to treat all people and materials with respect.

Collection Development Process

It is the policy of the Lyndon Institute Library to provide students access to a wide variety of educational materials.

- Responsibility for the selection of all library/media materials is delegated to the Librarian.
- Resources will be selected with LI's academic goals, core values, and mission in mind.
- All final purchases are approved by the Dean of Academics.

The following will be considered when choosing materials for the library:

- Materials support 9-12th grade state standards.
- Materials meet the educational, emotional, and recreational needs of students and staff.
- Materials provide a diverse perspective, reflective of the local and global community.
- Materials are accurate.
- Materials with differing viewpoints and controversial issues will be used for educational purposes to inspire conversations that promote critical thinking.

Materials will be weeded at the Librarian's discretion. The following will be considered when discarding materials:

- Age
- Condition
- Relevancy
- Accuracy
- Circulation rate

Challenged Materials

It is the policy of the Lyndon Institute Library to provide for fair and impartial review of any complaint about material provided by the library.

1. All complaints will be reported to the Librarian and Academic Dean.
2. The Librarian and/or Academic Dean will contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the philosophy and goals of Lyndon Institute and/or the library media center. The complainant will be encouraged to read the material in its entirety.
3. If the complaint is not resolved informally, the complainant will be supplied a packet of materials consisting of the school's mission and vision statement, the library's mission and vision statement, the

materials selection policy, the Freedom to Read Act, and the procedure for handling objections. This packet will also include a standard printed form which will be completed and returned before consideration will be given to the complaint.

4. Formal requests for reconsideration will be submitted to the Head of School. If the formal request for reconsideration has not been received by the Head of School within two weeks, the issue will be considered closed. If the request is returned, the reasons for selection of the specific work shall be re-established by the librarian.
5. In accordance with this policy statement, no questioned materials shall be removed from the library pending a final decision.
6. Upon receipt of a completed objection form, the Head of School will determine if the material does or does not uphold the school's mission and vision statement, the library's mission and vision statement, and the material selection policy.

Freedom to Read Act

Information about Library Integrated System

Follett Destiny serves as LI's library management system. Follett Destiny can be accessed by all patrons at lyndoninstitute.follettdestiny.com, also available through the LI app. Destiny Discover is the landing page for Follett Destiny users. The landing page is where the school's catalog and online resources can be accessed.

Works Cited

- American Library Association. "The Freedom to Read Statement." Advocacy, Legislation & Issues, ALA, 1 June 2020, www.ala.org/advocacy/intfreedom/freedomreadstatement.
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- "Paul Cummins Library Collection Development Policy," Crossroads School for Arts and Sciences, 2020-2021.
- Vermont School Boards Association. "Model Policy Manual." *VSBA*, VSBA, Nov. 2021, www.vtvsba.org/copy-of-model-policy-manual.

Research Projects

Revised July 2012

A research paper or project is often assigned as part of a course requirement.

A bibliography will be included at the end of the project to give credit to the sources used (books, periodicals, videos, online sites, etc.) and may follow the American Psychological Association (APA) style or the Modern Language Association (MLA). Forms for writing a bibliography using the APA and MLA style are available in the library and from individual teachers. Students should also refer to the Academic Dishonesty/Anti-Plagiarism Policy in this Handbook.

Specialized Instruction

Specialized Instruction Programs at Lyndon Institute adhere to the school's Mission and Core Values. In order to meet the needs of all students to enable them to achieve the greatest success in secondary school, we offer many programs and support in integrated learning environments as well as specialized courses of instruction as necessary to comply with state and federal regulations.

Special Education: Students who have been identified as eligible for special education services are provided with a Special Education case manager who will work with students, families, and the school community to ensure that each student's Individualized Education Plan (IEP) is carried out effectively and meets their unique needs while preparing them for further education, employment, and independent living.

Section 504: Section 504 of the Rehabilitation Act of 1973 is a federal civil rights statute prohibiting discrimination on the basis of disability. At Lyndon Institute, students meeting eligibility criteria for Section 504 will have educational plans developed by the student, his/her family, and appropriate teaching and support staff. The plan will be monitored by the 504/EST Coordinator.

Educational Support Team (EST): the EST is facilitated by the EST Coordinator. Students may be brought to the EST through a referral process or the team may use screening assessments to identify students who might need additional support. Referral information and data are used to determine the area to address and to set targets and time frames for improvement. It is anticipated that these additional supports, especially targeted, will only be needed for a limited time. The process is overseen by the 504/EST Coordinator.

Study Halls and Learning Labs

Revised June 2012

So that we may approach a degree of similarity in our study halls and learning labs, the following regulations will be followed:

- Study halls and learning labs are to promote an atmosphere conducive to studying;
- All students must bring study or reading materials to study hall and learning labs;
- Permission to study together is determined by the supervising adult;
- Not more than one student at a time is to be excused to go to their

locker or the bathroom unless an emergency situation arises, and they may not take their phones with them to the locker or bathroom;

- Students will not be allowed to leave study hall or learning labs during the last six minutes of the period;
- Being late to study hall and learning labs will not be tolerated and may result in detention.

Transfer and Withdrawal Requests

A family needing to transfer or withdraw their student from our school should visit Lyndon Institute's Student Services Office in Main Building, Room 202, between 8:30am and 4:00pm, Monday – Friday, to meet with the Registrar and complete the proper paperwork. Parental permission is required before we can release any records to other schools, including transcripts, report cards, SEVIS records, and teacher recommendations. You may ask any teacher for a recommendation; teachers will give completed recommendations directly to the Registrar in Student Services. Before departing LI, students will be required to turn in any school property including books, learning materials, Chromebooks, and Chromebook chargers.

ATHLETICS AND ACTIVITIES

At Lyndon Institute we understand and appreciate the importance of athletics and co-curricular activities in the overall education of our students. Experiences teach values such as hard work, commitment, leadership, discipline, teamwork, and physical fitness, all within a framework of academic excellence. Participation contributes to the physical, emotional, and social health of our students, and promotes a sense of unity and cooperation among athletes, the student body and the larger school community.

In terms of competitive athletics, Lyndon Institute has a tradition of success as measured by wins and championships, and winning is a natural goal. Our teams will strive to win, but emphasis will be placed on effort, improvement, respect for the rules of the game, coaches, teammates, opponents, and officials, and learning to win graciously and lose with dignity. Winning is emphasized more strongly at the varsity level, but never at the expense of healthy attitudes, values, and perspective.

Winning, however, is not the only measure of success and many other valuable measures should be considered in the overall assessment of a students' experience and the success of a program. At junior varsity and club levels, winning remains a goal, but participation and skill development are the primary focus. Above all, we want all of our athletes to have a rewarding and enjoyable experience.

All student participants and their parents/guardians should have a working understanding of the procedures contained herein. Enrollment at LI constitutes your understanding and agreement to adhere to these guidelines.

High school athletics and activities are valuable components of education, and we hope you find your experience here at Lyndon Institute to be rewarding and enjoyable. In choosing to become involved in LI outside of the classroom, not only will you experience enjoyment, competition, and camaraderie, but you have also made a commitment to your team or group, your school, and your community. An important aspect of your participation is honoring that commitment.

Athletics, Activities, Clubs, and Organizations (AACO)

AACO: General Statement

Policy Revised July 2019

Lyndon Institute (LI) recognizes that athletic, extracurricular, and co-curricular, and extra-curricular activities provide additional opportunities and challenges for personal growth and development. Through participation and competition, students learn teamwork, self-discipline, and respect for the rules. Participants in co-curricular, and extracurricular activities and athletics become models for good citizenship.

Conforming to acceptable behavior is an expectation for all participants and athletes at Lyndon Institute. In addition, as a member of the Vermont Principals' Association (VPA), Lyndon Institute requires all athletes to conform to all rules and regulations adopted by the VPA.

VPA Rules and Regulations

The Vermont Principals' Association, comprised of more than 300 Vermont high schools, sponsors sports and other co-curricular activities for students around the state.

- A student who competes in any VPA-sanctioned activity must be under nineteen years of age, except that a student whose nineteenth birthday occurs on or after August 1 is eligible for all activities in the ensuing school year. Students who have attained the age of nineteen prior to August 1 shall be ineligible for all VPA sanctioned activities.
- Students are ineligible if they have graduated from any course of study in a secondary school comparable to the Vermont system. The initial determination of whether the secondary school is comparable shall be made by the school's principal. If there is a question concerning the eligibility of a student under this rule, the VPA Executive Director may review the principal's determination. Determining whether a secondary school is comparable, the Head of School, Executive Director, Activity Standards Committee, and Board of Appeals shall give consideration to the normal number of years of the primary and secondary school program; the length of the school day and year; the curriculum; whether graduation makes the student eligible for post-secondary education; and any other relevant information. If the total length of the normal primary and secondary program for the school system in question is less than twelve years, the secondary school may be deemed less than comparable. Waivers of this eligibility rule may be granted in accordance with these bylaws.
- Students have four consecutive years or eight semesters of eligibility for participation in school activities. Attendance of thirty school days of any semester shall be regarded as a semester. Attendance is defined as being included in the official roll and attendance records of the school and not being physically present in a class. A student that is enrolled for their eighth and final semester of eligibility; during the fall/winter term, may complete the winter sports season as long as he/she is an eligible student and has not graduated.
- No student may participate in the same sport for more than four seasons.
- Athletes must have a physical exam, adequate insurance, and parental/guardian approval before practicing or competing in an interscholastic contest. The parent(s)/guardian(s) of the student must also sign a consent and waiver/release form as provided by Lyndon Institute.

- Athletes who participate in competition in a school-sponsored sport shall not compete as a member of a non-school sponsored organized activity in the same sport during that season.

VPA Loyalty Clause:

VPA Policies Art. III, Sec. 3, Part B Non-School Competition (5/28/14)
A member of a school team is a student athlete who is regularly present for, and actively participates in, all team tryouts, practices and competitions. Bona fide members of a school team are prevented from missing a high school practice or competition to compete with an out-of-school team, practice or competition to include tournaments, showcases, combines or other athletic events. Whenever a conflict arises between the high school team practice/competition and an out-of-school practice/competition on the same day, the high school team practice/competition shall be honored by the student athlete.

Priority must be given at all times to the high school team, its practices, and its contest unless permission has been granted by the school. It is expressly understood that permission shall not be granted on a regular basis and shall only be granted in extraordinary circumstances. This loyalty clause adopted by the Vermont Principals' association replaces former Lyndon Institute procedures pertaining to participation in Non-LI Sports teams in an existing season.

AACO: Academics

Policy Revised July 2026

Academics are the primary focus at Lyndon Institute. It is the responsibility of all students who are participating in athletics and/or co-curricular, and extra-curricular activities to maintain satisfactory grades.

- Students are required to achieve a passing grade in each course for academic compliance.
- Student-athletes will have their academic progress reviewed regularly.
- Any athlete who has failed a class or classes in the previous quarter will be placed on academic probation.

Academic Probation

When the Registrar notifies the Athletic Department that a student-athlete has failed a class, or follows up with a grade still not passing:

- Student-athletes will have a 2-week probation where participation in competitions may not be allowed.
 - Student-athletes should still participate in practices.
- Should a student-athlete not raise their grade to passing in the 2-week probation they will be placed on an academic suspension from the team.

- The student-athlete will not be allowed to participate in practices or competitions
- The student-athlete will communicate with corresponding teacher(s) and Athletic Director the plan to earn a passing grade (eg. make-up work, test, quizzes, etc)
- If after the academic suspension the student-athletes grade is still not at the required level, they may be dismissed from the team and will be placed on probation at the start of the next athletic season.

AACO: Student Conduct

Procedures Revised July 2019

When the Campus Life Office notifies the Athletic Director that a student participating in athletics, co-curricular, or extra-curricular activities skips a class or study hall, or is suspended by the Administration, s/he may not be allowed to participate in the next scheduled interscholastic contest in which s/he is eligible to participate.

In accordance with the Activity Transportation Procedures, students participating in athletics, co-curricular and extra-curricular are expected to travel to and from away contests with their team. Exceptions can be requested from the Administration. Any violation may result in suspension from athletic events, extracurricular, and/or co-curricular activities.

There will be no tolerance for harassment, bullying, or hazing of fellow teammates or members of other teams during or outside of an event.

If a student participating in athletics, co-curricular, or extra-curricular violates any athletic or academic rule during the spring sports season, the consequences may carry over to the fall sports season.

A student athlete may participate in no more than two sports per season. A "priority sport" must be determined prior to the start of the season. The priority sport will take precedence for any conflicts in team schedules. Both coaches must agree to allow participation in both sports and must determine the practice and play procedure with the student athlete in advance of the sports start date.

Coaches Statement

Each sport or team is unique. It is appropriate for individual coaches to determine and set team rules for participation in athletic contests. Athletes are responsible for complying with team rules, as well as the provisions of the Student/Parent Handbook, and participation in athletics may be conditioned on compliance with any such team rules. These rules will be made known to the athlete prior to the start of practice for the season, and may not be contrary to established policy. They are reviewable by the Athletics Director.

Home-Schooled Students and Athletics

Only students enrolled in Lyndon Institute academic programs will be allowed to participate in Vermont Principals' Association (VPA) activities. Home-school students will participate under the same rules and policies as any other student. Home-school students will be billed fees at the same rate as regular students. However, the fees will be prorated depending upon courses taken and the activities in which the student participates. Fees will be billed by semester to the town of residence. It is possible for a home-schooled student who is not enrolled at LI to participate in team practices, but compete as an independent athlete at events. Such determinations will be made by the Athletics Director.

VPA Policy on Gender Identity

Lyndon Institute follows the VPA policy guidelines in regards to anti-discrimination in athletics.

The Vermont Principals' Association (VPA) recognizes the value of participation in interscholastic sports for all student-athletes. The VPA is committed to providing all students with the opportunity to participate in VPA activities in a manner consistent with their gender identity as outlined in the Vermont Agency of Education Best Practices For Schools For Transgender And Gender Nonconforming Students. Vermont's Public Accommodations Act (9 V.S.A. 4502) and VPA policies prohibit discrimination and/or harassment of students on school property or at school functions by students or employees. The prohibition against discrimination includes discrimination based on a student's actual or perceived sex and gender. Gender includes a person's actual or perceived sex as well as gender identity and expression. The full VPA policy is available on the VPA website

Tryouts

In some sports, it may be necessary to reduce the number of participants to a manageable size, particularly when considering safety, fiscal resources, equipment, facilities and coaching personnel. The coaches will determine the composition of each interscholastic team.

Cut Policy: One of the most difficult and unpleasant tasks of coaching a team or directing a production is making "cuts." Before deciding to try out for an athletic team or drama production at Lyndon Institute, students must be prepared to accept the possibility that they may not be selected. No one enjoys telling a student that s/he did not make the team or cast, but in some activities it is essential to reduce the squad/cast to a manageable size, considering safety, resources, facilities, and personnel. The decision regarding cuts is final. No candidate (including seniors and students who have played/performed on the team/cast previously) is guaranteed a spot on any team or cast. You will improve your chances of making a team by reporting to practice on time, in shape, with the necessary paperwork, and with a good attitude. If extenuating circumstances will not allow you to attend all or part of tryouts, contact the coach or director.

Uniforms and Equipment

Students are responsible for all uniforms and equipment issued to them, including keeping them clean and in good repair and returning them at the

end of the respective season. Students are liable for lost and damaged items and will be charged as determined by the respective coach. Diplomas will be withheld from a student until such time as they have either returned their uniforms and/or equipment, or have reimbursed to the school the market value of the uniform and/or equipment.

Participation

It is the policy of Lyndon Institute to require a physical examination every other year for students who engage in interscholastic athletics. These exams are at the expense of each individual. The Athletics Office and the Office of Campus Life have the necessary forms, which must be completely filled out and signed. All candidates are required to furnish proof of accident/health insurance. An athlete must practice ten days with the team before they can play in a game. An athlete is expected to be at practice to participate or watch every day.

Playing on a team is a commitment and responsibility. If you quit a sport after the first two weeks, you may not play in the first three games the following season.

Awards

- All participants will receive a certificate of participation.
- A participant who is a member of a varsity-level sports activity for the entire duration of the respective season may be awarded a varsity letter or the appropriate metal insert award.
 - Students who wish to purchase a varsity letter jacket should contact the Athletics Director.
- A captain's pin shall be awarded to all participants recognized as captains of a varsity sport.

Eligibility: Day of Game/Activity

When the Campus Life Office notifies the Athletic Department that a student-athlete was absent for more than two periods in a school day, that student-athlete may not participate in an athletic activity that same day.

