

2014 - 2015
Student/Parent

Handbook

L e x i n g t o n H i g h S c h o o l

251 Waltham Street, Lexington, Massachusetts 02421

Student/ Parent Handbook 2014 - 2015

Ms. Laura Lasa, Principal

Dr. John Murray, Associate Principal

Ms. Nicole Canniff, Dean

Ms. Kate Hermon, Dean

Mr. Scott Knack, Dean

Mr. Jaffrie Perrotti, Dean

**Lexington High School
251 Waltham Street
Lexington, MA 02421**

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I. Lexington High School Mission Statement

Lexington High School is a learning community committed to developing well-educated, healthy, engaged students in a respectful, safe, supportive environment. We encourage the effort and imagination necessary to acquire knowledge and develop academic habits of mind. We maintain our high expectations with a challenging and varied curriculum, inspired by curiosity, enriched by clubs and activities. At the same time we emphasize the need to reduce unhealthy stress and unproductive competition in pursuit of balanced lives. We honor diversity and individual achievement; we promote collaboration and community service. Together we strive to model behavior that will help make our campus a microcosm of the world we hope to create.

The faculty, staff, and administration of Lexington High School, with the support of parents and the community are committed to helping students achieve the following academic, social, and civic expectations.

Academic Expectations

Students at Lexington High School will . . .

- write clearly and effectively, producing work that is informative, well organized, and appropriate to its purpose and audience.
- read and comprehend varied materials and be able to interpret and apply what they have read.
- listen actively and respond to communications through inquiry, discussion, writing, and various forms of art.
- speak clearly and effectively in a variety of contexts including academic discourse and oral presentations.
- gather data and critically evaluate their content, source, and relevance.
- reason logically, using appropriate qualitative or quantitative methods, and use their analysis to answer questions and to solve problems.
- employ technology to gather, organize, and communicate information, to create and share visual images, and to investigate and solve problems.
- demonstrate an understanding of the political, social, cultural, and scientific contexts of knowledge.

- demonstrate practical applications of knowledge.
- demonstrate awareness of aesthetic principles such as theme, motif, pattern, and symmetry.

Social and Civic Expectations

Students at Lexington High School will . . .

- learn to make appropriate and healthy choices that foster their personal well being, and will seek support when needed for academic, social, physical, mental, and emotional issues.
- demonstrate self-awareness, tolerance, and respect while cultivating social skills that reflect self-assurance, kindness, and tact.
- act with integrity and be accountable to themselves, to the school, and to the community at large.
- participate in meaningful community service activities that expand their life experience and benefit others.
- act as responsible citizens, recognizing the important stake they have in the school community while finding constructive opportunities to influence its direction.

Approved by vote of the Lexington High School Faculty March 13, 2006

Approved by vote of the Lexington School Council March 20, 2006

Approved by vote of the Lexington School Committee April 26, 2006

Scope of the Mission Statement and the Social and Civic Expectations

The policies, rules, and codes of conduct described in this handbook apply during school hours, on school grounds, and at any school sponsored event. School sponsored field trips, excursions, athletic events, performances, or other school related activities are considered an integral part of the overall school program, and, as such, all handbook rules and student behavior codes apply to student participants and student spectators at these events.

Misconduct by a student at a school sponsored event or activity will result in the same disciplinary action(s) as a student would receive during the regular school day.

Lexington Public Schools Core Purposes

Academic Excellence for All Children

- Set high standards in both the planning process and day-to-day interactions
- Use data and results to evaluate ourselves and our practices
- Work hard and persevere
- Confront problems without delay
- Take personal responsibility to improve the quality of programs

Respectful and Caring Relationships

- Use open and honest communication
- Help others
- Use effective teamwork
- Acknowledge that other people have value, even when you disagree with their ideas or behavior
- Treat people the way you would want to be treated

A Culture of Reflection, Conversation, Collaboration and Commitment to Continuous Improvement

- Reflection – analyze our individual and collective practices
- Conversation – generate and evaluate ideas and practice with colleagues
- Collaboration – work with colleagues to achieve individual, group, school or system goals
- Commitment to continuous improvement – act on multiple sources of data to improve practice

We work to make these Core Purposes a reality.

Policy of Non-Discrimination

Lexington Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Nor does it discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, or religion, in accordance with Chapter 622 of the Acts of 1971 (M.G.L.c.76,§5) and Chapter 151B of the General Laws.

Consistent with the requirements of 34 CFR 106.40, the Lexington Public Schools follows a policy of nondiscrimination with regard to pregnant students. The District does not exclude any student from classes, extracurricular activities, school functions or other school related matters on the basis of pregnancy. In addition, the District makes requests for medical certification that a pregnant student is physically and emotionally able to participate in school activities only to the extent that such certification is required of all students for other physical or emotional conditions requiring the care of a physician. A student is entitled to leave relating to the student's pregnancy, as determined medically necessary by the student's physician, and at the conclusion of the leave is permitted to return to the same academic and extracurricular program the student was participating in when the leave began.

To file a complaint alleging discrimination or harassment by Lexington Public Schools on the basis of race, color, national origin, sex, disability, age, sexual orientation, or religion or to make inquiry concerning the application of Title VI, Title IX, section 504, the ADA, the Age Discrimination Act or applicable state laws and their respective implementing regulations, please contact:

Assistant Superintendent for Human Resources
146 Maple Street
Lexington, MA 02420
(telephone 781-861-2556)

Students at Lexington High School who have concerns about possible harassment may also contact a Complaint Manager as provided by the Lexington High School Policy Prohibiting Disrespectful Conduct/Peer Harassment in the *LHS Student/Parent Handbook*.

Inquiries concerning the applicability of the aforementioned federal laws and regulations to Lexington Public Schools also may be referred to the U.S. Department of Education, Office for Civil Rights (OCR), JW McCormack POCH, Boston, Massachusetts 02109-4557, telephone (617-223-9662), TTY (617-223-9695).

A grievant may file a complaint with OCR, generally,

1. within 180 calendar days of alleged discrimination or harassment, or
2. within 60 calendar days of receiving notice of Lexington Public Schools' final disposition on a complaint filed through Lexington Public Schools, or
3. within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or
4. instead of filing a complaint with Lexington Public Schools.

Inquiries relative to state law may be referred to the Massachusetts Department of Education, 350 Main Street, Malden, MA 02148-5023 (telephone 781-338-3300) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-727-3990).

II. School Organization

School Committee

The goals and policies of the Lexington Public Schools are established by the School Committee which is elected by the citizens of Lexington. Committee meetings are generally held twice each month during the school year. Names of current members:

Ms. Margaret E. Coppe, *Chairperson*

Mr. Alessandro Alessandrini, *Vice Chairperson*

Ms. Judy Crocker

Ms. Jessie Steigerwald

TBA

Student Representative (elected by LHS students)

Abby Schwartz, Class of 2016

Districtwide Administration

The Lexington High School, as is true with all of the Lexington Public Schools, is under the supervision of the School Committee, the Superintendent of Schools, and other districtwide administrators.

Paul B. Ash, Ph.D. *Superintendent of Schools*

Carol A. Pilarski *Assistant Superintendent for Curriculum, Instruction, and Professional Development*

Ellen Sugita *Director of Special Education*

Valerie Viscosi *K-12 Director of Guidance*

Mary Ellen Dunn *Assistant Superintendent for Finance & Business*

Robert Harris *Assistant Superintendent for Human Resources*

Tom Plati *Director of Educational Technology and Assessment*

Patrick Goddard *Director of Facilities and Grounds*

High School Administration/Services

Schoolwide Services

The Principal, Associate Principal and the Deans, along with several other professional and non-certified staff members, provide overall supervision and support for activities designed to meet the goals of Lexington High School. These people are found in the Main Office, the Health Office, the Registrar’s Office, the Guidance Office, the METCO Office and the house offices. Brief descriptions of their responsibilities appear below.

Main Office

The Main Office is the focal point of many activities of the High School. In the office parents and students can obtain general information regarding all school procedures and parking, and meeting locations. **All visitors must sign in at the Main Office prior to visiting any room or person on campus.**

Work permits may be obtained, free of charge, in the Registrar’s Office from Ms. Karen Hurley. Students must have a job before requesting a work permit .

The Main Office or the house offices are the places to go for assistance for a medical problem when the Health Office is closed. The phone numbers are:

- Principal* Ms. Laura Lasa781-861-2320, ext. 69103
- Exec. Asst.* Ms. Julie LaLumiereext. 69103
- Receptionist* Ms. Sheila Busaext. 69101
- Student Accts.* Ms. Terri Bellext. 69104

Other Administrative Offices on Campus

- Associate Principal* Dr. John Murrayext. 69102
- Exec. Asst.* TBD ext. 69102

Deans

- Ms. Nicole Canniff (Science Building)ext. 69332
- Ms. Kate Hermon (World Languages Bldg.) .ext. 69530
- Mr. Scott Kmack (Arts & Humanities Bldg.) ext. 69111
- Mr. Jaffrie Perrotti (Math Building)ext. 69720

Visitors Policy

Parents who are dropping off or picking up children are welcome to remain on campus as long as it reasonably takes to do so. However, coming to campus to speak with school staff or faculty is generally only permitted with an appointment. **To maintain safety and security, all visitors are expected to report to the Main Office of the school to sign in before going elsewhere on campus.** If a visitor disrupts or interferes with the work of students, teachers or other employees by behaving inappropriately or insisting on visiting at inappropriate times, the Principal or Superintendent may place limitations on the individual's ability to visit the school, including, but not limited to, requiring appointments to be made before visiting, being accompanied by school staff when on school grounds, or being barred from entering any school buildings.

Student Visitors

Students are **not** permitted to have visitors on campus, with the following exceptions:

1. Student visitors on sanctioned exchange programs.
2. Student visitors who have received permission, in advance, from the student's Dean. **LHS students who bring a visitor to school without advance permission may be asked to leave school with their visitor.**

In all cases, student visitors must adhere to the following conditions:

1. All visitors must check in at the start of the school day with the appropriate Dean and wear a visitor's badge obtained in the main office.
2. All student visitors must provide permission from the parent/guardian of the student with whom they are visiting.
3. The student visitor and the student he/she is visiting must remain together at all times.
4. The student must understand that he/she is responsible for the inappropriate behavior of his/her guest and the consequences thereof.
5. Student visitors are welcome until the end of the school day, (3:00 p.m.) at which time they must leave campus. Visits during the final two weeks of an academic quarter are not permitted.

If you have questions about the LHS School Visitors Policy, speak to the Associate Principal or one of the Deans..

Nusing Clinic

Office Hours

7:30 a.m. - 3:15 p.m.

Clinic Location

Next to Main Office in hallway leading to the girls' locker room.

General Overview

The nursing clinic is a multi-faceted, busy site for providing health care and other related services to a diverse LHS community. Students who are ill with symptoms of a contagious infection, such as a fever over 100° F, should remain at home. In the event that a student becomes sick or injured at school, he/she will be assessed, treated and referred to outside services if needed. A parent or guardian listed on the Emergency Contact card will be notified if a dismissal is necessary. If a student is returning from school after an illness such as chicken pox or mononucleosis, an MD note or call to nurses would be appreciated for follow-up care and medical record updates. When a student has a prolonged absence or hospitalization, he/she may qualify for home tutoring. Please contact the nurse's office for further information.