The Athletics Director has sole discretion to determine whether extenuating circumstances warrant an exception. If the student-athlete or family disagrees with the Athletics Director's determination, they may request reconsideration; on game days, this request must be made 2 hours before game time for home contests or 2 hours before dismissal for away games.

The Athletics Director will notify the appropriate coach of the student-athlete's attendance status and eligibility to participate.

Administration: Concussion Guidelines

LI follows the State of Vermont Concussion Guidelines, including the Return to Play Protocols. LI student athletes and their parents are required to review the student and parent concussion materials which are posted on the school's website in the Athletics Section under Concussion Policy. Copies are available in the Athletic Office and the Health Center. Each

student athlete and their parent/guardian must annually sign a form acknowledging receipt of information from LI regarding the nature and risks of concussions and other head injuries during athletic activities, the risks of premature participation in athletic activities following a concussion or other head injury, and the importance of obtaining a medical evaluation of a suspected concussion or other head injury and receiving treatment when necessary.

NCAA and Collegiate Eligibility: Students may wish to participate in intercollegiate athletics after high school. The NCAA requires certain minimums on high school core courses, grades, and SAT/ACT standardized test scores. It is the responsibility of the student to monitor his/her status with regard to NCAA requirements. Questions in this area may be directed to the CCC, or use the following resources:

For information about NCAA eligibility, go to <https://web3.ncaa.org/ecwr3/>
For a free copy of the Guide for the College-Bound Student Athlete, call 1-800-638-3731 or go to:
<http://www.ncaapublications.com/productdownloads/CBSA.pdf>

Change of Sport

Except in isolated and unusual cases, students will not be permitted to change sports during the season. Students should make every effort to fully and completely participate in the sport in which they displayed an initial and genuine interest. If a problem occurs in this area, the affected coaches and the Athletics Director will render a final decision.

Academic Makeup Work

Students who miss class as a result of contests and activities are expected to make up the work. This may include after-school sessions. Participants, families, and coaches should understand that practice is not an acceptable excuse for failing to complete make-up work or for failing to attend after-school help sessions or detention.

AACO: Activity Transportation

Procedures Revised July 2011

All students attending Lyndon Institute activity trips must travel both ways on the school-sponsored bus unless prior permission has been granted by the Administration. Permission may be denied by a coach or advisor in the case of special events or contests where bus transportation is required. Otherwise, the student will be granted permission if an activity transportation form is completed and the parent/guardian signs the activity transportation form in the presence of the trip supervisor. Violation of the Activity Transportation Procedures may result in game suspension or activity limitation. The decision of the Administration will be final.

INJURIES: The fundamentals of playing sports safely will be taught and emphasized. No protective equipment can totally eliminate the inherent physical risks of playing sports, which may include serious brain and/or neck injuries including paralysis or death.

Although the risk of serious injury is small, you need to be aware of the risk and stress the importance to your child of following and adhering to the techniques and direction of the coaches. LI employs an Athletic Trainer who is available to students to assist and/or advise in the care, prevention, treatment, referral and rehabilitation of injuries. All injuries occurring while participating in athletics or activities must be reported to the coach/advisor and/or trainer. Students who are treated by a physician, whether or not they are being treated by the trainer, must submit to the coach written permission from the physician before returning to the activity. Our coaches will work hard to provide appropriate instruction designed to help keep our athletes safe, but there is an inherent risk of injury while participating in athletics.

PLAYING TIME: Decisions regarding playing time are made by the coach in the best interests of the team. At JV and club levels, playing time will not necessarily be equal, but every effort will be made to get all students playing time in each contest, regardless of their ability, provided the coach determines they meet the following requirements:

- The student is in good mental and physical health and playing will not place the student at unreasonable risk of injury;
- The student abides by all school, department and team rules;
- The student strives to "earn" playing time by consistently demonstrating good sportsmanship, respectful behavior toward teammates, coaches and officials, a positive attitude and strong work ethic. At the varsity level winning is emphasized more strongly. Playing time is determined by the criteria above, an individual's ability, and the team situation.

At all levels, students and parents must understand that playing time is not guaranteed, coaches' decisions around playing time are difficult, and interscholastic sports are competitive. Regardless of playing time, every member of our team is important and has the opportunity to help their team while having an enjoyable experience. We encourage all students to maintain a positive, team-first attitude, work hard to improve, and to always do their best. We ask parents/guardians to help their students learn that playing time is not the most important aspect of their high school sports experience.

Parents/Guardians are encouraged, regardless of how much their student plays, to stay positive with their kids, their teammates, and their coaches. Students who have questions about their playing time should address them directly to the coach. Coaches are not required to discuss playing time with parents. Coaches' decisions about playing time are final.

Communication of Athletics/Club Concerns This section is intended to help improve communication between parents, coaches and administrators, ultimately for the benefit of the student. Involvement in co-curricular activities will allow your children to experience some of the most rewarding times of their lives. However, there will likely be times when things don't go their way, or they disagree with a coach/advisor. It is important that students and parents realize these difficult situations are as much a part of the learning experience as are the good times. Our coaches and advisors work hard to do the best they can for all, and we ask you to respect the fact that their decisions are often extremely difficult and are made based on factors of which students

and parents may not be aware. ***We strongly encourage the student, not the parents, to talk to the coach/advisor about any issues or problems that arise during the season.*** This is the most direct and productive means of communication, and also a valuable method of teaching responsibility.

We recognize that situations may arise where parents find it necessary to raise a concern, and we ask you to please adhere to the following communication guidelines.

Appropriate concerns to discuss with coaches:

- The treatment of your child, mentally and physically;
- Ways the parent can help the child to improve;
- Concerns about your child's behavior.

Issues not appropriate to discuss with coaches:

- Playing time
- Team strategy
- Play Calling
- Other student-athletes

Protocol for a parent registering concerns (This should only be done after the student athlete has met with the coach to discuss their concerns and a resolution has not been worked out):

- Contact the Coach first. If you cannot reach him/her, call the Athletics office and a meeting may be set up for you upon the Athletics Director's discretion;
- If the meeting with the coach does not provide satisfactory resolution, call to set up an appointment with the Athletics Director.

Do not attempt to confront a coach before, during, or after a practice or game. These can be emotional times for both parties. Meetings of this nature do not promote resolution.

Sportspersonship: Lyndon Institute promotes good sportspersonship among athletes and fans. We encourage students, parents and friends to attend games and support our teams, but we ask you to do so in a positive manner.

Individuals who choose to berate opponents or officials, use vulgar language, or make derogatory comments are in violation of VPA policy and will be asked to leave and risk being barred from future events. Furthermore, please remember that negative comments about coaches, players, opponents, or officials, even in conversation in the stands, do nothing but undermine the coach and harm the team. We understand that contests can get emotional, and a poor call, a costly mistake, or a loss can be difficult to swallow. However, we ask you to keep high school sports in perspective, and to understand that kids, coaches and officials do make mistakes. Yelling at them from the stands, or even sharing a negative opinion about the situation can only make matters worse. Please keep yourself under control, at all times in the stands and around our fields of play and represent our school and community with the dignity that you expect from our coaches and teams.

Purchasing jerseys/keepsakes. Keeping consistent uniforms in good repair

is a major expense for LI, and one we budget to maintain. Oftentimes when it comes time to purchase replacement pieces we must upgrade to a new style entirely due to stock issues. As such families cannot purchase or keep any part of their student's official athletics uniform after the season. If families wish, they can work with the Athletics office to purchase a similar piece, at their own expense, to keep.

Health and Safety

Automobile Use and Parking

Policy Revised June 2015

Students may drive to school, but all student vehicles are to remain in the designated student parking lots during the school day, and students must abide by the Automobile Use and Parking Procedures.

- Vehicles arriving at and leaving school, and/or driving on the campus of Lyndon Institute, must abide by all traffic and safety rules.
- All vehicles parked on the campus of Lyndon Institute must have the car's license plate registered with the Campus Life Office.
- Seniors must park in the lot behind the main building. All other students must park only in the Ice Arena parking lot, the front side of Sanborn Hall, or the track side of Sanborn Hall.
- Students park at their own risk. Lyndon Institute is not responsible for any damage to or theft of vehicles or vehicle contents.
- Students must get permission from the Administration prior to going to their vehicles during the school day. Students may not sit in their vehicles during the school day for longer than necessary to drop off or obtain something left in the car.
- Students are not allowed to congregate at vehicles before, during, or after the school day.
- Students may not park in the church parking lot adjacent to Sanborn Hall, the Town House parking lot, nor on the Vail Campus. Students who are having their cars worked on may park in front of the King Building with permission from the auto mechanics instructor.
- Students must get permission from the Administration and a parent/guardian prior to driving during the school day.
- Any driver using unsafe traffic practices may be reported to legal authorities.
- Lyndon Institute reserves the right to have any unpermitted or improperly parked vehicle towed or booted. Towing and boot removal occurs at the vehicle owner's expense. Any damage to the boot will be billed to the owner to whose vehicle it was applied.
- Lyndon Institute reserves the right to restrict any vehicle from driving/parking on the campus of Lyndon Institute. Students restricted from parking on campus are not allowed to drive on Lyndon Institute property to park in the Ice Arena parking area.
- All Lyndon Institute rules related to weapons, drugs, alcohol,

tobacco and student conduct apply to the contents and conduct in student cars on campus. Please refer to the Search Policy.

Students who violate the rules and regulations governing automobile use on the campus of Lyndon Institute may be disciplined in accordance with Lyndon Institute's Student Conduct and Discipline Procedures. Violation consequences for a first offense are two blocks of detention and a letter home. Subsequent violations result in suspension of parking privileges for one day, then two, four, eight, etc.

School Transportation Policy

This information is being provided to you by Lyndon Institute in an effort to establish clear guidelines for appropriate student behavior, as well as expectations regarding the safe transportation of students by employees or transportation providers.

These policies and guidelines apply to home to school, school to home, school field trips, school class trips, transportation to and from sporting events and all other transportation provided by Lyndon Institute and or providers of transportation hired by Lyndon Institute.

It is important that all parents/guardians understand that the School's main concerns are the safety and welfare of all students and ensuring that students are transported in an efficient, timely, and safe manner to and from school. Since the School shares these concerns with parents, we need parental support and cooperation. Should any parent/guardian feel the need to discuss any situation, concern, or problem relating to his/her child, the parent should feel free to contact the Director of Transportation at extension 3123.

The Purpose and Goal of Student Disciplinary Regulations Are as Follows:

- To provide an atmosphere that is safe, healthy, and in which the students' welfare is the primary goal;
- To promote an attitude of respect for public property and school transportation personnel;
- To provide fair and reasonable treatment of students with regard to expected behavior.

If you have any questions, please contact the Transportation Department at extension 3123.

Who is a Bus Student, and What Should a Student and Parent Know?

- Riding the bus is a privilege.
- Only students currently enrolled at Lyndon Institute may ride the bus. These students include only grades 9 through 12. The primary responsibility of a school bus driver is to transport students safely.
- Concentrating on the road is essential to safe driving. Any

inability to concentrate on the road would lead to a higher probability of accidents, and students should avoid distracting the bus driver.

Time riding on a school bus is an extension of the school day, so all behavior expectations apply. To assist the bus driver in concentrating on the road, students must comply with the following Student Behavior and Responsibilities:

- Be on time to the school bus stop, arrive at least 5 minutes early: wait for the bus back from the road: wait until the bus comes to a complete stop before moving towards it.
- Be respectful of the property of others at the bus stop.
- Follow proper crossing and discharge procedures when entering & exiting from the bus.
- Enter and exit from the bus in an orderly manner.
- Take a seat as quickly as possible and remain seated during the entire ride.
- Keep the bus clean. Do not throw anything inside or out of the bus.
- Do not bring articles that create a hazard, such as water guns, matches, etc.
- Keep the aisle of the bus clear at all times: keep arms, hands and feet out of aisles, if you carry a musical instrument, backpacks, school project, laptops, etc., you must make sure it will fit on your lap in the seat with you.
- Leave personal items in your bags. If listening to electronic devices, the use of earphones, earbuds, etc., will be used. Be respectful of volume.
- Do not distract the bus driver. No hazardous materials, nuisance items: such as laser lights or aerosols
- Use proper conduct; horseplay or fighting will not be tolerated.
- Know all the emergency procedures (LI conducts drills to instruct this).
- Obey all the driver's instructions.
- Fasten seatbelts whenever they are provided in a vehicle, as it is a state law.
- Eating, drink or food items allowed on buses will be at the discretion of the bus driver and or faculty/staff.
- No damage or defacing of any part of the school bus or school vehicle..
- No carry on of any creatures (living or not) on the bus.
- Observe all other school rules and policies including but not limited to school policies/rules concerning profanity, obscene gestures, weapons, tobacco, drugs, alcohol, or any other controlled substance.

Procedure for Handling School Bus Discipline:

Based on the severity of the violation, the first through third disciplinary steps set out below may be bypassed.

- All decisions related to school bus discipline, as outlined below, will be made by the Dean of Students, in consultation with the Director of Transportation and other School administrators as the Dean of Students may consider to be appropriate.
- Any revocation of student bus privileges may be appealed to the Dean of Students and/or Head of School.
- Suspension or revocation of riding privileges shall be measured in school days.
- Cases of criminal acts will be referred to the proper authorities.
- Parents/guardians will be provided with written notice of any and all school bus offenses by their child(ren).
- Student misconduct may also result in implementation of the School's disciplinary procedures.

First Offense

Upon receipt of the first bus driver's report of a student's misconduct by the Director of Transportation or the Dean of Students, the student may be given a written warning by the School, as determined to be appropriate by the Dean of Students, Head of School or designee.

Second Offense

Upon the Director of Transportation's or the Dean of Students' receipt of a second report of misconduct by the same student from a school bus driver, an attempt will be made by the School to contact the student's parent(s)/guardian(s) that same day. A notice shall be sent by the School to the parent or legal guardian within two school days of the infraction.

The student may be suspended from bus privileges for up to three (3) days. Parent(s)/guardian(s) will be notified as soon as possible of any suspension of their child's bus privileges by the school administration, who will also notify the transportation provider.

Third Offense

Upon the Director of Transportation's or the Dean of Students' receipt of a third report of misconduct by the same student from a school bus driver, an attempt will be made by the school to contact the parent(s)/legal guardian that same day. A notice shall be sent by the school to the parent or legal guardian within two school days of the infraction.

The student's bus privileges may be suspended for up to five (5) days. Parent(s)/guardian(s) will be notified as soon as possible of any suspension of their child's bus privileges by the school administration, who will also notify the transportation provider.

Fourth Offense

Upon the Director of Transportation's or the Dean of Students' receipt of a

fourth report of misconduct by the same student from a school bus driver, an attempt will be made by the school to contact the parent(s)/legal guardian immediately. In any event, a written notice shall be sent by the school to the parent or legal guardian within two school days of the infraction.

For any violation, the student's bus privileges may be suspended for at least sixty (60) school days, or, in the sole discretion of the Dean of Students, Head of School or designee, up to and including the remainder of the school year.

Prohibited Bus Riding during Suspension:

Suspension shall begin the next school day following written or verbal notification of the parent or legal guardian. Any student found to be riding during the period of suspension may have his/her bus privileges revoked for at least sixty (60) school days, or, in the sole discretion of LI, up to and including the remainder of the school year.

Appeal Process in the Event of Revocation of Bus Privileges:

Any appeal of a revocation by parents/guardians is heard by the Head of School. All appeals for discipline held by Lyndon Institute and all written and personal appeals shall be heard in nonpublic session by the Head of School, and the decision shall be final. If the revocation of the pupil's right to ride the school bus is not appealed or is upheld upon appeal, it shall be the parent/guardian's responsibility to provide transportation to and from school and to any LI approved events for that pupil for the period of the revocation.

Transportation of Injured Students on campus

If a student has any health or injury that requires transportation around our local campus, the Transportation Department will provide the necessary accommodations.

Procedure for Notifying School of Transportation need:

- The parent will notify and/or have the student visit the nurse with a note signed by the parent or physician.
- The nurse will notify the Transportation Department, the receptionist, and all parties that will need to be made aware of the student's transportation need.
- If need be, the Transportation Department will contact the student through email to clarify any issues or concerns around the student's transportation needs, such as but not limited to: safe pickup and drop off locations, time of pickup, etc.
- The student will wait for transportation in the locations that are deemed safe and relayed by Administration.

Body Contact

Policy Revised July 2016

Appropriate behavior on Lyndon Institute property is expected at all times. Kissing, intimate or romantic hugging, and close physical contact by students are prohibited on Lyndon Institute property. Violation of the Body Contact Policy shall result in discipline in accordance with the school's Student Conduct and Discipline Procedures.