Re-Entry after Prolonged Medical Absence

Re-entry meetings are put into plan before a student returns to the school environment from a medical or psychiatric hospitalization. Participants include the parents/guardians, the student, the Dean, the school nurse and the guidance counselor. The school requests that the parents provide a written statement/discharge plan from the student's physician for the team's consideration in planning and coordinating appropriate services and in assessing health needs for the student.

Medications

All medications are stored and dispensed from the clinic. Exceptions may be made for self-administration of medications if certain conditions are met: it is not a psychotropic drug; the school nurse agrees it is safe for the student to do so; and written authorization by the parent/guardian and M.D. is on file. Medications dispensed by the school nurse must be brought into the clinic by the parent/guardian and be accompanied with proper documentation. This paperwork includes a signed M.D. order and

signed permission from the parent/guardian for prescription medications. With parent/guardian permission, students may receive acetaminophen and ibuprofen which are stocked in the Health Office. Medications and paperwork will be in effect for the school year and must be picked up in June or they are discarded. This procedure must be followed annually, grades 9-12.

Medical Exemptions from Physical Education

If a student is unable to participate in the Physical Education program due to injury or illness, a physician's note is required. This is passed in to the school nurse, and the nurse will notify the Physical Education Department of the physician's orders. Keep in mind that dates for the absences from Phys. Ed. should be clearly documented by the student's M.D. All students participating on an athletic team must have a physical exam submitted to the nurse's office that has been completed by a physician within the past 12 months. This physical is a mandatory requirement set forth by the MIAA. No athlete can try out, practice or compete in any sport without it.

Overview of Medical Requirements by Grade

All Grades

- Medication form and medication sent into Health Office if students will need medications during the school day. Forms can be found online at LHS website.
- Physical Exam (past 12 months) if participating in sports or a transfer student.

Grade 9

- Mandatory physical exam (within past 12 months). This is a ninth-grade entry requirement.
- Hearing, vision, postural, height and weight screenings.

Grade 12

- All original senior medical records are sent home in a confidential manila folder that is distributed with their cap and gown in June. Parents/Guardians are encouraged to keep track of this only copy as no records are kept in the school.

School Nurses:	781-861-2320
Ms. Janet Foley, RN-C, MSN, PNP	ext. 69913
Ms. Susan Kaftan, RN, MSN, ANP-BC	ext. 69914
Ms. Kristi Burns, RN,	ext. 69918
Confidential Fax	781-861-2611
Ms. Jill Gasperini, LPS Coordinator	ext. 69191

Library

<http://library.lexingtonma.org/lhs/home.html>

Location, Hours of Operation and Staff

The Student Library is located in the Main Building of LHS, first floor.
The Library is open every day school is in session.

Monday - Thursday: 7 a.m. to 4:30 p.m.

Friday: 7 a.m. to 3:30 p.m.

If after school activities are cancelled due to inclement weather, the library will close when school is dismissed.

Librarians: Sarah Anderson Aide: Katherine Pike
Harriet Wallen

Visiting the Library

Students are encouraged to come to the library to research, complete homework assignments, work on projects, or read quietly. Because space is limited and because classes with teachers have first priority, the following policies are in effect:

All students MUST sign in when they enter the library.

Open campus Juniors and Seniors who require the use of library resources or a quiet place to work, read, or study, are welcome to come to the library during their free periods and lunch.

Freshmen and Sophomores must have a pass signed by a subject teacher in order to come to the library during study hall periods. This pass must specify how the student will be using the library.

Students assigned to study halls

First semester Freshmen must also have their passes signed by their study hall teachers. Second semester Freshmen and Sophomores do not

have to check in with their study hall teachers but may proceed directly to the library. Students are given a three minute leeway over the usual passing time of five minutes to come to and go from the library. Students arriving late to the library will be sent back to study hall with the pass voided. **All students assigned to study halls are required to return to study hall before the end of the period, or to their Deans's office at the end of the day, to give their stamped library passes.** Students not observing library rules will also be asked to return to study hall.

During peak periods, if the library is full, it may be necessary to turn students away. Please respect the directions of library staff.

Expectations

Library rules are few and are designed to create an atmosphere conducive to study and to preserve our resources. They are:

- No food, drink (including water), or gum in the library
- No games of any kind
- Electronic devices used for educational purposes are permitted.
- Maximum of 4 students per table
- Computers are for school-related use only

Students are expected to be considerate and respectful of others. Please keep conversations quiet and to a minimum. Taking care of materials ensures that they will be available for all to use.

Borrowing Materials

- A valid LHS ID card is required to check out materials
- Most materials may be checked out of the library. See a member of the library staff for specific borrowing information.
- Some textbooks are available for use in the library. These **MUST** be signed out at the circulation desk.
- Fines are not charged for overdue materials. However, students are expected to return materials in a timely fashion. Borrowing privileges may be revoked for excessively overdue materials.
- Specific charges are assessed for lost materials. See a staff member for further information.

Library Resources and Services

The library staff strives to provide an environment that encourages students' academic success as well as one that fosters life-long learning. The library collection not only supports the curriculum but also provides students the opportunity for leisure reading and enjoyment through its materials which are available in a variety of formats. Through the library homepage (<http://library.lexingtonma.org/lhs/home.html>) students may access our library catalog as well as our online databases. In addition, there are links to other catalogs, including Cary Memorial and Boston Public libraries and other pertinent resources.

Students may print a limited number of copies for free from library computers and laptops. Students may print 10 free pages per day. Additional pages are \$.10 each. The library does not have a color printer. A photocopy machine is also available for student use. Photocopies are \$.10 per side.

Opportunities exist for interested students to earn Community Service credits by working in the library. In the past, students have assisted the library staff in a variety of projects including maintaining web pages, making signage and creating displays, shelving, and special projects. If you are interested, please speak to one of the librarians.

METCO Program

The METCO Program is committed to educational excellence for all children. METCO provides support services to students, staff and parents around educational, cultural and social issues. In addition, the program strives to provide opportunities for Lexington and Boston families (as well as staff) to learn together, to break down stereotypes, and to open lines of communication.