Dining Hall and Meals

Revised June 2015

LI Takes pride in the quality food service provided to students, which includes breakfast and lunch every school day (and all daily meals for residential students). Students may choose to eat a la carte, which can be purchased using their student ID when the family has deposited a balance onto their account. Cash is also accepted..

Take-out food from an outside vendor may not be delivered during the school day. Students may have take-out food with them upon their arrival on campus.

Meal Charge Procedure for Lyndon Institute

Purpose - The purpose of this procedure is to establish consistent procedures for Lyndon Institute to provide meals to students who have insufficient funds in their school meal accounts and the collection of unpaid meal debt.

Meal Charge Policy for School Year 2026-2027 – During School Year 2026-2027, Lyndon Institute will be offering meals at no charge to all students under the Community Eligibility Provision (CEP). This meal charge policy will remain in effect for a la carte items and second meals.

General Statement of Procedure

A. Lyndon Institute recognizes proper nutrition is essential for adequate learning to occur and to establish lifelong, healthy eating habits while also working to maintain the financial integrity of the school food service program.

B. It is the procedure of Lyndon Institute to offer high quality, healthy breakfasts and lunches that meet the federal guidelines to all students at a reasonable cost to ensure no child goes hungry.

C. Students wishing to purchase second meals and/or a la carte items are required to pay with cash, check, and/or debit/credit cards at the time of sale. If the student has money available on their account, they may use that to pay for their items. Payments to student accounts can be made via cash, check or credit card to the cashier in the dining hall, or parents can login to MySchoolBucks, www.myschoolbucks.com, to add funds directly to their student's account.

D. Families may complete a Household Income Form at any time during the school year. Forms are distributed to households after July 1st and prior to the first day of school, by mail. Parents are encouraged to complete and return the Household Income forms as soon as possible. In addition, these forms are available at the school business office during

regular business hours and online at www.lyndoninstitute.org. If household size changes or income changes, families may complete a new form any time during the school year.

Meal Charge Procedure

- A. All enrolled students will be provided one breakfast and one lunch meal per day for free under the Community Eligibility Provision (CEP) program.
- B. Students with funds available on their account will be allowed to charge second meals and a la carte items.
- C. Students with an overdrawn account are not allowed to charge second lunches or a la carte items.

Account Status Notifications

Households are encouraged to keep sufficient funds in their student's account to cover second meals and a la carte purchases, should you wish your student to purchase these items. Lyndon Institute will notify each household of account balances by:

- The Food Service Program will send a monthly statement to families with negative balances either by email or via the US Postal Service.
- Families can check their account balances online through www.myschoolbucks.com.
- Families may contact the Business Office at 802-535-3636 ext. 2512 or via email at businessoffice@lyndoninstitute.org.
- Students may be given a verbal reminder or written notice in the food service line.

Collection of Unpaid Meal Debt

When the student balance is (-\$25.00), the following collection activities will be followed:

- The Business Office will contact the household and request payment.
- A certified letter will be sent to the household notifying them that the debt may be turned over to a collection agency if not paid by (June 30).
- All funds owed to the food service program will be paid in full on the last day of school.
- Checks returned for non-sufficient funds will follow the school's policy.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800)

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax: (833) 256-1665 or (202) 690-7442; or
email: Program.Intake@usda.gov
This institution is an equal opportunity provider.

Dress Code

Policy Revised June 2026

Dressing for the Occasion

Our clothing projects meanings and values to others. Wearing torn jeans has a different feeling than wearing a jacket and tie or a semi-formal dress. Students need to consider how they wish to present themselves and the image they project. Students are encouraged to express their individuality within these guidelines, understanding that the school environment calls for a level of presentation that is appropriate for an academic and professional setting.

If an LI employee determines that a student's clothing does not meet the dress code standards, options may include:

- Having someone bring a change of clothes to school promptly,
- Going to the school's clothing storage area (The Closet) in the counseling office to borrow appropriate clothing, or
- Having the student remain in the Campus Life Office until they are able to meet dress code expectations.

If the student does not have a change of clothes available, the school closet does not have an appropriate size, or the student is unwilling to utilize available options, a parent or guardian will be contacted to assist in resolving the situation so that the student may return to class as quickly as possible.

LI honors religious accommodations to dress; families must contact the Dean of Students to arrange for such accommodations. If there are

extenuating circumstances preventing a student from following the dress code, an adult should contact the Dean of Students prior to attending classes.

Academic Dress

Worn from 7:00 a.m. until 2:45 p.m. and during official school functions such as open house and parents' nights, academic dress is the student's professional wardrobe. The purpose of the academic dress code is to support a strong academic environment while honoring individual choice within the norms of the school community.

Dress Code Guidelines

We expect all clothing and accessories to:

- be appropriate for an educational or professional environment rather than a recreational one;
- be safe;
- fit appropriately;
- be clean and well kept, free of excessive holes and frayed areas; and
- be free of alcohol, drug, and/or tobacco advertising, as well as any insulting or threatening words, phrases, pictures, or symbols.

Guidelines for tops:

- Shoulders, cleavage, midriff, and skin between the neckline, shoulders, and back should be covered.
- Clothing designed as underwear or sleepwear is not permitted.

Guidelines for bottoms:

- Hemlines must be no more than four inches above the top of the kneecap.
- Clothing must be worn at the waist or at the top of the hips.
- Sweatpants, wind pants, and flannel pants are not permitted.
- Clothing designed as underwear or sleepwear is not permitted.
- Shorts are permitted only during certain times of the year; dates will be announced.
- Leggings are not permitted but will be treated as tights or nylons. When leggings are worn, a skirt, dress, or other clothing item must be worn over them and must meet the hemline standard of no more than four inches above the top of the kneecap.

Guidelines for accessories, headwear, and footwear:

- Hats and other headwear are not permitted inside the building and must be removed upon entering.
- Sunglasses are not permitted inside classrooms and other teaching areas.
- Headbands must lie flat to the head and may not have decorative items, attachments, or accessories extending from them.

- Jewelry or accessories with spikes, sharp points, sharp collars, or any features that could present a safety concern are not permitted.
- Costume-style or novelty accessories — including animal ears, animal tails, sharp collars, or similar items — are not permitted during the academic day unless part of an approved school activity or event.
- Flip-flops or other footwear intended for beachwear are not permitted.

Athletic Dress

Worn during interscholastic and intramural athletic practices, competitions, and activities requiring physical exertion (such as aerobics, dance, weightlifting, and yoga), appropriate athletic dress is determined by the coach, teacher, or advisor in charge. On game days, jerseys may be worn by players. Unless otherwise specified, teams traveling to away games will wear academic dress in transit as representatives of the school.

Formal Dress

Certain events, such as Commencement, Honors Induction ceremonies, and formal dances, require formal dress. Featured participants may wear special garments such as academic gowns or other formal attire. In general, attendees are expected to follow the academic dress code unless otherwise specified. Faculty will communicate any additional requirements, such as ties, jackets, or robes.

Optional Dress Days

On special occasions, students may wear special casual dress when making a specified contribution to a designated charitable cause. This supports the school's tradition of fundraising for worthy causes through dress-down days.

On Optional Dress Days, clothing and accessories must still be safe, appropriately fitting, clean, and free of holes, frayed areas, or inappropriate content (including alcohol, drug, or tobacco references, and offensive or threatening language or imagery). Clothing should continue to provide the same level of coverage as required in the regular dress code.

Students who choose not to participate in Optional Dress Days are expected to remain in academic dress.

False Alarms and Bomb Threats

Revised June 2011

Lyndon Institute maintains that false alarms and bomb threats:

- are a crime under Vermont state law;
- interfere with the education process;

- endanger the safety and welfare of students, faculty, and staff, and endanger the safety of community volunteers.

False alarms are a violation of Vermont state law as set out in Title 13 V.S.A., including the following:

§ 1751. False alarms to agencies of public safety

- A person who willfully or knowingly gives, or aids or abets in giving, by any means any false alarm of fire or other emergency to be transmitted to or within any organization, official or volunteer, for dealing with emergencies involving danger to life or property shall be imprisoned for not more than one year or fined not more than \$1,000.00 or both.
- If bodily injury or death is sustained by any person as a result of a violation of this section, the person convicted of the violation in lieu of any penalty imposed by subsection (a) of this section shall be imprisoned for not more than five years or fined not more than \$2,000.00 or both; however, this subsection shall not prevent the imposition of a greater fine or sentence against any person who is convicted of any degree of homicide including manslaughter.

§1752 Tampering with facilities

A person who willfully or knowingly tampers with, interferes with or impairs any public fire alarm apparatus, wire or associated equipment shall be imprisoned for not more than one year or fined not more than \$1,000.00 or both.

§1753, False public alarms

- A person who initiates or willfully circulates or transmits a report or warning of an impending bombing or other offense or catastrophe, knowing that the report or warning is false or baseless and that it is likely to cause evacuation of a building, place of assembly, or facility of public transport, or to cause public inconvenience or alarm shall, for the first offense, be imprisoned for not more than two years or fined not more than \$5,000.00 or both. For the second or subsequent offense, the person shall be imprisoned for not more than five years or fined not more than \$10,000.00, or both. In addition, the court may order the person to perform community service. Any community service ordered under this section shall be supervised by the Department of Corrections.
- if the person has a motor vehicle operator's license issued under Chapter 9 of Title 23, the commissioner of motor vehicles shall suspend the license for 180 days for a first offense and two years for a second offense; or
- If the person does not qualify for a license because the person is underage, the commissioner of motor vehicles shall delay the person's eligibility to obtain a driver's license for 180 days for the first offense and two years for the second offense.

In addition to the above disciplinary procedures imposed by the State students or others who willfully report a false alarm or bomb threat are subject to the following Lyndon Institute disciplinary procedures:

- suspension or expulsion from Lyndon Institute;
- notification of local and state officials;
- recovery of any costs incurred by Lyndon Institute; and
- other restrictions placed upon the perpetrator.

Harassment/Hazing/Bullying

Policy and Procedures Revised June 2015

Statement of Policy

Lyndon Institute is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of Lyndon Institute to prohibit the unlawful harassment of community members based upon the community member or their family member's actual or perceived race, color, ancestry, religion, creed, national origin, gender, gender identity, sexual orientation, marital/civil union status, age, military/uniformed service or veteran's status, disability, or other legally protected classification. Harassment may also constitute a violation of Vermont's Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of Lyndon Institute to prohibit the unlawful hazing and bullying of community members. Conduct that constitutes harassment or hazing may be subject to penalties under state law. Lyndon Institute shall address all complaints of harassment, hazing, and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person, subject to the jurisdiction of the Head of School, who violates this policy. Nothing herein shall be construed to prohibit punishment of a community member for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board's disciplinary policies or the school's code of conduct.

Privacy Considerations

Under this policy, the privacy of the Complainant, the accused individual, and the witnesses shall be maintained consistent with Lyndon Institute's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.

Response to Complaints

Once a concern is reported, the School will assign an investigator. The investigator will have an initial discussion with the Complainant addressing confidentiality standards and concerns. Lyndon Institute will inform the community member that a confidentiality request may limit the school's ability to respond. The School will remind the community member that

retaliation is prohibited and that if he or she is afraid of reprisals from the alleged wrongdoer, the School will take steps to prevent retaliation and will take strong action if retaliation occurs. If the community member continues to ask that his or her name not be revealed, the School will take all reasonable steps to investigate and respond to the complaint consistent with the community member's request as long as doing so does not prevent the School from responding effectively to this or any other instance of harassment/hazing/bullying. Lyndon Institute will evaluate the confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all community members. The factors the School might consider in this regard include the seriousness of the alleged harassment/hazing/bullying, the age of the community member targeted, whether there have been other complaints or reports of harassment/hazing/bullying against the alleged wrongdoer, and the rights of the accused individual to receive information about the accuser and the allegations if a formal proceeding with sanctions may result. If information about the incident is contained in an "education record" of the community member alleging the harassment/hazing/bullying, as defined by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232q, the School will consider whether FERPA prohibits the school from disclosing information without the student's consent.

Disclosure of Discipline Imposed

Federal privacy laws prohibit disclosure of any discipline imposed under this policy unless the parent/guardian of the accused student and/or the accused eligible student (18 years or older) consent to such disclosure, pursuant to 34 CFR Part 99.30.

Notifications

All notifications made under this policy and the underlying procedures shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. Pursuant to 34 CFR Part 99.30, a School Administrator may seek the consent of the parent/guardian of the accused student, or the accused eligible student (if 18 or older, the accused student has the ability to consent), in order to inform the Complainant of any disciplinary action taken in cases where the school determined that an act(s) of harassment, hazing, or bullying, or other misconduct occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before the School discloses personally identifiable information from the student's education records.

Reporting to Law Enforcement Authorities

Again, information obtained and documented by school administration regarding the school's response to a notice of student conduct that may constitute hazing, harassment, and/or bullying may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed to law enforcement authorities without prior parent approval (or approval of the accused eligible student) except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.

Document Maintenance

The Head of School or their designee shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by Lyndon Institute in a confidential file accessible only to authorized persons. All investigation records created in conformance with this policy and procedures, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept by the Equity Coordinator, Designated Employees, and Lyndon Institute for the amount of time indicated in the Records Retention Policy.

Definitions

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

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

- is repeated over time;
- is intended to ridicule, humiliate, or intimidate the student;
- occurs during the school day on school property, on a school bus, or at a school sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
- does not occur during the school day on School's property, on a school bus or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

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

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

Designated Employee means an employee who has been designated by the school to receive complaints of harassment, hazing, and bullying.

The following employees of Lyndon Institute have been designated by Lyndon Institute to receive complaints of harassment, hazing, or bullying pursuant to this policy and 16 §570a(a)(7), 16 VSA §570b(7), and 16 V.S.A. §570c(7) and under federal anti-discrimination laws:

Rob Heath
Dean of Students/Grievance Officer
Lyndon Institute Dean of Students
PO Box 127
Lyndon Center, VT 05850
extension 1211

Bobbi Warner Somers
Lyndon Institute Director of Health and Wellness
PO Box 127
Lyndon Center, VT 05850
extension 2711

Danielle Meyers
School Nurse
PO Box 127
Lyndon Center, VT 05850
extension 2721

Employee, for purposes of this policy only, includes any person employed directly by or retained through a contract of employment with Lyndon Institute, a Trustee, a student teacher, or an individual who has entered into a volunteer agreement with LI

Equity Coordinator is the person responsible for implementation of Title VI (regarding race-based discrimination) and Title IX (regarding sex-based discrimination) for Lyndon Institute students and for coordinating Lyndon Institute's compliance with Title VI and Title IX in all areas covered by the implementing regulations with respect to students. The Equity Coordinator is also responsible for overseeing implementation of Lyndon Institute's policies against harassment, hazing, and bullying of students. This role may also be assigned to Designated Employees with respect to students.

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

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

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

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment.

A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student's ability to participate in or benefit from the educational program on the basis of sex.

- **Racial Harassment** means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.
- **Harassment of Members of Other Protected Categories** means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race, color, ancestry, national origin, creed, religion, gender, gender identity, sexual orientation, marital/civil union status, age, military/uniformed service or veteran's status, disability, or other legally protected classification, and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

Hazing means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student, (a) in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and (b) which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

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

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

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

- is registered in or in attendance at an educational institution;
- intends to attend an educational institution during any of its regular sessions after an official academic break.

Notice means a written complaint or oral information that hazing, harassment, or bullying may have occurred, which information has been provided to a Designated Employee from:

- another employee;
- the student allegedly subjected to the harassment, hazing, or bullying;
- another student;
- a parent or guardian; or
- any other individual who has reasonable cause to believe the alleged

conduct may have occurred.

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

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

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

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

School Administrator means a Head of School or their designee, Director or Dean of students, a technical center director or their designee and/or School's Equity Coordinator.

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

STUDENT SEXUAL MISCONDUCT KEY DEFINITIONS

Definitions

The following is a broad overview of sexual misconduct components. It is not meant to be an all-encompassing definition.

Sexual Misconduct is defined as a broad term that includes sexual assault and sexual harassment.

Sexual Assault is defined as non-consensual sexual intercourse or contact.

Sexual Intercourse is defined as penetration (anal, oral or vaginal), however slight, by any body part or inanimate object.

Sexual Contact is defined as deliberate touching of another person's intimate parts (including genitalia, groin, breast, or buttocks or clothing covering any of those areas) or any act which forces, coerces or intimidates the other party to touch their own or another person's intimate parts.

Sexual Exploitation is defined as taking non-consensual sexual advantage over another, including secret videotaping, sharing private nude pictures with third parties, knowingly exposing another to an STD.

Dating Violence is defined as violence by a person who has been in an intimate or romantic relationship with the victim.

Stalking is defined as a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or suffer substantial emotional distress.

Retaliation is defined as intimidation, threats or other adverse action against any person reporting or participating in an investigation involving a complaint of sexual misconduct.

Reporting Complaints of Harassment, Hazing, or Bullying

Student Reporting

Any student who believes that s/he has been harassed, hazed, or bullied under this policy, or who witnesses or has knowledge of conduct that he/she reasonably believes might constitute harassment, hazing or bullying, should promptly report the conduct to a Designated Employee or any other school employee.

School Employee Reporting

Any school employee, as defined in the policy above, who witnesses conduct they reasonably believe might constitute harassment, hazing, and/or bullying shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a Designated Employee and immediately complete a Student Conduct Form.

Any school employee who overhears or directly receives information about conduct that might constitute harassment, hazing, or bullying shall immediately report the information to a Designated Employee and immediately complete a Student Conduct Form. If one of the Designated Employees is a person alleged to be engaged in the conduct complained of, the incident shall be immediately reported to another of the School's Designated Employee or to a School Administrator.

Other Reporting

Any other person who witnesses conduct that s/he reasonably believes might constitute harassment, hazing, or bullying under this policy should promptly report the conduct to a Designated Employee.

Documentation of the Report

If the complaint is oral, the Designated Employee shall promptly reduce the complaint to writing in a Student Conduct Form, including the time, place, and nature of the alleged conduct, the identity of the Complainant, alleged perpetrator, and any witnesses. Both the Complainant and the alleged perpetrator will have the right to present witnesses and other evidence in support of their position.

False Complaint

Any person who knowingly makes a false accusation regarding harassment, hazing, or bullying may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of harassment, hazing, or bullying when the person has a good faith belief that harassment, hazing, or bullying occurred or is occurring.

Rights to Alternative Complaint Process for Harassment

In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission 14-16
Baldwin Street Montpelier, VT 05633-6301
(800) 416-2010 or (802) 828-2480 (voice)
(877) 294-9200
(802) 828-2481 (fax)
Email: human.rights@state.vt.us

Office for Civil Rights, Boston Office
U.S. Department of Education 8th Floor
5 Post Office Square Boston, MA
02109-3921 (617) 289-0111 (voice)
(877) 521-2172
(617) 289-0150 (fax)
Email: OCR.Boston@ed.gov

Responding to Notice of Possible Policy Violation(s)

Upon **Notice of Information** that harassment, hazing, and/or bullying may have occurred the Designated Employee shall:

- Promptly reduce any oral information to writing, including the time, place, and nature of the conduct, and the identity of the participants and Complainant. Promptly inform the Administrative Team of the information;
- If in the judgment of the Administrative Team, the information alleges conduct which may constitute harassment, hazing, or bullying, the Administrative Team shall, as soon as reasonably possible, provide a copy of the policy on harassment, hazing, and bullying and these procedures to the Complainant and the accused individual, or if either is a minor, cause a copy to be provided or delivered to their respective parent or guardian.

Upon **Initiation of an Investigation**, the Designated Employee shall:

Notify in writing both the Complainant and the accused individual (or if either is a minor inform their respective parent or guardian) that:

- an investigation has been initiated;
- retaliation is prohibited;
- all parties have certain confidentiality rights; and
- they will be informed in writing of the outcome of the investigation.

Investigating Harassment, Hazing, and/or Bullying Complaints

Initiation of Investigation – Timing

Unless special circumstances are present and documented, such as reports to the Department for Children and Families (“DCF”) or the police, the Administrative Team shall, no later than one school day after notice to a Designated Employee, initiate or cause to be initiated, an investigation of the allegations, which the Administrative Team reasonably believes may constitute harassment, hazing, or bullying.

Investigator Assignment

The Administrative Team shall assign a person to conduct the investigation. Nothing herein shall be construed to preclude a member of the Administrative Team from assigning him/herself or a Designated Employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation.

Interim Measures

It may be appropriate for the school to take interim measures during the investigation of a complaint. For instance, if a student alleges that he or she has been sexually assaulted by another student, the School may decide to place the students immediately in separate classes and/or transportation pending the results of the School’s investigation. Similarly, if the alleged harasser is a teacher, allowing the student to transfer to a different class may be appropriate. In all cases, Lyndon Institute will make every effort to prevent disclosure of the names of all parties involved – the Complainant, the witnesses, and the accused – except to the extent necessary to carry out the investigation. In all cases where physical harm has resulted and/or where the targeted student is known to be expressing suicidal ideation, or experiencing serious emotional harm, a safety plan will be put in place. Safety plans must also be considered in cases where the targeted student is known to have difficulty accessing the educational programs at the school as a result of the inappropriate behavior. ‘No Contact’ orders, and/or their enforcement, may also be appropriate interim measures.

Due Process

16 V.S.A. § 1161a requires approved independent schools to use “standard due process” in its discipline plan. The rights established under Title IX must be interpreted consistent with any federally guaranteed due process rights involved in a complaint proceeding, including but not limited to the ability of the Complainant and the accused to present witnesses and other evidence during an investigation. Lyndon Institute will ensure that steps to accord due process rights do not restrict or unnecessarily delay the protections provided by Title IX to the Complainant.

Standard Used to Assess Conduct

In determining whether the conduct constitutes a violation of this policy, the investigator shall consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. The Complainant and the accused will be provided the opportunity to present witnesses and other evidence during an investigation. The investigator will also consider the impact of relevant off-campus conduct on the school environment where direct harm to the welfare of the school can be demonstrated or the conduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs. Whether a particular action constitutes a violation of this policy requires determination based on all the facts and surrounding circumstances.

Completion of Investigation - Timing

No later than five school days from the filing of the complaint with the Designated Employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the Administrative Team.

Investigation Report

The investigator's written report should include a statement of the findings of the investigator as to whether the allegations have been substantiated. The report, when referencing student conduct, is a student record and therefore confidential. It will be made available to investigators in the context of a review conducted by either Vermont AOE or investigations of harassment conducted by the Vermont Human Rights Commission or U.S. Department of Education Office of Civil Rights.

Review and Final Determination

The Administrative Team will review the investigator's report and within two days of receiving it, issue a determination as to whether the findings of the investigator support his or her conclusion and whether there has been a violation of the School's Harassment/Hazing/Bullying Policy.

Notice to Students/Parents/Guardians

Within five school days of the Administrative Team's determination, the Designated Employee shall:

Notify in writing both the Complainant and accused individual (or, if either is a minor inform their respective parent or guardian) that:

- the investigation has been completed;
- the Administrative Team has determined that a policy violation occurred (and which policy term was violated, i.e., harassment, hazing, and/or bullying); or that no violation occurred;

Notify the Complainant student – or if a minor, their parent(s) or guardian – in writing of the Complainant's rights to:

- an internal review by the School of its determination as to whether harassment, hazing, or bullying occurred;

- request an Independent Review, within 30 days of the final determination, of the School's "final" determination as to whether harassment, hazing, or bullying occurred, or, in the case where a final determination was made that harassment, hazing, or bullying indeed occurred, of whether the School's response to the conduct was adequate to correct the problem. The review will be conducted by an investigator to be selected by the Head of School from a list developed by the Agency of Education; and
- file a complaint, if a claim of harassment is substantiated, with the Vermont Human Rights Commission and/or the federal Department of Education's Office of Civil Rights.

Notify the Accused Student – or if a minor, their parent(s) or guardian(s) – in writing of their right to appeal as set forth in Section V of these procedures.

Violations of Other Policies

In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the Designated Employee shall report such conduct to the Administrative Team for action in accordance with relevant school policies or codes of conduct.

Responding to Substantiated Claims

Scope of Response

After a final determination that an act (s) of harassment, hazing, and/or bullying has been committed, the School shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the harassment, hazing, and/or bullying and prevent any recurrence of harassment, hazing, and/or bullying and remedy its effects on the victim(s). In so doing, the LI Student Conduct and Discipline Policy and Procedures may provide guidance but the specific procedures set out here will be followed to the extent they are inconsistent with the Student Conduct and Discipline Procedures. For example, the appeal process set out in these procedures will apply in cases involving expulsions for harassment, hazing, and bullying. In determining an appropriate response to a substantiated claim, the following should be considered:

- **Potential Remedial Actions** Remedial action may include but not be limited to an age appropriate warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee. A series of escalating consequences may be necessary if the initial steps are ineffective in stopping the harassment, hazing, and/or bullying. To prevent recurrences counseling for the offender may be appropriate to ensure that he or she understands what constitutes harassment, hazing, and/or bullying and the effects it can have. Depending on how widespread the harassment, hazing and/or bullying was and whether there have been any prior incidents, the school may need to provide training for the larger

school community to ensure that students, parents, and teachers can recognize harassment, hazing, and/or bullying if it recurs and know how to respond.

- School Access/Environment Considerations Lyndon Institute will also make efforts to support victims' access to Lyndon Institute's programs, services, and activities and to consider and implement school-wide remedies where appropriate. Accordingly, steps will be taken to eliminate any hostile and/or threatening environment that has been created. For example, if a female student has been subjected to harassment/bullying by a group of other students in a class, the School may need to deliver special training or other interventions for that class to repair the educational environment. If the School offers the student the option of withdrawing from a class in which a hostile environment/bullying occurred, Lyndon Institute will assist the student in making program or schedule changes and ensure that none of the changes adversely affect the student's academic record. Other measures may include, if appropriate, directing a bully/harasser to apologize to the affected student. If a hostile environment has affected the entire school or campus, an effective response may need to include dissemination of information, the issuance of new policy statements or other steps that are designed to clearly communicate the message that the school does not tolerate harassment and/or bullying and will be responsive to any student who reports that conduct.
- Hazing Case Considerations Appropriate penalties or sanctions or both for organizations (or individuals) who engage in hazing, may include revocation or suspension of an organization's permission to operate or exist within the institution's purview if that organization knowingly permits, authorizes, or condones hazing.
- Other Remedies Other remedies may include providing counseling to the victim(s) and/or the perpetrator(s) and additional safety planning measures for the victim(s).

Retaliation Prevention

It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated.

Lyndon Institute will take reasonable steps to prevent any retaliation against a student who makes a complaint of harassment, hazing, and/or bullying (or was the subject of the alleged conduct), against the person who filed a complaint on behalf of

a student, or against those who provided information as witnesses. At a minimum, this includes making sure that the students and their parents, and those witnesses involved in the school's investigation, know how to report any subsequent problems and make follow-up inquiries to see if there have been any new incidents or any retaliation.

Alternative Dispute Resolution

At all stages of the investigation and determination process, school officials

are encouraged to make available to Complainants alternative dispute resolution methods, such as mediation for resolving complaints. Certain considerations should be made before pursuing alternative dispute resolution methods, including, but not limited to:

- the nature of the accusations (for example, face-to-face mediation is not appropriate for sexual violence cases);
- the age of the Complainant and the accused individual;
- the agreement of the Complainant; and
- other relevant factors such as any disability of the target or accused individual, safety issues, the relationship and relative power differential between the target and accused individual or any history of repeated misconduct/harassment by the accused individual.

Post Determination Reviews

Rights of Complainants

Internal Review for Complainant of the Administrative Team's Determinations as to the Allegations of Harassment, Hazing, and/or Bullying

A Complainant or parent of a Complainant may request an internal review by Lyndon Institute of the Administrative Team's determination (following investigation) that harassment, hazing, and/or bullying has not occurred via written request submitted to the Head of School. All levels of internal review of the Administrative Team's determination, and the issuance of a final decision shall, unless special circumstances are present and documented by Lyndon Institute, be completed within thirty (30) calendar days after review is requested.

Independent Reviews for Complainants Final Harassment, Hazing, and/or Bullying Determination

A Complainant may request an independent review within thirty (30) days of the Administrative Team's final determination if she/he (1) is dissatisfied with the final determination as to whether harassment, hazing, and/or bullying occurred, or (2) believes that although the Administrative Team's determination was made that harassment, hazing, and/or bullying occurred, the School's response was inadequate to correct the problem.

The Complainant shall make such a request to the Head of School within thirty (30) days of a final determination. Upon such request, the Head of School shall promptly initiate an independent review by a neutral person and shall cooperate with the independent reviewer so that she/he may proceed expeditiously. The review shall consist of an interview of the Complainant and relevant school officials and a review of the written materials from the school's investigation.

Upon completion of the independent review, the reviewer shall advise the Complainant and school officials in writing: (1) as to the **sufficiency** of the School's investigation, its determination, and/or the steps taken by the school to correct any harassment, hazing, and/or bullying found to have

occurred, and (2) of **recommendations** of any steps the School might take to prevent further harassment, hazing, and/or bullying from occurring. A copy of the independent review report shall be sent to the Secretary of Education.

The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by Lyndon Institute. Lyndon Institute may request an independent review at any stage of the process.

Rights to Alternative Harassment Complaint Process In addition or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with either or both of the organizations noted below:

Vermont Human Rights Commission

14-16 Baldwin Street
Montpelier, VT 05633-6301
(800) 416-2010 or (802) 828-2480 (voice)
(877) 294-9200 (tty)
(802) 828-2481 (fax)
Email: human.rights@state.vt.us

Office for Civil Rights,

Boston Office US Department
of Education, 8th Floor 5 Post
Office Square
Boston, MA 02109-3921
(617) 289-0111 (voice)
(877) 521-2172 (tdd)
(617) 289-0150 (fax) or email OCR.Boston@ed.gov

Rights of Accused Students

Appeal Any person determined to have engaged in an act(s) of harassment, hazing, and/or bullying may appeal the Administrative Team's determination and/or any related disciplinary action(s) taken, directly to the Head of School. The Head of School shall conduct a review on the record. The standard of review shall be whether the determination that an act(s) of harassment, hazing, and/or bullying has been committed constitutes an abuse of discretion by the Administrative Team. Appeals should be made to the Head of School within ten (10) calendar days of receiving the Administrative Team's determination that an act(s) of harassment, hazing, and/or bullying has occurred and/or any announced discipline. The Head of School shall set the matter for a review hearing as soon as practicable, but not later than 30 days from receipt of the appeal filing.

Accused Student/Appellant Access to Investigative Reports/Findings Subject to the Privacy Considerations outlined in the above policy, Lyndon Institute will make available upon request of the accused student/appellant any

relevant information, documents, materials, etc. related to the investigation and/or related to any decision made after appeal that can be redacted and de-identified in compliance with the requirements set forth at 34 CFR Part 99. For those documents that cannot be provided due to the requirements set forth at 34 CFR Part 99, when the accused student/appellant seeks a review on the record before the Head of School, a school administrator may seek the consent of the parent/guardian of the targeted student, or the accused eligible targeted student (if 18 or older, the targeted student has the ability to consent), in order to inform the accused student of the findings which gave rise to the school's determination that an act(s) of harassment, hazing, and/or bullying occurred. Before an educational agency or institution discloses personally identifiable information from the student's education records, the parent/guardian or eligible student shall provide a signed and dated written consent.

Reporting to Other Agencies

Reports to Department of Children and Families

When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. 4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. 6901 et seq.

Reports to Vermont Agency of Education

If a complaint is made in an independent school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the Head of School is encouraged to report the alleged conduct to the Secretary of Education.

Reporting Incidents to Police in Response to a Subpoena or in an Emergency

- **First-Hand Reports** Subject to the Privacy Considerations outlined in the School's Harassment/Hazing/Bullying Policy. Nothing in the policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that may be considered to be a criminal act to law enforcement officials.
- **Hazing Incidents** It is unlawful to (1) engage in hazing; (2) solicit direct aid, or attempt to aid, or abet another person engaged in hazing; or (3) knowingly fail to take reasonable measures within the scope of the person's authority to prevent hazing. It is not a defense in an action under this section that the person against whom the hazing was directed consented to or acquiesced in the hazing activity. Hazing incidents will be reported to the police in a manner consistent with the confidentiality rights set forth above in this section.
- **Continuing Obligation to Investigate Unless Instructed Otherwise by the Authorities** Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy to pursue

and complete an investigation upon receipt of notice of conduct which may constitute harassment, hazing, and/or bullying. Any such reports, however, may justifiably affect the timing of the initiation of an investigation by the School.

Disseminating Information, Training, and Data Reporting

Disseminating Information

Annually, prior to the commencement of curricular and co-curricular activities, Lyndon Institute shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and staff members, including references to the consequences of misbehavior contained in the plan required by 16 V.S.A. 1161a. Notice to students shall be in age-appropriate language and include examples of harassment, hazing, and bullying. At a minimum, this notice shall appear in any publication of Lyndon Institute that sets forth the comprehensive rules, procedures, and standards of conduct for Lyndon Institute.