If you have any questions about the METCO Program, please feel free to call the building Principal or the Lexington METCO Academic Director.

Director of K-12 METCO: Ms. Barbara Nobles 861-2320, ext. 69123

Secretary: Ms. Kathleen O'Brien Carcione 861-2320, ext. 69122

Academic Support: Gretchen Segars 861-2320, ext. 74071

Student Support: Buildings and School Counseling Clusters

Building Plan

In order to deliver better individual attention in a school as large as Lexington High School, students are assigned a team consisting of a dean, guidance counselor, homeroom teacher, building secretary and support personnel. The team works closely together to help students make optimal use of the resources of Lexington High School.

The Deans' and counselors' building offices are located in different areas around campus. Each office has a building secretary. Any absence, dismissal, or tardy notes should be delivered to the student's assigned house office. The building office maintains a copy of each student's schedule, his or her attendance and disciplinary records, open campus contracts, and other records pertaining to the day-to-day life of the student. The building offices are open from 7:00 a.m. through 3:00 p.m. each school day.

Homeroom

Homeroom is held each week on Tuesdays and Thursdays. Extended homerooms will be held periodically to discuss topics related to LHS's Social and Civic Expectations. As with any scheduled class, students are expected to attend as timely information is often conveyed.

Guidance/School Counseling Services

The primary purpose of the School Counseling Department is to promote the educational and social/emotional development of our students. Its goal is to be proactive in working with students. The counselors assist students on their academic planning throughout their years at Lexington High School, culminating with extensive post-high school planning in the junior and senior years. The members of the department also help students and their families to deal with adjustment difficulties and emotional impediments to the students' academic progress. The counselors provide individual and small group counseling to students as well as numerous programs for parents. In addition, counselors collaborate with teachers and administrators regarding student progress and concerns as well as consults with outside agencies. The department's emphasis is not only helping students who experience difficulties to adjust; it is also concerned with helping all students to cope with the normal developmental issues and problems that typically arise in childhood and adolescence.

School Counseling Directory

Arts & Humanities Building

K-12 Assistant Director of Guidance and School Counseling

–Ms. Manjula Karamcheti

Executive Assistant–Ms. Brenda Bishop

Counselors –

Ms. Alicia Linsey, Ms. Christine Maloney, Ms. Stacy Prosowski

School Outreach Counselors–Mr. James Farnham, Ms. Joanne Loomer,

Ms. Martha Queenin

Math Building

Counselors–Mr. Matthew Medugno, Mr. Carrie Thibodeau

Secretary– Ms. Joanne Tringale

Science Building

Counselors–Ms. Melissa Buttaro, Ms. Stephanie Michael, Ms. Emily O’Neil

World Language Building

Counselors– Ms. Cynthia Tang , Mr. Matthew Willis

Registrar’s Office - Room 152

The Registrar’s Office is located on the first floor of the Arts & Humanities building. All students who need transcripts and who wish to inspect their college records, must contact the Registrar.

Registrar: Ms. Karen Hurley ext. 69126

Assistant to the Registrar: Jane Aronson ext. 69127

Community Service Programs

All Lexington High School students are required to complete 40 hours of community service in order to graduate. Students must complete a total of 40 hours for graduation. General information about this program is available through the individual Guidance offices. Specific information can be obtained through the student activities coordinator of the LHS Senate, and on the **Guidance webpage** < <http://lps.lexingtonma.org/Page/1383> >.

Special Education Programs

The Lexington Public Schools has available a range of special education and related services for students who have been identified as having special education needs. Students are identified through an evaluation process set forth in Chapter 766 and related federal laws. Parents and/or teachers may initiate a referral for a special needs evaluation for a student. Further information about the evaluation process and programs for students with special needs is available from the Director of Special Education for grades 9-12.

Department Heads

English

Ms. Jane Day, Arts & Humanities Buildingext. 69254
Ms. Suzanne Rooney, Secretaryext. 69254

Fine Arts

Mr. Sean Hagan, Arts & Humanities Buildingext. 69251
Ms. Fiorella Meoli, Secretaryext. 69250

Guidance and School Counseling

Ms. Manjula Karamcheti, Arts & Humanities Building ext. 69128
Ms. Brenda Bishop, Secretaryext. 69128

LHS Library

Ms. Sarah Anderson, LHS Libraryext. 73907
Ms. Harriet Wallen, LHS Libraryext. 74102

Mathematics

Mr. Kevin Kelly, Math Buildingext. 69726
Ms. Heather Foley, Secretaryext. 69725

Performing Arts

Mr. Jeffrey Leonard, Arts & Humanities Buildingext.69252
Ms. Fiorella Meoli, Secretaryext.69250

Physical Education and Wellness

Mr. Eamonn Sheehan, Arts & Humanities Buildingext. 69192
Ms. Marjorie Bulger, Secretaryext. 69129

Science

Dr. Jacalyn Crowe, Science Buildingext. 69330
Ms. Patricia Lyons, Secretaryext. 69330

Social Studies

- Mr. Robert Collins, Arts & Humanities Buildingext. 69254
 Ms. Suzanne Rooney, Secretaryext. 69254

Special Education

- Ms. Sherry Coughlin, Director, Arts & Humanities Building ..ext. 69253
 Ms. Gail Rehm, Secretaryext. 69253

World Languages

- Ms. Marie Murphy, World Languages Buildingext. 69534
 Ms. Heather Foley, Secretaryext. 69534

Special Personnel

- Alpha Program – Hallie LeBlanc, Lead Clinician*ext. 69153
 Scott Maitland, *Academic Support*ext.74032

- Athletic Director – Ms. Naomi Martin*.....ext. 69901
 Ms. Debra Psilopoulos, *Assistant*ext. 69901