Student Training

Head of School or their designee shall use their discretion in developing age-appropriate methods of discussing the meaning and substance of this policy with students to help prevent hazing, harassment, and bullying.

Staff Training

Head of School or their designee shall ensure that teachers and other staff receive training in preventing, recognizing and responding to harassment, hazing, and/or bullying.

Legal References:

Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 et seq. Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d

Title IX of the Educational Amendments Act of 1972, 20 U.S.C. 1681 et seq. Family Education Rights Privacy Act; 20 U.S.C. 1232g

Public Accommodations Act, 9 V.S.A. 4500 et seq.
Education, Classifications and Definitions, 16 V.S.A. 11(26); (30)(A);(32) Education, 16 V.S.A. 140(a)(1); Education, 16 V.S.A. 166(e) Education, Bullying, 16 V.S.A. 570c Education, Harassment, Hazing and Bullying, 16 V.S.A. 570 Education, Harassment, 16 V.S.A. 570a

Education, Harassment, 16 V.S.A. 570c Education, Harassment, 16 V.S.A. 570f Education, Hazing, 16 V.S.A. 570b Education, Hazing, 16 V.S.A. 570f Education, Discipline, 16 V.S.A. 1161a Education, Suspension or Expulsion of Pupils;

16 V.S.A. 1162 Child Abuse, 33 V.S.A. 4911 et seq.

Adult Protective Services, 33 V.S.A. 6901 et seq., all as they may be amended from time to time Washington v. Pierce, 179VT 318 (2005).

Health Center and Medical Procedures

Revised June 2016

Health Center Information

School Nurses provide health services in the Health Center (located in Prescott House) Monday through Friday from 7:45 a.m. to 3:00 p.m. The Health Center phone number extension 2721. Students who become ill during the school day may see the Nurse. Parents will be notified by the nurse as necessary. Students are encouraged to use the Health Center only when necessary during school hours; the Nurse will make every effort to keep students in class. Minor first aid supplies are available in classrooms. It is important to remember that students who are ill before school should not come to school, but rather remain at home and consult a physician if needed.

Vermont law requires that all high school students have completed the following vaccines prior to admission to school:

- 5 doses of DTaP
- 4 doses of Polio (IPV or OPV)
- 3 doses of Hepatitis B
- 2 doses of MMR (measles, mumps, rubella)
- 2 doses of varicella (or documentation of natural disease – Chicken Pox)
- 1 Tdap booster
- 1 dose of meningococcal (required for dorm students, strongly recommended for ALL students)

Actual immunization dates must be on the student's record. Students may be excluded from school for failure to comply with these state requirements.

Procedure for Health Center Use During School Hours

Any student who needs medical attention during the school day must get a pass from their classroom teacher and report to the Health Center. If a student does not have a pass and is not having an emergency, they may be sent back to class to obtain a pass. Students who need to be seen before school must report to the Health Center prior to the start of first period. If they cannot do so, they must report to their first period class and obtain a pass to the Health Center. Students must see the school nurse before calling parents/guardians to pick them up. This is for reasons of safety and accountability of all students.

Procedures for Medications

Prescription Medication:

Lyndon Institute recognizes that some students are only able to attend regular school because of the effective use of prescription medication for

the treatment of chronic disabilities or illnesses. ***It is most desirable for medication to be administered at home.*** However, if a student is required to take prescription medication during the regular school day, he/she must comply with the following procedure:

Before the medication is given:

- A physician's order must be sent to the Health Center. This can be faxed to (802) 535-3690 and must also be signed by the parent/guardian.
- For certain medications, students are not required to come to the Health Center for self-administration (e.g., prescribed inhalers) ; however, all written permission and signatures must be in the Health Center prior to carrying medications.
- Medication must be brought to school in a labeled pharmacy container with a current date.
- Medication in the Health Center at Lyndon Institute is kept triple-locked.
- Over the counter medications are stocked at the Health Center. These include things such as Tylenol, Advil, Benadryl and cold medications. If you do not want your child to be given any such medications, please notify the nursing staff by indicating this on your student's health form.
- Unused medication will be returned to the parent(s)/guardian(s) at the end of the school year. If declined, the medication will be properly destroyed.

Nonprescription Medication

No over the counter medication shall be carried by students during school hours but will be kept in the Health Center. Nonprescription medication must be accompanied by a written request from the student's parent/guardian. The request must also state that the student does not have an allergy to the specific medication.

Life-Threatening Allergy Policy

Responsibilities of Parents and Students

A student's history of one or more life-threatening allergies should be documented with a written statement from the respective student's physician identifying the life-threatening allergy(ies), the signs and symptoms thereof, possible accommodations, and the appropriate medications. This information should be submitted to the school nurse.

Upon receiving such a statement and a request from the parent/guardian, the school will plan support for the student pursuant to these procedures.

The LI School Nurses can be contacted at (802) 535-3636 extension 2721.

The parent/guardian should also provide the following to the School Nurse:

- Licensed provider's documentation of allergy(ies).
- Licensed provider's order for epinephrine by auto-injector, as well as other medications needed. Medication orders must be renewed at least annually, and it is recommended that the order is from an asthma and

- allergy specialist.
- The parent/guardian's signed consent to administer all medications. The parent/guardian's signed consent to share information with other school staff.
- A minimum of two up-to-date EpiPens, if required (more may be necessary based on the student's activities and travel during the school day)
- A description of the student's past allergic reactions, including triggers & warning signs.
- A description of the student's emotional response to the condition and need for support.
- The name and telephone number of the student's primary care provider and allergist.
- The method by which to reach the parent/guardian should an emergency occur.
- Age-appropriate ways to include the student in planning for care and implementing their individualized health care plan (HCP).
- An assessment for self-administration (it is important that students take more responsibility if they are developmentally ready to accept responsibility).
- The parent(s)/guardian(s) also share responsibility with the School Nurse for determining the appropriateness of particular field trips for students with life-threatening allergies; and if the field trip is deemed appropriate, for ensuring that Epi-Pens and a copy of the student's emergency plan accompany him/her on the field trip.

Students with known life-threatening allergies must make best efforts to avoid exposure to the allergic-reaction triggers.

Lyndon Institute recognizes that a student with a history of one or more life-threatening allergies may be disabled within the meaning of Section 504 of the Rehabilitation Act of 1973. Requests for accommodations related to a student's disability should be addressed to LI's Dean of Specialized Instruction at extension 3312 or to Head of School Brian Bloomfield, (802) 535-3683, brian.bloomfield@lyndoninstitute.org. Either individual can also be reached at Lyndon Institute, PO Box 127, Lyndon Center, Vermont 05850. Additionally, the School Nurse may be requested to or may otherwise make such a referral.

School Interventions Upon a Student's Return to School Following a Severe Allergic Reaction

Lyndon Institute acknowledges that students who have experienced an allergic reaction at school need special consideration upon their return to school. The school's approach to such circumstances will vary depending on the severity of the reaction, the student's age, and whether their classmates witnessed it. A mild reaction may need little or no intervention other than speaking with the student and their parent(s)/guardian(s) and re-examining the IHCP. In the event that a student has had a moderate to severe reaction, the school will:

- obtain as much accurate information as possible about the allergic reaction;
- Identify those who were involved in the medical intervention and those who witnessed the event;
- meet with the adults involved to discuss what was seen and

dispel any rumors;

- provide factual information as appropriate (although the school may want to discuss this with the parent(s)/guardian(s), factual information that does not identify the individual student can be provided to the school community without parental permission; for example, a letter from the Head of School to parent(s)/guardian(s) and teachers that doesn't name names but reassures them the crisis is over);
- request assistance from the Director of Food Services if an allergic reaction is thought to have been from a food provided by the school food service to ascertain what potential food item was served/consumed, and review food labels from the Food Service Director and staff;
- agree on a plan to disseminate factual information to and review knowledge about food allergies with school mates who witnessed or were involved in the allergic reaction, after both the parent(s)/guardian(s) and the student consent;
- ensure explanations are age appropriate;
- review the student's IHCP, or if the student does not have an IHCP, then consider initiating one;
- amend the student's IHCP and/or the emergency response plan as necessary;
- and
- review what changes need to be made to prevent another reaction without assigning blame.

The student and their parent(s) /guardian(s) shall meet with the School Nurse and any staff who were involved in the allergic reaction, and be reassured about the student's safety, what happened, and what changes will be made to prevent another reaction. If a student demonstrates anxiety about returning to school, checking in with the student on a daily basis would be indicated until their anxiety is alleviated. If a student has a prolonged response to an anaphylactic event, strategies should be reviewed and clinical intervention may be recommended. Collaboration with the student's medical provider would be indicated to address any medication changes.

These procedures may be amended from time to time, subject to the school's discretion and changing laws.

Asbestos Hazard Emergency Response Act (AHERA)

Lyndon Institute is required by law to make known to members of our community that we have management plans for the safe control and maintenance of asbestos-containing materials found in our buildings. These management plans are available and accessible to the public at the Physical Plant Operations and Maintenance Office of Lyndon Institute. It is our intent to protect the health of our students, our staff, and those who visit our school by strictly observing the law's requirements. Please contact LI's Head of School with any questions.

Locks and Lockers

Revised June 2017

Lockers are not typically assigned to students. Lockers and combination locks will be assigned by request from Campus Life for a \$5.00 deposit, returnable to a student when they return their lock at the end of the school year. Because laws require that in an emergency we be able to open all lockers in a very short period of time, personal locks are not allowed and will be removed by school personnel. Since lockers are a permanent part of the building, students are expected to keep them in good usable condition. School personnel have the right to inspect/search lockers in accordance with the school's Search Policy, set forth in this handbook. Lyndon Institute is not responsible for student belongings stored on campus. Items not removed from lockers promptly at the end of the school year will be donated to local organizations.

Pupil Privacy Rights

It is the intent of Lyndon Institute to comply with the provisions of the Federal Pupil Privacy Rights Amendment (PPRA) governing the administration of certain student surveys, analyses, or evaluations funded in whole or in part by the U.S. Department of Education. Please see the Annual Notification of Parental Rights included as Appendix A to this handbook.

Definitions

Invasive Physical Examination means a medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

Personal Information means individually identifiable information including a student's or parent's name, address, telephone number, or social security number. "Instructional material" means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

Parent means a natural or adoptive parent, a legal guardian, or other person standing in loco parentis (such as a grandparent or step parent with whom a child lives, or a person who is legally responsible for the welfare of a child).

Student Rights

The rights provided to parents under PPRA and this policy transfer to the student when the student turns eighteen years old, or is an emancipated minor under applicable Vermont law.

Policy

No student shall be required, without parental consent, to take part in a survey, analysis, or evaluation funded by the U.S. Department of Education that reveals information concerning:

- the political affiliations or beliefs of a student or a student's parents;
- the mental or psychological problems of a student or a student's family;
- sex behavior or attitudes;
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of other individuals with whom student respondents have close family relationships;

- legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or members of the clergy;
- income (other than that required by law to determine eligibility for participation in a program for receiving financial assistance under such program); or
- religious practices, affiliations, or beliefs of a student or a student's parents.

Parents shall have the right to inspect upon request any survey created by a third party before the survey is administered or distributed to a student. Requests for inspection shall be in writing and shall be made in sufficient time to allow a response at least two weeks in advance of any survey to be given.

Parents shall be notified at least annually, at the beginning of the school year or when enrolling students for the first time in district schools, of this policy. The notification shall explain that parent(s)/guardian(s) or students (aged eighteen years and older), have the right to opt out of the following activities:

- The collection, disclosure, and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational services for or to students.
- The administration of any survey not funded in whole or in part by the U.S. Department of Education that includes the eight subject areas listed above.
- The administration of any nonemergency, invasive physical examination or screening that is required as a condition of attendance administered by the school which is not necessary to protect the immediate health or safety of a student or other students and not otherwise permitted or required by state law.

In addition, parents shall be notified, by U.S. mail, e-mail, or other direct means, at least annually at the start of each school year of the specific or approximate dates of any activities described above, and shall be provided an opportunity to opt out of participation in those activities. Parents shall have the right to inspect, upon request, any instructional material used as part of the educational curriculum.

The Head of School or their designee shall develop procedures as required to ensure implementation of this policy.

Legal Reference: Protection of Pupil Rights, 20 U.S.C. 1232h

School Closing Due to Severe Weather

Lyndon Institute will remain open except under extreme or emergency circumstances including severe weather conditions such as ice storms or flooding. Since Lyndon Institute serves students from such a large area, we make our decision based on conditions at the school. If conditions where you

live are unsafe, we expect you will use common sense and not venture out until it is safe to travel. If Lyndon Institute remains open but you feel it is not safe to travel, please notify us. If the school is closed or we have issued a delayed start, it will be broadcast via voice message to all individuals with a phone number on file with the school, emailed, communicated over the LI App, announced on Magic 97.7 and on WCAX-TV Channel 3 by 5:50 AM on the school's website www.lyndoninstitute.org.

Search Policy

Revised June 2011

In order to help maintain a safe and secure environment for our students and staff, Lyndon Institute has adopted the following policy:

Members of the faculty and/or administration may conduct a search of a student's person or property, including but not limited to a school locker, backpack, dorm room, cellular telephones and other personal electronic devices, and/or automobile on school grounds (including all parking and other adjacent areas), if there are reasonable grounds to believe that the student may be in violation of the school's policies regarding weapons, alcoholic beverages, and other regulated substances or cellular telephones and other personal electronic devices, or if there are reasonable grounds to believe that the student may be in possession of stolen property. In some instances, the Administration may perform a general search of school facilities, lockers, dorm rooms, and/or backpacks with the aid of law enforcement officers. Please do not leave bags, backpacks, or belongings unattended in halls, the MAC, or other areas of campus. Any bags found unattended by their owner may be confiscated and searched.

Lyndon Institute reserves the right to test any and all items or substances discovered during a search utilizing either an onsite field test, a third party laboratory or both.

Student Conduct and Discipline

Policy Revised July 2016

It is the policy of Lyndon Institute to maintain a safe, orderly, civil and positive learning environment. In order to ensure that the school is free from disruptive misconduct on the part of students, a system of classroom and school management practices, supported by consistent, clear, and fair disciplinary procedures, will be utilized. The goal of this policy is to create an environment where the rules for student behavior are clearly stated, are understood and accepted by students and staff, and are applied in compliance with the school's procedural requirements. For incidents involving harassment/hazing/bullying, please refer to the respective policy and procedures section set forth in this Student/Parent Handbook. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 VSA. 1161(a). It is the student's responsibility to be polite and courteous and to respect the rights of others. It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for

fellow students and adults. This includes complying with all policies and rules of conduct of both the school and individual classrooms.

Policies and regulations of Lyndon Institute will be in effect and must be complied with at all times during the school day and while in attendance at school functions. The school day is defined as “that period of time from when students arrive on the school grounds (general proximity: bridge to bridge) until 3:30 p.m. (this includes students attending school activities and students waiting for rides).” During the school day, if a student is found on the property not owned or leased by Lyndon Institute (cemetery, the church and its parking lot adjacent to Sanborn Hall or other areas owned by the Town of Lyndon) consequences may occur.

Omissions: Students are expected to remove themselves from a situation involving a rule violation. Being knowingly present during the violation of a major school rule makes a student liable for consequences.

Rules of Conduct

The basic rules for student conduct are set forth each year in the various policies and procedures contained in the Lyndon Institute Student/Parent Handbook, including the policy on Student Conduct and Discipline. Any questions as to content or application of these rules should be directed to the Dean of Students. Students should thoroughly review this Handbook and share it with their parent(s)/guardian(s). Copies of this Handbook are available to parents/guardians upon request.

A student shall follow the requests and orders of the Administrative Team, the Head of School, teachers, and any other personnel employed by Lyndon Institute. Members of the Lyndon Institute faculty, Administration, or supervisory staff may confiscate any substance or device that violates any policy, is a distraction to the educational environment, or may be considered a hazard. This includes, but is not limited to, digital devices or any object(s) that could pose a danger.

Grounds for detention, suspension or expulsion include but are not limited to:

- Disrespect for faculty/staff
- Flagrant disrespect for authority
- Continued violation of school regulations
- Repeated violations of the School's dress code
- Repeated use of profanity or obscene language
- Inappropriate body contact
- Possession of weapons
- Reported a false alarm or bomb threat
- Fighting
- Harassment, bullying and hazing
- Smoking/possession of tobacco in school or on school grounds
- Use, possession or distribution of alcoholic beverages
- Use, possession, sales or distribution of any non-prescribed, illegal, narcotic or chemical or drug paraphernalia
- Defacing, damaging or stealing of property
- Failure to have student ID
- Going to one's car without permission
- Leaving the school grounds without permission

- Truancy
- Cutting classes and/or detention
- Behavior not conducive to the welfare, safety or morals of others

Lyndon Institute uses a school-wide approach to help students become successful in school, college, careers, and life. It is expected that students be respectful and responsible at all times while in school and/or participating in school sponsored activities. Behavioral violations and consequences vary according to their severity and rate of occurrence. The following describes a list of behavioral violations and a typical response incurred. This list is not inclusive of all possible behavior violations. For incidents involving alleged harassment/hazing/bullying, please refer to the respective policy and procedures section set forth in this Student/Parent Handbook.