- Campus Monitors – Ms. Carolyn Dooley*ext. TBD

- Community Education – Mr. Craig Hall* 781-862-8043
 Ms. Andrea Paquette

Evaluation Team Supervisors

- Ms. Kelly Mertensext. 69258
 Mr. John Brunoext. 69263

- Food Service – Kevin Silvia* ext. 69107

- LABBB – Mr. James Kelly* 781-861-2400

MST (Multi-Disciplinary Support Team)

- Ms. Angela Parente, Lead Clinicianext. 69642

Nurses

- Ms. Janet Foley, Nursing Clinic, Arts & Humanities Bldg..... ext. 69913
 Ms. Kristi Burns, Nursing Clinic, Arts & Humanities Bldg. ext. 69918
 Ms. Susan Kaftan, Nursing Clinic, Arts & Humanities Bldg. . ext. 69919

School Resource Officer

- Officer Jeff Chaissonext. TBD

Transition

- Mrs. Barbara Ostrom, World Languages Buildingext. 69603
 Ms. Jennifer Wolcott, World Languages Buildingext. 69602

Communications

The following methods have been developed to provide for communications in our school:

Parent Portal via LHS website. This is the most important means of accessing information about your student.

< <https://ma-lexington.myfollett.com/aspn/logon.do> >

LHS sends a letter home with password procedure. **LHS only provides electronic reports via the portal for Attendance, Progress Reports and Report Cards.**

Public Address – Announcements are made during designated periods only, except for emergencies.

The Musket – The student newspaper is published throughout the year and available on campus for free. Subscriptions are available for parents who want mail delivery. For further information, please contact Ms. Julie Kuo <jkuo@sch.ci.lexington.ma.us>.

LHS website – <<http://lps.lexingtonma.org/lexingtonhs>> It contains staff phone numbers and email addresses, department and PTSA links, calendars, etc.

LHS Newsletter – The *Newsletter* is distributed monthly online to each household having a student in Lexington High School who has signed up for the PTSA list server [See below]. It contains information the school staff and administration want parents and students to know and will usually include a message from the Principal.

LHS Course Catalog – Published online in the winter

LHS Student Directory – The Directory is published online in the fall by the PTSA and available to PTSA members.

LHS Student/Parent Handbook – Published online in September

LHS/PTSA electronic mailing list

If you have email, you can subscribe to the LHS PTSA electronic mailing list, also called the list server. As a subscriber, you receive

- The Monthly LHS Newsletter
- The Weekly LHS PTSA Announcements
- Important Information from the PTSA, LHS & Lexington Community

How to Subscribe:

Point your browser to: <http://comet.ci.lexington.ma.us/mailman/listinfo/lhs-ptsa>

How to Post to the List:

Send your email request to: lhs-ptsa@comet.ci.lexington.ma.us

If You Do Not Have EMail:

You must have an email account to subscribe to the LHS PTSA mailing list. If you do not already have an email account, you can obtain a free email account at Cary Memorial Library in Lexington. See the reference librarians and they will set you up. After you have your free email account, you can subscribe to the LHS PTSA mailing List. Note: You are not limited to using the account for only the LHS PTSA mailing list.

You can direct questions about the mailing list to the PTSA Electronic Communications & Listserve Manager at: lhs-ptsa@comet.ci.lexington.ma.us.

The LHS/PTSA website – Yet another source of information:

[<http://www.LHSP TSA.org>]

LHS/PTSA – The Lexington High School (LHS) Parent Teacher Student Association (PTSA) has two primary purposes:

- To enhance the education and welfare of LHS students.
- To foster communication throughout the LHS community.

The LHS PTSA host monthly forum/meetings throughout the school year which are open to all of the LHS Community.

Messages – Normally, the school cannot be expected to deliver messages to students from parents, employers, friends, etc. Only in emergency situations will the school make every effort to deliver a message.

Parent Contact – Parents are encouraged to email staff members to discuss students' work or to make appointments. The faculty similarly is encouraged to communicate with parents. See guidelines in this booklet.

Progress Reports – All students will receive information on how they are progressing in their studies from each of their major subject teachers during a designated time period, approximately mid-way through each marking period. This progress report is intended to provide both parent and student information on student performance. Progress reports can only provide a snapshot on how that individual student is doing at that given time and parents are encouraged to contact individual teachers if they have concerns. **Parents and students access all progress reports via the parent portal in Aspen. Progress reports are not mailed home nor are they distributed in homeroom.** Additional progress re-

ports may be sent at any other time during the school year at the discretion of the teacher.

Report Cards - **Report cards are available to students and parents via the Parent portal in Aspen within two weeks of the end of each marking period. Report cards are not mailed home nor are they distributed in homeroom.** Report cards contain course grades, attendance records, a summary of course credits, teacher comments and course levels.

The Parent/School Partnership

Home/School Communication

The parents, teachers, and administrators of the LHS community share the responsibility of modeling for our children the process of working together and of teaching the benefits of open and honest communication. To that end we offer the following guidelines from our Communication Guide to facilitate contact with the school.

Students and parents should contact the teacher when there are specific questions or concerns pertaining to assignments, grades, tests, classroom expectations, student performance, and classroom issues. If this does not prove satisfactory, you need to decide if your questions are curricular or administrative in order to take the next step.

- If questions are curricular or involve course selection and placement, you should contact the **Department Head/Coordinator** in that area.
- If issues are administrative in nature or deal with the broader issues of school policy, you should first contact the **Dean** assigned to your child. He/she can address your questions or can lead you to other adults in a position to help you (**Department Head, Associate Principal, Principal, etc.**).
- If your questions concern your student's overall educational program or his/her social and emotional growth, you can contact your child's **guidance counselor**, his/her **Special Education liaison**, or, when appropriate, his/her **Dean**.
- Calendar information is available through various websites, the Main Office, department offices, and LHS publications.
- Each extracurricular activity has a faculty advisor to whom you may address questions.