Administrative action may be taken for any infraction of Lyndon Institute's rules and may include, reparative measures, detention, suspension, or expulsion. Consequences for behavioral violations may be determined by the student, a faculty/staff member, an administrator or team of administrators.

Procedures Revised June 2015

Level 1 Violations: (Faculty Detention, assigned seating, parent/ teacher meeting, etc. The teacher documents and communicates with home. Teacher communicates potential issues to the Campus Life Office):

- Minor infractions that can be dealt with in the classroom with minimal disruption
- Inappropriate behaviors that do NOT lead to an unsafe environment and stop after the teacher intervenes
- Public display of affection
- Disrespect for others (minimal level)
- Use of profanity/inappropriate language
- Minor infractions of *Electronic Devices Policy*
- Dress code infractions
- Violations of classroom rules

Level 2 Violations: (Administrative Detention. Teacher documents and may or may not communicate with home. The Campus Life Office communicates with home.):

- Ongoing level 1 behaviors which have been addressed by the teacher with level 1 expectations and consequences put in place.
- Behavior that is not conducive to safety, welfare and/or morals of others
- Minor infractions that cannot be dealt with in the classroom without disruption
- Inappropriate behaviors that do NOT stop after teacher intervenes and may lead to an unsafe environment
- Repeated infractions of school regulations
- Behaviors that cannot be handled in the classroom or general school environment
- Excessive public displays of affection

Level 3 Violations: (Other. Teacher calls for immediate assistance when

appropriate. Teacher documents. Administration communicates with home. Situation may be turned over to legal authorities.):

- All criminal behavior
- Possession of a weapon or object that may pose a danger to self and/or others
- Inappropriate body contact
- Flagrant violation of school regulations
- Flagrant disrespect for others
- Unlawful conduct and/or conduct that requires an investigation
- All unsafe behaviors
- Bomb threats and/or reporting a false alarm
- Fighting
- Violations of our Tobacco, Alcohol, and Drug Policy
- Habitual use of profanity and/or other offensive language
- Defacing, damaging or stealing personal and/or school property
- Leaving grounds without permission

Discipline Options

Reparative Measures

Students may be required to do community service, restitution, apologize to affected parties, and/or develop behavioral plans. Members of the faculty may keep students after school to make up work or to receive help.

Faculty Detention

A student may be required to remain after school for detention by the faculty when the student has a level 1 behavioral violation (as listed above). When appropriate, the faculty member will give the student and their family a 24-hour notice to make necessary arrangements. If a student fails to meet with the teacher for detention, the matter will be turned over to the Administration.

Loss of Privilege

A student who repeatedly violates rules governing privileges on campus, including but not limited to vehicles on campus and digital device use policies may lose the privilege for a period of time to be determined by the Administration.

Administrative Detention

The Administration and any support staff in a supervisory position (e.g., traffic control, Sanborn and dining hall supervisors, etc.) have the authority to impose administrative detention.

Administrative detention will be served from 2:55 p.m. to 3:35 p.m. Monday through Thursday. Administrative detention will be served with the administrative supervisor under their guidelines.

A student assigned to administrative detention will be notified at least two days in advance, allowing ample time to make arrangements.

A student is excused from administrative detention if they are absent from school on the day of detention. All other absences from detention will be considered unexcused and may result in additional detention unless the

student gets prior approval from the Dean of Students and provides appropriate documentation.

If a student is absent from administrative detention, it is their responsibility to meet with the Dean of Students within two school days to resolve the issue.

If a student has a total of ten absences for which detention has not been served, accumulates 20 blocks or more, or any disciplinary detentions they may face a range of consequences, including but not limited to: loss of privileges, required parent meeting and in school suspension.

Immediate Removal

When a student, because of their conduct or condition, is an immediate threat to self or others, property, or the school's educational environment, Lyndon Institute may take whatever action is appropriate under the circumstances, including but not limited to, immediate removal from the school premises and school functions, pending a meeting as to suspension as soon as possible thereafter. Lyndon Institute staff, at the direction of the Head of School or their designee, will make reasonable efforts to notify the student's parent(s)/guardian(s) by telephone as to their removal from school. If the parent(s)/guardian(s), or other responsible person designated as an emergency contact by the parent(s)/guardian(s) cannot be notified, the student will be detained at school or at another safe and secure setting for the remainder of the school day. If the school is unable to reach the parent(s)/guardian(s) by telephone, a written notice will be sent to them. If requested, a follow-up meeting with the parent(s)/guardian(s) will be arranged by the Head of School.

In the event a student brings a weapon to school, the procedures set forth in the Lyndon Institute Weapons Policy shall apply.

Lyndon Institute students who are charged with a felony may be removed from school if it is determined that the crime the student is charged with could have a detrimental effect on school climate or safety, or will create a hostile environment for the student charged, the staff, or other students.

Short Term Suspension

The Head of School (or their designee for either) has the authority to impose a suspension for up to ten consecutive days for misconduct occurring on or off school grounds.

The Head of School or their designee will make reasonable efforts to notify the parent(s)/guardian(s) by telephone. If the school is unable to reach the parent(s)/guardian(s) by telephone, a written notice will be sent to them. If requested, a follow-up meeting with the parent(s)/guardian(s) will be arranged.

If student behavior repeats, the offending student may face graduating consequences. Suspensions may graduate on a 1-day, 3-day, 5-day sequence. This may include graduating to the point of dismissal from Lyndon Institute.

Longer Term Suspension or Expulsion

The Head of School (or designees) may expel a student for misconduct on school property, on a school bus, or at a school-sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school.

The Chief Operating Officer may suspend a student for longer periods or may expel a student for misconduct: (a) not on school property, on a school bus, or at a school-sponsored activity where direct harm to the welfare of the school can be demonstrated; or (b) not on school property, on a school bus, or at a school-sponsored activity where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.

Procedures for Longer Term Suspensions and Expulsion

The Dean of Students will recommend any long term suspension or expulsion to the Head of School with written notification to the student's parent(s)/guardian(s). The Head of School will review the committee's recommendation and accept or reject the recommendation. If the recommendation is accepted, the Head of School will follow up with a letter to the parent(s)/guardian(s) imposing a long term suspension or expulsion. The parent(s)/guardian(s) or a student age 18 or older may appeal the long term suspension or expulsion decision by the Head of School, and as a part of such an appeal, they may also request a hearing with the Head of School. These appeal procedures will be processed through the Head of School's Office. The appeal and any request for a hearing on the appeal must be submitted to the Head of School in writing within five school days of the date of the long term suspension or expulsion letter. If a written appeal is submitted but no hearing is requested, then the Head of School or their designee will notify the parent(s)/guardian(s) and/or adult student in writing concerning a decision on their appeal as to whether the long term suspension or expulsion is upheld or modified.

If a hearing is requested, then a hearing date will be scheduled as soon as is practicable. An appeal hearing will provide the parent(s)/guardian(s) and/or adult student with an opportunity to present evidence, to pose evidentiary questions to the Administration through the Head of School, and to make additional requests including concerning the duration of the longer term suspension or expulsion and concerning a date when the student may return to school or reapply for admission. Following the hearing, the Head of School or their designee will notify the parent(s)/guardian(s) and/or adult student in writing concerning a decision on their appeal as to whether the long term suspension or expulsion is upheld or modified.

If not otherwise stated in the case of an expulsion, the student may apply the next semester for readmission after one calendar year of expulsion.

Students who are suspended or expelled are not permitted to be on the LI campus during suspension or expulsion periods.

Discipline of Students with Disabilities

Notwithstanding the above provision, a legal student who has a disability or is suspected of having a disability, and is eligible for special education services or Section 504 services may not be removed from his or her current educational placement for disciplinary reasons for more than ten consecutive days, or for more than ten cumulative days in a school year, except in accordance with the procedures established by Vermont State Board of Education Rules 4312 or 4313. The Head of School, with the agreement of the Director of Specialized Instruction, may impose short-term disciplinary sanctions on special education students as provided in Vermont State Board of Education Rule 4313. The Head of School and coordinator of special education will develop additional procedures as needed to govern the discipline of students with disabilities.

Use of Restraint & Seclusion

Policy

It is Lyndon Institute's policy to emphasize the use of positive behavioral interventions and supports to avoid the use of physical restraint or seclusion to address targeted student behavior. Lyndon Institute complies in its Use of Restraint & Seclusion with State Board of Education Rule 4500. Physical restraint and seclusion is not a form of discipline or punishment and is used, only as reasonable and necessary, as a temporary intervention by trained staff when a student's behavior poses an imminent and substantial risk of physical injury to the student or others.

Procedure

The Head of School and the parents will be notified concerning any use of restraint or seclusion.

Following the use of restraint or seclusion, a proper staff person shall review the incident with the student in a manner appropriate to the student's age and developmental ability to discuss the behavior that precipitated the use of restraint or seclusion.

Lyndon Institute will attempt to provide verbal or electronic notice of any incident of restraint or seclusion to the student's parents as soon as it is practical but not later than the end of the applicable school day and will provide written notice to the parents within 24 hours of each use of restraint or seclusion in compliance with State Board Rule 4503.1.

Within four days, parents will have the right to participate in a meeting to review the incident of restraint or seclusion and to be consulted in determining any specific follow up actions to be taken.

Any parent or school personnel may file a complaint regarding the use of restraint or seclusion in writing to the Head of School. Such complaints will be investigated by Lyndon Institute and written findings issued within thirty (30) days. Unresolved complaints shall be directed to the Superintendent of the Supervisory Union where the student resides. A student on an IEP or Section 504 Plan may also use the dispute resolution options available under State Board Rules a-2365.1.6, if appropriate.

Student Identification Cards

Policy Adopted June 2016 Revised 2026

Student Identification (ID) Cards

In an ongoing effort to maximize student and campus safety, Lyndon Institute will issue an ID card to each student containing a current photographic image of the student. ***The Initial ID Card*** will be free of charge to all its enrolled students at the commencement of their enrollment. Students must carry their photo ID badge at all times. The ID card provides proof of enrollment and will be used as identification for purposes that may include admission, examinations, area student discounts, and library borrowing privileges. It is also how they “pay” for lunches. The ID card must be produced on request and remains the property of Lyndon Institute.

All Lyndon Institute ID cards will require a photograph of the student

LI is responsible for taking the photograph and will schedule this at the commencement of the student’s program. No headgear or sunglasses are allowed unless there is a medical or religious reason to wear them. No other item that obstructs the face should be worn at the time the ID picture is taken. The upper portion of the forehead to the lowest point of the chin may not be covered. Typically this photograph is taken on picture day each year, this participation is required from all students,

If an ID card has been stolen or misplaced

The cardholder is responsible for safeguarding their ID card. Should a card become lost, either accidentally or by theft, LI assumes no responsibility. Students will need to report a lost or stolen card to the Campus Life Office and have another ID card issued. After 4:30 p.m. and on weekends you may notify the Administrator on Duty (AOD). The name of the serving AOD is communicated every Friday from the Resident Life Office to the student body, via email. If the card is located, notify Campus Life immediately. There is a charge for each replacement card issued to students. Please allow two business days for this process to take place. Depending on where the card was lost, it may be mailed back to the school. Students withdrawing from LI must return their ID card to the Campus Life Office in order to complete the withdrawal process.

Substances: Alcohol, Drugs, Tobacco

Policy Revised June 2026

It is the policy of Lyndon Institute that no student shall knowingly possess, sell, give, or otherwise transmit, be under the influence of, or show in any manner any evidence of being in possession, of having used, or consumed any illegal drug, regulated substance, or alcohol, or misused prescription/non-prescription medication on any school property, or at any school-sponsored activity away from school property (wherever it may be held) or within the school.

Any student believed to be in violation of the above regulation shall be immediately turned over to the administrator on duty and/or law enforcement. Student safety may require that the student be sequestered or removed from the venue.

When the Head of School or their appointed designee believes an infraction of this regulation is also a violation of state or federal laws, the fact and circumstances of the infraction shall be promptly reported to the State's Attorney and/or such law enforcement officers who have jurisdiction.

A student's person or property, including but not limited to a hall locker, backpack, and/or automobile on school property (including all parking and other adjacent areas at school or off-campus school sponsored events), may be searched if the school has reasonable grounds to believe that the student may be in violation of this policy. (See search policy above)

Violation of this policy shall result in discipline in accordance with Lyndon Institute's Student Conduct and Discipline Procedures.

Procedures Revised July 2015

First Offense:

- The parent(s)/guardian(s) will be notified;
- The student may be expelled from school for the equivalent of one semester; the minimum consequence for this violation will be a five-day suspension from school;
- Substance and/or paraphernalia may be turned over to an investigating law enforcement agency;
- If expelled the student must complete or be in the process of completing all school recommendations before the student will be allowed to re-enroll at Lyndon Institute. This includes a full substance abuse assessment comprised of evidence based tools and urinalysis with a Certified and/or Licensed Alcohol and Drug Abuse Counselor. Student or guardian must sign a full release of information for all testing results, attendance, level of participation, and treatment recommendations;
- In every case, as a condition of continuance at Lyndon Institute, the student and/or the student's parents/guardians must agree to random drug testing, conducted at LI by qualified personnel, for the student for the rest of the student's tenure at Lyndon Institute and the student must remain in good academic standing. The drug testing will be required to be done at the moment of the school's request. Any attempts to circumvent the integrity of the test may be seen as a positive test. Honesty is a guiding principle of our core values and may have a considerable impact on the student's consequences. Refusal to accept this condition will constitute grounds for the immediate termination of the student's enrollment at Lyndon Institute.
- Following suspension, the student will be restricted to classes and study halls for the remainder of the semester (a minimum of one quarter).

Second Offense:

- The parent(s)/guardian(s) will be notified.
- A second violation or a positive drug test following the original incident will result in immediate expulsion, with the opportunity for appeal (see Long-term Suspension and Expulsion) Substance

and/or paraphernalia may be turned over to an investigating law enforcement agency.

The selling of a controlled substance on school grounds or the proximity (bridge to bridge to bridge) during school hours will be subject to the following procedures:

- The parents/guardians will be notified.
- The student will be expelled from Lyndon Institute.
- Substance and/or paraphernalia may be turned over to an investigating law enforcement agency.

TOBACCO

Policy Revised July 2015

Smoking, chewing, or possessing tobacco or nicotine, of any type (including smokeless tobacco), electronic cigarettes (e-cig or e-cigarette), personal vaporizers (PVs) and electronic nicotine delivery system (ENDS) and other vaporizers at any time within any school building, on campus, or during a school-sponsored activity is prohibited. If a student is found to be in violation, the following procedures will be followed:

Procedure Revised July 2016

If a student is found smoking, chewing or possessing tobacco or nicotine of any type (including smokeless tobacco) electronic cigarettes (e-cig or e-cigarette), personal vaporizers (PVs) and electronic nicotine delivery system (ENDS) and other vaporizers on school property or during a school function, the following procedures will be followed:

FOR ALL OFFENSES, EVERY TIME:

- The student's parent(s)/guardian(s) will be notified.
- If the student is less than 21 years of age, the tobacco products and smoking/vaping devices may be turned over to the Lyndonville Police Department. If the student is 21 years of age or over, the tobacco products and/or smoking/vaping devices will be returned when the student leaves campus for the day.
- The student will be referred to the Health & Wellness Center
- The student will complete the tobacco education set forth by the Health & Wellness team. The student will be given 30 days to complete the education program. Failure to complete will result in a 1-day in-school suspension to complete the course.

Additional Consequences, First Offense:

- The student will receive six blocks of administrative detention.
- The student will be restricted to classes and study halls for the remainder of the semester (a minimum of one quarter).

Additional Consequences, Second Offense:

- The student will receive a one-day in-school suspension.
- The student will be restricted to classes and study halls for the remainder of the school year.
- Following a second offense, unannounced searches may be conducted of the student's backpack, person, dorm room and/or locker; at any time, as determined necessary by the Dean of Students and/or Head of School.

Additional Consequences, Third Offense:

- The student will receive an out-of-school suspension, with the number of days determined based on the severity of the offense.
- The student will be restricted to classes and study halls for the remainder of the school year.
- Unannounced searches may be conducted of a student's backpack, person, dorm room and/or locker, at any time as determined necessary by the Dean of Students and/or Head of School.

Substance Abuse Prevention

Revised July 2016

Lyndon Institute recognizes that chemical dependency is, unfortunately, a fact in some parts of society today. Without in any way minimizing individual responsibility for one's actions, Lyndon Institute recognizes that the full explanation for chemical dependency is often complex and involved. We also recognize that individuals with chemical dependency may include people who could otherwise make meaningful contributions to the Lyndon Institute community. Chemical abuse and dependency are treatable health problems that are primarily the responsibility of the home and the community. The school shares this responsibility in the areas of prevention (education) and intervention (identification and referral). Lyndon Institute wishes to extend every reasonable aid and encouragement to any chemically dependent student who wishes to obtain help. Lyndon Institute will assist the student in finding appropriate counseling and support.

A student asking for help with their chemical dependence will not be disciplined. However, if the student is found to be selling, buying, in possession or engaged in an omission as set out in the Student Conduct and Discipline Policy, Lyndon Institute will adhere to the Student Conduct and Discipline Procedures as stated in the Student/Parent Handbook.

Lyndon Institute reserves the right to require a student to submit to a drug test when concern warrants such a procedure. The drug test may consist of having to provide a breathalyzer test, a urine sample, a blood test, a hair sample, or any other appropriate medical test. Refusal to submit to a drug test will be treated as a positive test result and an admission to the accusation and may result in dismissal. All costs of drug testing are the responsibility of the student's parents/guardians.

Student Assistance Team

Lyndon Institute has a Student Assistance Team (SAT), which is a group of professionals within Lyndon Institute that receive health and safety referrals about students in need of help. The main goal of the SAT is to systematically and professionally respond to students' problems. The SAT is composed of members of the Lyndon Institute community, including the Director of Health Services, Dean of Students, School

Nurse,, Dean of Specialized Instruction, Counselor, and Director of Residential Life.

It is the responsibility of the SAT to work within the Lyndon Institute community to identify, evaluate, and help resolve health and safety issues which may include alcohol and/or drug related problems. Wherever possible, appropriate, and within federal and state law the SAT will involve the parents or guardians in this process. The SAT is not involved with the discipline of the school as outlined under the Alcohol/Drug Policy. The SAT supports all Lyndon Institute guidelines around the use of alcohol and other drugs.

Confidentiality

Our health care professionals, counselors, advisors, and administrators strive to respect the privacy of our students; however, there are times when information may need to be shared with parents, select faculty, and school officials. Therefore, parents and students consent, as a condition of enrollment, that otherwise confidential health care and counseling information may be disclosed on a need to know basis to the extent necessary to protect the health, safety, and welfare of the student and community.

Educational Program:

The school conducts substance abuse education programs on a sequential basis in accordance with the mandates of 16 VSA 909, the Vermont Alcohol and Drug Education Curriculum Plan.

Cooperative Agreements:

In dealing with substance abuse cases, every effort will be made to promote responsible decision-making by the student involved and by other students who are aware of another student's use or abuse. The focus will be to encourage appropriate medical and/or psychological intervention by trained professionals. Students and their parents/guardians will be given information about outside agencies and will be encouraged to take advantage of their services and programs.

Students under the age of eighteen who have been referred or who refer themselves to the Student Assistance Program counselor may be seen individually by the counselor for the purposes of substance abuse screening and consultation. It will be the goal of the Student Assistance Program to encourage students to involve their parent(s) /guardian(s) at the earliest point in time.

No student under the age of eighteen will be referred to an outside agency for substance abuse treatment without parental consent unless, in accordance with 18 VSA 4226, the student is twelve or over and found by a licensed physician to be dependent upon regulated drugs or alcohol.

Parental consent is not required for student participation in group programs conducted within the school that are educational in nature and have been designed to impart information and/or assist students in improving their sense of self-esteem. Such group programs may be conducted only by trained professionals contracted by the school to perform such service or by trained

school staff who have been approved by the Administration to conduct such groups.

Technology at School

Use of Digital Technology at School

Policy Revised June 2017

Technology systems and electronic devices that constitute digital technology, both school owned and personal and including but not limited to smartphones, laptops, iPads, Chromebooks, the Lyndon Institute local and cloud networks, wireless access networks, and the School's Internet feed, are all integral parts of learning at Lyndon Institute. The core values that define our community require that all systems and devices be used respectfully and responsibly. The use of electronics and other technology on our campus is a privilege and must be treated as such by all users.

Procedure Revised July 2015

Using electronic services in a manner that is not consistent with our core values during the school day or at any school-sponsored event, whether on or off-campus, will result in discipline according to the Student Conduct and Discipline Procedures outlined in this Handbook. Lyndon Institute reserves the right to confiscate any electronic device that may have been used in violation of this policy.

Additionally, all behavioral rules apply to student use of school owned electronic devices at all times and in all locations that school-owned devices are in use. Additional rules related to harassment/hazing/bullying apply at other times and locations. Please refer to the Harassment/Hazing/Bullying Policy set out in this Handbook.

Cell Phones and Other Personal Electronic Devices (PED)

Revised June 2026

The Why

Pursuant to Act 72 of 2025 and the minimum guidelines required by the State of Vermont, it is the policy of Lyndon Institute (LI) to provide all students with access to the benefits of a wireless communication device(s) and social media-free school environment, which promotes focus, improved mental health, and increased social cohesion.

LI is committed to creating and enforcing a wireless communication device(s) policy that prioritises our students social, mental, and academic growth. This commitment is rooted in research that informs us that device use, specifically social media, negatively affects multiple areas of adolescent development. The goal of our device policy is to create an environment that is absent of the

technologies that contribute to these harmful impacts. We believe that being device-free will bring our community closer together, so that we can nurture stronger relationships, support student well-being, and strive for academic excellence.

“Bell to Bell” Policy

It is the policy of Lyndon Institute that all student wireless communication devices must be powered off and secured in a locked storage system for the duration of the school day, 8:00 AM - 2:45 PM, as defined in the school’s handbook.

Students will turn in their powered off wireless communication device(s) to their A block teacher at the start of the school day. Devices will remain powered off, locked, and inaccessible for the duration of the school day and can be retrieved from their A block teacher at the end of the school day. Tardy students, students with work based learning at the beginning of the day, and high honors students who have late arrival will be sent to the Campus Life Office upon arrival to deposit their wireless communication device(s). Students who have an A block study hall in the MAC will store their phones in the Campus Life office. If a student is leaving early, they should plan to leave their device(s) in Campus Life from the start of the day through their departure.

Students who do not possess a wireless communication device(s) or who leave their device(s) secured in their vehicle or at home must have a signed waiver on file from a parent or guardian. Students who do not have a signed waiver on file and fail to turn in a device will be subject to disciplinary action as defined in the Enforcement Actions/Consequences section of this policy. Students who plan to use computers at school need to follow Lyndon Institute’s Student Computer & Personal Device(s) Use Policy.

Lyndon Institute shall not assume responsibility for the theft, loss, or damage of student-owned wireless communication devices. The school shall not be responsible for any unauthorized use or calls made with a student’s device(s).

The following outlines how the wireless communication device policy applies in special circumstances and school activities:

Field Trips: Wireless communication device(s) are not permitted on school-related field trips during the school day and will be kept on school grounds. Exceptions may be made for overnight or international trips at the supervising staff member’s discretion. Before and after the school day, students may be permitted to use their devices at the discretion of the chaperone.

School Events: Wireless communication device(s) are not permitted at school events during the school day. Before and after school hours, students are permitted to use their device(s).

Athletics: Teams must communicate via approved platform or school email, no social media or messaging service. Before and after the school day, the Athletics Policy must be followed.

Residential: Wireless communication device(s) are not permitted for residential students during school hours when school is in session. Students are permitted to use them when school is not in session or before and after school hours.

Detention: Wireless communication device(s) are not permitted for students who are serving detention.

Employees of Lyndon Institute will store their wireless communication device(s) with their personal belongings and will not access them while students are present during the school day.

Prohibited Wireless Communication Devices

- Cell phones that connect to the internet and non-internet connected cell phones that send and receive messages and make or receive phone calls
- Personal electronic devices, such as handheld gaming consoles
- Smart watches and smart glasses
- Bluetooth/wireless headphones

Circumstances for Use

No student will be prohibited from possessing or using a wireless communication device if they:

- A. Require a cell phone/electronic device as part of their individualized health care plan, individualized education program, or 504 plan, which shall be documented according to applicable State and Federal law (or in a manner that the school deems appropriate) and approval through Lyndon Institute's Procedure for Requesting a Wireless Communication Device Policy and only in accordance with their necessary usage, not for unauthorized uses.
 - a. Have been allowed by an administrator for an academic, school-sponsored athletic, or cocurricular purpose, for the most limited use reasonably possible in a designated location;
 - b. Require a device for compliance with the McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435.
- B. Require a device because they are a parent or legal guardian, for most limited use reasonably possible for purposes related to the care of their child(ren). This access must be approved by administration and documented in advance in a designated location.

Family and Guardian Communication During the School Day

During the academic day, 8:00 AM - 2:45 PM, parents/guardians may contact the school's receptionist's office when communicating important messages from home. Students may also request permission to use a phone in Campus Life, Wellness Center, or the Creamery to call a parent/guardian. For messages that are urgent/time sensitive, families can call the receptionist office at 802-535-3636 ext 1241 and the student will be notified via classroom telephone. Students may have periodic access to school email throughout the day via their computers so that is a method of communication that can also be utilized.

Enforcement Actions/Consequences

No warning will be given prior to the enforcement of consequences:

- 1st Offense: Wireless communication device(s) is taken to the Campus Life office if on the Darling campus or to the CTE Director's office if on Vail campus for the student to pick up at the end of the school day. An email from Campus Life will be sent home to the parent/guardian stating the circumstance and that next time there is an issue, they will need to come pick up the device(s).
- 2nd Offense: Wireless communication device(s) is taken to the Campus Life office if on Darling campus or CTE Director's office if on Vail campus and a parent/guardian is required to pick it up at the end of the school day. An email will be sent or a phone call will be made to the parent/guardian from Campus Life.
- 3rd Offense: Wireless communication device(s) is taken to the Campus Life office if on Darling campus or CTE Director's office if on Vail campus, a parent/guardian is required to pick it up at the end of the school day, and a meeting with the student and parent/guardian is scheduled to create a personal wireless communication device contract to follow for the remainder of the school year. An email will be sent or a phone call will be made to the parent/guardian from Campus Life.

Students who deposit a fake phone or are dishonest about delivering it will automatically go to the 2nd offense.

Lyndon Institute's Student Computer & Personal Device(s) Use Policy

Devices of concern in this policy include personal MacBooks, personal Laptops, tablets, and School-Issued Chromebooks. This policy applies equally to all

student computers, regardless of whether the device is school-issued or personally owned.

Lyndon Institute recognizes that computers are an essential instructional tool that support student learning, creativity, and engagement. In alignment with Vermont Department of Education guidance, the use of student devices during the school day is intended to support academic instruction, student well-being, and an equitable learning environment.

Students may use school-issued Chromebooks or personal computers, including MacBooks, for educational purposes during the school day. Lyndon Institute supports students choosing to use their own personal devices, provided they adhere to all school expectations regarding appropriate use, classroom engagement, and digital conduct.

Permitted Use

Student computers may be used during the school day for:

- Classroom instruction and teacher-directed activities
- Research, writing, and academic coursework
- Educational software, applications, and websites approved or assigned by a teacher

Prohibited Use

During the school day, 8:00 AM – 2:45 PM, students may not use computers for:

- Video games or gaming platforms
- Social media platforms (including but not limited to Instagram, Snapchat, TikTok, X, Facebook)
- Chat or messaging services not required for coursework (including but not limited to iMessage, FaceTime, Discord, WhatsApp, or similar tools)
- Streaming entertainment (YouTube, Netflix, Twitch, etc.), unless explicitly approved by a teacher for instructional purposes
- Any activity that circumvents or undermines the school's Cell Wireless Communication Device Policy

Personal computers may not be used as a substitute for a cell phone or as a means to bypass restrictions on phone use, including sending or receiving messages, calls, or notifications during school hours.

Students who choose to bring a personal MacBook are responsible for ensuring that features such as messaging, phone mirroring, or notifications are disabled during the school day.

Expectations for Use

- Computers may only be used when permitted by the teacher and in a manner consistent with classroom expectations.
- Sound must be muted unless headphones are explicitly allowed.
- Screens must be visible to faculty/staff upon request.
- Students must comply immediately if asked to close or put away their computer.

Enforcement Actions/Consequences

- 1st Warning: An email communication will be sent to Campus Life by the employee.
- 2nd Warning: An email communication will be sent to Campus Life by the employee and they will send a email home to the parent/guardian stating the circumstance and that the next time there is an issue, the device will be taken.
- 1st Offense: Wireless communication device(s) is taken to the Campus Life office if on the Darling campus or to Baker Hall if on Vail campus for the student to pick up at the end of the school day. A email will be sent home to the parent/guardian stating the circumstance and that next time there is an issue, they will need to come pick up the device(s).
- 2nd Offense: Wireless communication device(s) is taken to the Campus Life office if on Darling campus or Baker Hall if on Vail campus and a parent/guardian is required to pick it up at the end of the school day.
- 3rd Offense: Wireless communication device(s) is taken to the Campus Life office if on Darling campus or Baker Hall if on Vail campus, a parent/guardian is required to pick it up at the end of the school day, and a meeting with the student and parent/guardian is scheduled to create a personal wireless communication device contract to follow for the remainder of the school year.
- Repeated violations may result in a student being required to use only a school-issued device or complete work without a personal computer.

Equity and Consistency

Expectations for computer use apply uniformly to all students, regardless of course level, program, or device type. Consistent enforcement of this policy supports fairness, predictability, and student success across classrooms.

Relationship to Cell Phone Policy

This Computer & Personal Device Use Policy is intended to support and reinforce the school's Cell Phone Policy. Any use of a computer that replicates or enables prohibited phone behavior during the school day will be treated as a violation of school policy.

Chromebook Policy

Lyndon Institute is pleased to provide a Chromebook as part of its 1:1 mobile device program for students attending Lyndon Institute. Upon parent/guardian and student acceptance of terms and assumption of financial responsibility as outlined in the Lyndon Institute Chromebook Agreement, students will be issued a Chromebook. Chromebooks are bundled with their AC wall charger. Lyndon Institute retains ownership of the Chromebook as well as all accessories assigned to each student.

In lieu of using a school issued device, students may use their own computer provided that it has sufficient safeguards to prevent malicious software or programs from accessing, denying access or otherwise damaging computers, storage or software attached to the Lyndon Institute network. Parents and guardians of students opting to use their own device also agree to allow school owned software, browser extensions and programs to be loaded on their computers while they are students at Lyndon Institute. If a student uses his/her own device, LI's search policies apply to that device as well.

As a recipient of federal funding for internet access, Lyndon Institute reserves the right and is legally bound to block internet access to programs, software and websites that are deemed inappropriate per the guidelines of the Children's Online Privacy Protection Act (COPPA), Children's Internet Protection Act (CIPA), and Federal Educational Rights and Privacy Act (FERPA) anytime a student is logged into a program or website managed by Lyndon Institute, or is logged onto LI's network.

Per state and federal privacy laws, students may not use any electronic device or drone to take non-consensual photographs or video of anyone. Students should be aware that state criminal laws exist also concerning the practice of "sexting" and that a student may face charges in juvenile court or be charged criminally as an adult for sending a sext or even possessing one. These laws are enforced by law enforcement authorities.

Use of School-Provided Internet Access

Meeting Our Education Objectives

Lyndon Institute is pleased to offer our students access to the internet. In making decisions regarding student access to the Internet, Lyndon Institute considers its own stated educational mission, goals, objectives, and core values. The purpose of school-provided internet access is to facilitate communications in support of research and education. Internet technology allows students and staff to access and use resources from distant computers, communicate, and collaborate with other individuals and groups around the world, and significantly expand their available information base. Electronic-information research skills are now fundamental to preparation of citizens, scholars, and future employees.. The school expects that faculty will blend thoughtful use of the Internet into the curriculum and will provide guidance and instruction to students regarding its use. The Internet is a tool for lifelong learning.

Google Workspace for Education Acknowledgement of Terms Of Service (TOS) and Parental Consent

Lyndon Institute uses Google Workspace for Education as our primary online cloud service provider for email and many of our online productivity applications. From time to time Google updates their terms of service and requires parental consent to use certain apps. In order to ensure compliance with the Google terms of service, we are required to obtain parental consent for students under age 18 to use some Additional Google Services; for example, Google Search Assistant and Youtube. For a full list of apps that require consent, please contact the Information Services Department; email is@lyndoninstitute.org, at any time.