Note: The LHS website contains a faculty directory that leads you to individual teachers' information pages and classroom websites.

III. Student Life

Bus Transportation and Behavior

Bus Conduct Regulations

The Lexington School Committee considers the school bus as an extension of the school itself, and rules regarding behavior are the same as in the school. School bus safety is a primary concern of the Lexington Public Schools, and we reserve the right to take whatever action is necessary to maintain a high level of safety. The right of a pupil to school bus transportation is a qualified right, dependent on good behavior. In cases where a pupil seriously or continuously misbehaves, the principal or designee of the school will notify parents. The bus pass will be revoked if, in the opinion of the principal, such action is necessary for the general safety and well-being of other students.

In cases where a pupil's conduct jeopardizes the safety and well-being of other students, based upon the assessment of the driver, Principal, and School Administration, that pupil may be immediately excluded from the bus.

The procedure for handling behavior problems, including bad language, on school buses shall be as follows:

Pupils who ride a school bus are expected to be familiar with the following:

1. Pupils shall stand on the sidewalk or another designated place while waiting for the school bus. They shall respect other people's property, respect the right of other people to pass on the sidewalk and display manners that indicate consideration and safety for others.
2. Pupils shall never approach a school bus until it has completely stopped and the door is opened. In boarding the bus, they should proceed in an orderly manner, single file. Younger students should board and alight first from the bus.
3. Pupils shall not open windows without permission. Do not throw anything out of the window. Do not put your hands, arms or any parts of your body out of the window at anytime. Do not open the rear exit emergency door unless there is an emergency or the driver directs you.

4. In crossing the roadway after alighting from the bus, cross only in front of the bus when the blinking lights are on and the stop sign is extended. Pass at least 10 feet in front of the bus and look for traffic in both directions before crossing the roadway. Never run beside a bus, chase after a bus or pick up anything that has fallen near the wheels of a bus.
5. The bus driver has full authority as well as responsibility for control of the conduct of pupils while they are on the bus. Pupils should not annoy the operator or distract his/her attention from driving. They should be treated with courtesy and respect at all times.
6. There shall be no pushing, striking or general fooling. Pupils are not allowed to use profane or abusive language. Pupils who witness the destruction of property have a responsibility to report such misbehavior to the driver or school authorities.
7. All Town paid and Fee-Based students are issued a bus pass that they must show to the driver each day upon entering the bus. The pass entitles students a school bus ride to and from school. In the event a student loses a bus pass, a duplicate pass may be obtained from the Transportation Office for \$5.00.
8. A student who allows another student to use his/her bus pass or sells his/her bus pass is subject to having the bus pass privileges revoked.
9. Do not bring large art projects or instruments (e.g., cello), animals, pets, or large objects on the school bus. Under no circumstances should firearms, explosives, or weapons be brought onto a school bus. Lunch boxes, smaller musical instruments and small athletic equipment (those which can easily be transported on a student's lap or under the seat) must be kept out of the aisle.
10. Vandalism, destruction, or defacing of property will not be tolerated.
11. There is no smoking, eating or drinking on the school bus. The bus must be kept neat without litter.
12. A pupil who pays a fee for transportation and whose riding privileges are suspended because of violation of these rules will not receive a fee refund.

Special Transportation of Students with Medical Problems

When a special transportation request is received, the school nurse will:

- Ascertain the medical problem from the parent.
- Determine the reason transportation is required, also whether it is required to and from school on a full-time or part-time basis. The feasibility of utilizing the regular school bus with a medical pass should be explored first.
- Have the parent obtain a written order which states the medical problem and the duration of time transportation will be required from the physician treating the student.

If the request for transportation is questionable, the nurse should discuss the condition with the physician treating the medical problem, then, if unresolved, contact the school physician serving the school.

If transportation is determined necessary, the information must be submitted on the appropriate form to the Administrator of Special Education along with the medical order and, whenever consulted, the school physician's recommendation. Allow at least one day after the receipt by administrator for special education for arrangements to be made.

A copy of the form should be attached to the Health Record.

The Special Education Department will make arrangements for the special transportation.

The school nurse should regularly check the status of the physical condition of the student to determine if special transportation may be terminated.

Where a student has been found eligible for services under the Individual with Disabilities in Education Act (IDEA), the student's IDEA Team will determine transportation needs, as appropriate. A team approach will also be used in determining special transportation needs, if appropriate, for students eligible for accommodations under Section 504 of the Rehabilitation Act.

Public Bus

Student Charlie Cards are available for students in the Main Office; students should contact the receptionist for information. Lexpress schedules are available in the Main Office.

Locker Room Policy

1. **Students are allowed in the locker rooms only for the purpose of participation in a physical education class or an athletic practice/game except that students who wish to use their PE lockers may also do so before school and during passing time.**
2. During the school day locker room bathrooms may be used by students only during their physical education classes.
3. If a student is found in the locker room at an inappropriate time, s/he will be asked to go directly to his/her Dean's office. The student will be subject to detentions and/or suspension from school.
4. Any student caught going into someone else's locker or private property, without that student's permission, will be disciplined according to the *LHS Student/Parent Handbook*.

Care of School Property

Care of books, lockers, uniforms, locks, technology, and other equipment that may be loaned for student use is the responsibility of the student. Loss or damage to loaned property will require restitution from the student. Damage to school buildings or grounds will also require restitution. In cases of loss, damage, or vandalism, parents/students will receive bills for replacement and repairs through the MCC online payment system.

Personal Property and Valuables

The High School administration strongly discourages students from bringing excess money or valuable items to school. Likewise excess money or valuable items should not be stored in lockers at Lexington High School. Under no circumstances does the Town of Lexington, Lexington High School, its administration, or its staff assume liability for personal possessions brought to the school.

Lost and Found

Items which are found by staff or students should be turned in to Lost and Found box just outside the Main Office. Students may in turn check this area for lost items.

Unmarked books will be returned to subject matter department offices. Cell phones and electronic devices are locked in a secure place in the Main Office; students should see the receptionist to claim these items.

Unclaimed clothing and personal items in Lost and Found will be given to charity at the close of each quarter.

Open Campus Policy

At Lexington High School open campus is a privilege earned by junior and senior students who meet specific academic and behavioral guidelines. Open campus applies when a student has a block of time in his/her daily schedule with no specific class assignment or assigned make-up work. During this unscheduled block, a student is responsible for his/her own behavior. A student is permitted to leave campus at his/her own risk assuming all responsibility for returning on time to attend scheduled classes.

Open Campus is not a right; it is a privilege that is earned. Open campus is granted by the student's Dean with the signed permission of the student's parents. Attendance, academic progress, attitude, behavior, community service progress, outstanding school obligations, and disciplinary history are considered when making the determination of open campus.

In addition to leaving school grounds, students with open campus may use:

- the library
- Commons I and II and adjoining patios
- band room if not scheduled
- the elevated area in the Quad (No ball playing, frisbee playing, loud noises, playing with snow, etc. are allowed in this area.)

Students with or without Open Campus privileges are not allowed to gather:

- in corridors, stairways, and foyers
- the grassy areas not specified
- outside any building
- under the overhang areas between the science and world language, and math buildings

- in unsupervised classrooms, offices, and conference rooms
- in any parking lots or at the end of Muzzey Street or to spend time in cars parked on campus.
- in the gymnasium or in/behind the field house

Students whose behavior is inappropriate or who gather in areas not allowed will face the loss of open campus privilege and will be subject to disciplinary consequences, up to and including suspension. Teachers can help by alerting the Dean of a student who is not following the above guidelines.

Loss of open campus will be automatic when a student:

- is suspended from school on two separate occasions
- is suspended from school for violations of the Substance Use Policy

Freshmen, Sophomores and Upperclassmen Without Open Campus

At no time during the school day, including lunch time, should the students mentioned above be off school grounds. Students without Open Campus who leave school grounds during the day will be subject to:

1st Offense: one-day suspension

2nd Offense: two-day suspension and a re-entry meeting with the Associate Principal

A notice to students *without* open campus: any student returning to campus after an unauthorized leave may be subject to search. (Students *with* open campus may be searched in situations when the school has established reasonable suspicion.)

Students are expected to bring study materials to Study Hall. Students should bring their work with them and take care of other tasks prior to study hall. There are no visiting privileges in study halls; only those who have study should remain in the study areas.

Study Halls and Students Without Open Campus

Study Hall Rules

There is no card playing of any kind in study. The use of personal electronic devices is permitted as long as they are used silently and are not disruptive to the educational environment (individual or collective).

Students requesting to visit teachers, guidance counselors and social workers must acquire a signed pass from the teacher/counselor prior to the study.

Second-semester freshman, sophomores, and students without Open Campus may proceed directly to the Library with a signed pass from one of their subject matter teachers. (Multiple names on passes are prohibited.) Passes must be filled out legibly and completely, including the first and last name of the student. Students must bring the stamped pass to their study hall teacher before the end of the period or to their Dean's secretary by 3:00 p.m. This must be done before the bell rings; failure to do so will result in detentions and/or denial of library privileges.

Student Traffic and Parking Rules and Regulations

A limited number of senior student parking spots will be assigned by lotteries to be held early in the fall and spring semesters.

Possible penalties for illegal parking are detentions, suspension, ticketing and towing. Offenses brought to the Dean's attention will result in a minimum of three (3) detentions for the first offense.

Student parking at Lexington High School is a privilege, and it is expected that each student will abide by the posted signs and all rules and regulations. Parking stickers are required no matter how infrequently the student may be bringing his or her own car or parents' vehicle to school. Stickers will be granted to seniors as space permits. Parking stickers cost \$150 per semester; the price is determined by the School Committee. Students who fail to adhere to the rules and regulations will have their parking privilege revoked.

Bicycles/Roller Blades/Skateboards/Scooters

The Lexington High School campus is reserved for pedestrian traffic (other than the flow of bicycles and automobiles to, from and within the parking lots). Students who bike, roller blade, skateboard or scooter to school should lock their bikes in the available bike racks and store roller blades, skateboards or scooters in lockers for the school day. The bicycles, roller blades, skateboards or scooters cannot be used on campus.

Lexington Public Schools Policy: Guidelines for Student Internet Use

The Lexington Public Schools offer Internet access at each school. The sole purpose of this Internet access is to support education and research by providing students and teachers with access to unique resources and an opportunity for collaborative work. All uses of Lexington's Internet access (like all other uses of Lexington's computer facilities) must be in support of and consistent with these educational objectives. All students who use Lexington's Internet access are expected to read these Guidelines and/or to take part in a discussion of the Guidelines with a teacher.

Adherence to the Guidelines is a condition for a student's privilege of Internet access.

The Internet

The Internet is a vast, global network, linking computers at universities, schools, laboratories, and other sites. Through the Internet, one can communicate with people all over the world through discussion forums and electronic mail. In addition, many educationally valuable files may be downloaded from the Internet. Because of its enormous size and resources, the Internet's educational potential is boundless. Because of its broad reach, however, the Internet also contains the potential for abuse. These Guidelines are intended to help ensure that students use this valuable resource in a safe and appropriate manner.

Students' Individual Responsibility

All student use of the Internet is to be conducted under faculty supervision. Nevertheless, faculty members are not expected to monitor student use at every moment. Every student is expected to take individual responsibility for his or her appropriate use of the Internet.

Levels of Student Access

Two levels of Internet access are provided through the Lexington Public Schools:

1. Internet and World Wide Web

All students will have access to the Internet and World Wide Web, with teacher supervision, in classrooms, libraries, or laboratories. No individual account agreement is required. Before a student may access the Internet and Web, however, he or she must be familiar with these Guidelines.