For the full text of Google's terms of service, please use this link:
https://workspace.google.com/terms/education_terms/.

Online Safety and Responsibility

Families should be aware that some material accessible via the internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the internet that could result in unwanted financial obligations for which a student's parent(s)/guardian(s) would be liable. Ultimately, parents and guardians are responsible for setting and conveying the standards that their children should follow when using media and information sources.

Students and their parents should be aware that individual LI employees may not provide or obtain "friend status" or otherwise communicate with LI students through social media. Students and families are welcome to like/join/follow LI on its social media platforms.

While the school's intent is to make internet access available in order to further educational goals and objectives, students may find ways to access other materials as well. The school may provide technical methods or systems to regulate students' internet access, but those methods may not guarantee compliance with the school's acceptable use policy. That notwithstanding, the school believes that the benefits to students of access to the internet exceed any disadvantages.

Online safety is a personal responsibility. It is important that students are aware of the implications of their actions online, both for themselves and for others. The actions students take in public forums such as social networks, blogs and podcasts can impact their safety and reputation.

Student and Family Responsibility

Students' must use the internet in support of and in a manner consistent with the educational objectives of the school. Students utilizing school-provided internet access are responsible for good behavior online and should follow the same general rules for behavior and communication as they would follow in a classroom or other area of the school. Outside of school, families bear responsibility for the same guidance of internet use as

they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media.

Network and Email Privacy

Students are provided with LI accounts which include network space in which to save their work and email. If students access personal email, (Gmail, Yahoo, etc.) on School computers, the School retains the right to monitor or review content at will and such access through the School's technology system constitutes consent to such review. Users should not expect that files stored on school-based computers will always be private. This space is treated by the School's Administration like a desk or school locker. Network space is respected as belonging to the individual, but it is open to inspection by School administrators should there be a reasonable basis to access such spaces (e.g., virus, spam, inappropriate content, exceeding storage limits, to carry out an investigation of an alleged violation of School policy and rules, etc.). Administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly. Students must respect their own work and privacy. To that end, students must keep their own passwords secure and secret. Students must respect other people's work and privacy. Any attempts to "hack" into accounts or determine others' passwords will be treated as a serious breach of School policy. Students should not share their passwords with other people. As a matter of policy, LI faculty and staff may only communicate with students via LI email accounts.

Uses Not Permitted

The following uses of school-provided internet access are not permitted:

- To access, upload, download, or distribute pornographic, obscene, or sexually explicit material.
- To transmit obscene, abusive, sexually explicit, or threatening language.
- To violate any local, state, or federal statute.
- To vandalize, damage, or disable the property of another individual or organization.
- To access another individual's materials, information, or files without permission.
- To violate copyright or otherwise use the intellectual property of another individual or organization without permission.
- To harass or bully anyone.

Online harassment and bullying are not tolerated by Lyndon Institute. Please see LI's Hazing/Harassment/Bullying policy contained in this Handbook.

Any violation of school policy and rules may result in loss of school-provided access to the internet. Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. Lyndon Institute reserves the right to confiscate any electronic device used to violate this policy. When and where applicable, law enforcement agencies may be involved.

Upon graduation, student email and document accounts will be deleted within

forty-five (45) calendar days.

Students that have been issued a Chromebook or any other device will be required to return it upon graduation. Failure to return devices will result in charges for the replacement of the device.

School Liability

Lyndon Institute makes no warranties of any kind, either expressed or implied, for the internet access it is providing. The school is not be responsible for

- any damages users suffer, including but not limited to loss of data resulting from delays or interruptions in service
- the accuracy, nature, or quality of information stored on school hard drives, servers, or school cloud accounts
- the accuracy, nature, or quality of information gathered through school-provided internet access
- personal property used to access school computers or networks or for school-provided Internet access
- unauthorized financial obligations resulting from school-provided access to the internet.

Software Protection

Lyndon Institute goes to great lengths to keep its network free of viruses, spyware, adware, and all forms of malware. Students are part of this network and must assume responsibility in helping to ensure that it continues to run efficiently and effectively for everyone. Students may not boot School computers with their own media, or copy system or executable files onto the computers. Additionally, students' home computers should be kept up to date in anti-virus protection. Viruses and corrupted files from home are quickly transferred to the School through USB drives and network access. It is the student's responsibility to ensure that their PEDs do not bring harmful files into the School network. Students may not make alterations to School-owned computers, either to the machine itself or to the software on it, as this directly impacts its availability and usability for other users.

Copyright and Intellectual Property Laws Software

Lyndon Institute is committed to the legal use of software. We support U.S. and international copyright laws. Users may not download or install any commercial software, shareware, or freeware onto network drives or devices unless they have the IT Director's permission. Students may not copy or transmit documents, software, music and/or video files without licensed authorization or appropriate credit within the School's ICT system or for purposes related to LI academic work or co-curricular activities. Plagiarism, copying, and presenting the work of others as one's own, is unacceptable and illegal (see the academic dishonesty policy in this Handbook). The LI logo and name are the property of LI and shall not be used for personal purposes in external email or on the internet.

Posting on the Internet

The availability of the internet has also made publishing/posting of content (images, music, and the written word) extremely easy and powerful, offering a worldwide audience. Unfortunately, the ability to publish this information also threatens privacy rights and copyrights belonging to entities and

individuals, blogs, forums, social media, and video sites like YouTube are some examples of this new power: power that corresponds with students' personal responsibility.

Accordingly, the school requires all students to adhere to the following policy with respect to posting content: students will not post (electronically or otherwise) content onto the internet that might violate the privacy rights or copyrights of others. If you have any doubts about the rights implicated by particular content, then you will not post it without the review and express permission of the Dean of Students or their delegate.

Be advised that individuals have privacy rights, the full scope of which you may be unaware. Any information/images, for example, that could result in someone identifying a particular individual or individuals, or in tracing them back to the school, cannot be published in any fashion. This would include, (but not be limited to), videos or photos of athletic events, school meetings, student assemblies, school trips, etc.

In many instances, the "Terms of Use" policy for various internet sites (e.g., Facebook, YouTube) requires the permission of all primary copyright owners prior to publication. An individual or entity automatically owns the copyright to a work (i.e., the right to prevent the work from being copied) when the work (music, artwork, writing) is created. A copyright exists even when the copyright is not registered. Owning the copyright in a work, however, does not mean that the owner has any freedom to violate the privacy rights of others. Conversely, the copying of any work may constitute illegal copyright infringement or plagiarism in certain circumstances.

For students, permission to post on the internet any materials that are obtained on school property, represent Lyndon Institute, or are entitled with the name "Lyndon Institute" should be obtained from the Dean of Students or their delegate prior to posting.

NOTICE: This policy and all its provisions are subordinate to local, state, and federal statutes.

Consequences of Unacceptable Use:

Lyndon Institute's guidelines for acceptable technology use are non-negotiable expectations and violation of these will lead to consequences that may include, but are not limited to, being charged for repairs, having network access revoked, temporary confiscation of personal wireless devices, and disciplinary action. In severe cases, individuals may be referred to law enforcement personnel, and students are subject to the full range of student discipline as well for breaches of these rules.

Electronic Communications by Students with LI Staff Members

All electronic communications by students with Lyndon Institute staff members must be

- Made only for school-related purposes; and
- Carried out utilizing the school's computer and information systems only.

Texting between students and staff in instances where communication is necessary for school-related purposes (e.g., during a field trip) is permitted, but by doing so, it should be acknowledged and understood by the student that the school has a right to review that text message on the student's phone.

Students may not request or consent to "friend" or "follower" status on staff members' social media accounts with the exception of the Lyndon Institute Google Apps for Education Domain.

Media Release/Unauthorized Recordings

Policy Adopted June 2017

Lyndon Institute is an integral part of our region, and proudly displays students' accomplishments through local media, on the school's website, social media, alumni newsletter, yearbook, and other appropriate publications. In addition, Lyndon Institute uses photographs, photographic images, and audio and video recordings of students for general publicity in publications, public relations, promotions, publicity, and advertising. Any parents (or students over the age of 18) who do not want to have their names, voices, or biographical materials used in connection with any such recording, must complete a Photo Opt Out Release form and return it to the Dean of Students upon enrolling as a student at Lyndon Institute. This form can be found on LI's website at www.lyndoninstitute.org.

For students, no audio or video recordings, regardless of the technology being used, shall be taken without the consent of the individual being recorded. Unauthorized recordings present both safety and privacy concerns. Drones, in particular, are federally regulated and must be used in accordance with those regulations. The only acceptable use of drones on campus is in conjunction with an approved LI course having teacher oversight and supervision where the drone use does not infringe on others' privacy in any manner.

Visitors to the School

Policy Revised July 2011

Procedure Revised June 2014

Lyndon Institute recognizes the need to provide parents/guardians, the community, and the media with information about the school's programs and activities. It is the policy of Lyndon Institute to balance this need with the privacy interests of students and the responsibility of the school to operate with a minimum of disruption.

- **All visitors** to the school are required to check in with the receptionist, located by the Pierce Entrance in the Main building, upon arrival on campus. The receptionist will keep a log showing the names of visitors, the date and time, and the purpose of the

visit.

- **Visiting Students:** Lyndon Institute welcomes visiting students to the campus during the school day. Please contact the Office of Admissions at (802) 535-3700 or visit our website to arrange a tour.

The Head of School or their designee may regulate visits to the school by parents/guardians, community members, alumni and news media, subject to the following guidelines:

- **Visiting Parents/Guardians:** Lyndon Institute recognizes the need to provide parents and guardians information about the school's programs and activities. It is the policy of Lyndon Institute to balance this need with the privacy interests of students and the responsibility of the school to operate with a minimum of disruption. Parents/Guardians must check in at the Reception desk. There is no access for parents or guardians to classroom or learning activities unless prior authorization is given by the Head of School or his/her designee.
- **Visiting Community Members:** Persons who are not parents/guardians of students may obtain permission from the Head of School or their designee to visit the school while it is in session. Requests to visit specific classrooms will be granted or denied after consultation with the teacher(s) involved and will be based on a consideration of the informational needs of the person making the request and the potential for disruption or invasion of the privacy of students.
- **Visiting Alumni:** Lyndon Institute welcomes alumni back to visit with former teachers, administrators, and staff. Please stop by the Alumni Office in Thompson Cottage, call Heather Wheeler at extension 1513, or email heather.wheeler@lyndoninstitute.org to arrange your visit.
- **Visiting News Media:** Visits to the school by representatives of the news media or other persons seeking to interview, photograph, record, videotape, or film students, employees, or school activities must be arranged after consultation with the Head of School or the Board Chair. Affected employees will be consulted before permission for such activities in their work spaces is granted. At the discretion of the Administration, parents/guardians may be asked to sign general or specific permission slips to authorize interviews, photographs, or recordings of their students while at school or while participating in school activities. Please note, such permission is not generally required for media recordings taken during school athletic events or productions open to the public.

Weapons on Campus

Policy Revised June 2011

No person shall enter Lyndon Institute grounds (including all parking and other adjacent areas, as well as the school building themselves) or attend offsite school-sponsored events while carrying any kind of weapon on their person or with their belongings.

Further, it is the policy of Lyndon Institute to provide for the possible expulsion of students who bring weapons to school or to offsite school-sponsored events. It is the intent of Lyndon Institute to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. It is the policy of Lyndon Institute to comply with the Gun-Free Schools Act, (20 USC 7151) and other state and federal laws related to weapons on school grounds and at school-sponsored activities.

This policy does not require a recommendation from the Administrative Committee and stands on its own as a disciplinary policy.

Definitions

Weapon means a firearm as defined in Section 921 of Title 18 of the United States Code and 13 VSA 4004, including:

- any weapon, whether loaded or unloaded, that will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- the frame or receiver of any weapon described above;
- any firearm muffler or firearm silencer;
- any explosive, incendiary, or poison gas, bomb;
- a grenade;
- any rocket having a propellant charge of more than four ounces;
- any missile having an explosive or incendiary charge of more than one quarter ounce;
- any mine; or any similar device.
- any weapon which will, or may readily be converted to expel a projectile by the action of an explosive or another propellant, and that has any barrel with a bore of more than one-half inch in diameter;
- any combination of parts either designed to convert or intended for use in converting any device into any destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled;
- any other weapon, device, instrument, material or substance whether animate or inanimate, that in the manner it is used or is intended to be used is known to be capable of producing death or serious bodily injury;
- pocket knives, handyman tools, or any other device that has a blade

School means any setting that is under the control and supervision of Lyndon Institute. It includes school grounds, facilities, offsite school-sponsored events, whether held on or off school grounds and vehicles used to transport students to and from school or school activities.

Expelled means the termination of educational services to a student for at least one calendar year. At the discretion of the student's school district, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

Sanctions

Any student who brings a weapon to school shall be subject to disciplinary action up to and including expulsion, as recommended by an Administrative committee. In compliance with the Gun-Free Schools Act, (20 USC 7151) and other state and federal laws, the Head of School may modify an expulsion on a case-by-case basis so long as the decision is in writing. Long-term suspension or expulsion may be appealed using the same process as that for bullying, hazing, and harassment.

Possible reasons the Head of School may choose to modify the expulsion include, but are not limited to:

- The student was unaware that s/he had brought a weapon to school.
- The student did not intend to use the weapon to threaten or endanger others.
- The misconduct is related to a documented disability.
- The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.
- Enrollment in Driver's Education, in which case the student may be allowed to continue with driving practice.

Wheeled Recreation

Policy Revised July 2011

Bicycle use is allowed as long as a properly fitted helmet is worn while riding. Operators must adhere to all rules of the road and operate in a safe and respectful manner. LI is not responsible for the theft of or damage to bicycles on campus; we recommend keeping bikes locked when not in use. Bikes may only be used to get to and from school; they are to remain locked up during the school day and may not be used as a method of transportation to and from classes. The use of skateboards, in-line skates, roller skates, and scooters is not permitted on the sidewalks, pathways, or driveways of the Lyndon Institute campuses. These items may be confiscated if a student is in violation of this policy. Violations are further covered within the Student Conduct and Discipline Procedures as stated in this Student/Parent Handbook.

Yearbook Photos

Policy Revised June 2017

All photographs representing individuals in the LI community and being submitted for public consumption must follow the below requirements.

- The student must meet current dress code guidelines.
- There must be no extraneous objects in the photo.
- The photo must be submitted per directions of the yearbook advisor.

Official Cynosure Photographs

To ensure uniform appearance in the *Cynosure*, LI's yearbook, in September of each year a professional photographer will take official yearbook photos of all underclassmen, faculty, and staff at no charge to these individuals. Students, faculty, and staff may purchase extra copies of their own photograph from the

photographer if they wish. These photographs will be the permanent record of that year at Lyndon Institute. All formal portraits will be taken from the waist up, with no extraneous objects visible.

Senior Portraits

Senior portraits may also be taken by either a professional or an amateur photographer. A snapshot is acceptable as long as it meets the above photo guidelines. Any photo not meeting the guidelines will not be accepted. If a student is unable to provide a Senior Portrait, Lyndon Institute will use the photograph taken on picture day..

Notification of Rights for Students and Their Families

Annual Notification of Parental Rights under the Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) affords parents/guardians certain rights regarding Lyndon Institute's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These rights include the following

The right to consent before a student is required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education.

- Political affiliations or beliefs of the student or the student's parents/guardians.
- Mental or psychological problems of the student or the student's family.
- Sex behavior or attitudes.
- Illegal, anti- social, self-incriminating, or demeaning behavior.
- Critical appraisals of others with whom respondents have close family relationships.
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
- Religious practices, affiliations, or beliefs of the student or the student's parents/guardians.
- Income, other than as required by law to determine program eligibility.

The right to receive notice and an opportunity to opt a student out of

- any other protected information survey, regardless of funding;
- any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and
- activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

The right to inspect, upon request and before administration or use

- protected information surveys of students;
- instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is eighteen years old or an emancipated minor under state law. Lyndon Institute has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected

information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

This Handbook serves as annual notice to parents of these policies. Lyndon Institute will also directly notify, such as through U.S. mail or e-mail, the parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parents/guardians to opt their child out of participation of the specific activity or survey.

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, D.C. 20202

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day Lyndon Institute receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the Head of School a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

Parent(s)/Guardian(s) also have the right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask Lyndon Institute to amend their child's or their education record should write to the Head of School, clearly identify the part of the record they want to be changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

Parent(s)/Guardian(s) also have the right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification of FERPA rights. A school official typically includes a person employed by the school or

school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. file a complaint with the U.S. Department of Education concerning alleged failures by Lyndon Institute's to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, SW Washington, DC
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