Grades 6-12:

Before students in Grades 6-12 will be authorized to access the Internet and World Wide Web, they will be asked to sign a statement stating that they have read the Guidelines and agree to adhere to them.

2. Individual email accounts

Every student is given a First Class e-mail account that can be accessed from school and home; the account allows students to communicate with each other, teachers, and other school personnel.

Internet Access Is a Privilege

For both levels of access, Internet access through the Lexington Public School is a privilege, not a right. A student's access may be canceled by school officials if this privilege is abused. Inappropriate conduct on the Lexington Public School Internet access will also be subject to disciplinary action, in conformity with the Lexington Public School Policy on Student Conduct and Discipline (which is published in school handbooks) and the disciplinary policies of individual schools.

Administrators' Access to Student Files

All student email files and other Internet files and records may be accessed and examined by administrators for educational and administrative purposes, including the need to ensure that these Internet Guidelines are being adhered to. Administrators will also cooperate in providing access to student email and Internet files and records to law enforcement authorities. Students should not assume that uses of the Lexington Public Schools Internet access will be private.

Personal Safety

The Internet is accessible to the public. Unfortunately, this includes people who want to make contact with students for inappropriate purposes or under false pretenses. The Lexington Public Schools cannot screen the Internet for such inappropriate uses. Therefore, students must be cautious and prudent about supplying personal information and arranging personal meetings. In particular, students should never arrange a personal meeting with a person who was met on-line without their parents' or guardians' knowledge and approval. Students should promptly inform their teacher or school administrator of any on-line communication that the student feels is threatening, harassing, or otherwise inappropriate.

System Security and Resource Limits

Students are expected to follow procedures and guidelines that are issued in order to ensure the security of the Lexington Public School computer system and to respect its resource limits. These include any downloading guidelines and virus protection procedures that may be issued.

Network Etiquette

Students are expected to learn and to abide by generally accepted rules of Internet network etiquette, as well as rules of school decorum. These include common courtesy, politeness, and the avoidance of vulgar language.

Unacceptable Uses

The following uses of the Lexington Public Schools Internet access are unacceptable:

1. Posting private or personal information about another person.
2. Attempting to log in through another person's email account or to access another person's files.
3. Accessing or transmitting obscene or pornographic material.
4. Posting chain letters or engaging in "spamming." ("Spamming" means sending annoying or unnecessary messages to large numbers of people.)
5. Engaging in sexual harassment. The Lexington Public Schools Sexual Harassment Policy, which is included in the individual schools' handbooks, is applicable to Internet conduct.
6. Participating in any communications that facilitate the illegal sale or use of drugs or alcohol; that facilitate criminal gang activity; that threaten, intimidate, or harass any other person; or that violate any other laws.
7. Engaging in intimidating behavior that directly affects the physical and/or emotional safety of a student or employee of the Lexington Public Schools.
8. Plagiarism. "Plagiarism" means the taking of material created by others and presenting it as if it were one's own. The Lexington High School policy on Plagiarism/Cheating, which is included in the Lexington High School *Student/Parent Handbook*, is applicable to Lexington High School students' use of the Internet.
9. Infringing copyrights. Copyright infringement occurs when a person inappropriately reproduces or transmits material that is protected by

copyright. For example, most software is protected by copyright and may not be copied without the permission of the copyright owner.

10 Participating in commercial activities that are not directly related to the educational purposes of the Lexington Public Schools.

Disclaimer of Liability

The Lexington Public Schools disclaim all liability for the content of material that a student may access on the Internet, for any damages suffered in the course of or as a result of the student's Internet use, and for any other consequences of a student's Internet use.

Changes in the Guidelines

The Lexington Public Schools reserve the right to change these Guidelines at any time.

Policy adopted by vote of the School Committee on: January 7, 1997

Digital Citizenship

Beginning with the 2014-2015 school year, the school community will introduce the concept of digital citizenship, a philosophy that expects students to be aware of, understand, and adhere to the following standards in a digital age:

1. Protect personal and others' private information
2. Understand that anything posted online is permanent
3. Communicate responsibly and kindly with each other
4. Not contribute to inappropriate behavior using social media
5. Use social media to talk with people, not about people
6. Respect each others' ideas, opinions, and beliefs
7. Stand up to cyber-bullying
8. Follow LHS acceptable use guidelines
9. *Give proper credit when using others' work or ideas*

Smoking

In compliance with state law and School Committee policy, there will be NO smoking (including the use of e-cigarettes) anywhere on school property which includes all areas inside of Park Drive, Worthen Road, and Waltham Street, indoors or out.

Use of Tobacco Products Policy

Purpose and Scope

Use of any tobacco products within all school buildings, school facilities, school grounds, or school buses of the Lexington Public Schools by any individual is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

Application

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

LEGAL REF: M.G.L. 71, §37H

Adopted June 18, 2002

Food

Two food service areas are available for student lunches. Commons I and II serve lunches and a variety of snacks and are open during all lunch blocks. Students may also purchase limited lunch items and snacks from the Grab-N-Go area 10:30 a.m. to 3:00 p.m. Breakfast is served from 7:00 a.m. to 7:40 a.m. every day in Commons I. Students are expected to finish eating their breakfast by the first bell at 7:40 a.m. Late arrival to school is not considered an excuse to remain in the Commons area to eat breakfast.

Food deliveries to students from off campus vendors during school regular school hours are not permitted.

Lunch tickets are available to students who qualify under federal regulations. The necessary forms are available from the Coordinator of Food Services (861-2320, ext. 1181); they should be returned to the Central Office at 146 Maple Street, Lexington, MA 02421.

School Committee Policy on Posters, Fliers and Collections

Posters

Students and faculty may place posters for school- or club-related events and meetings on interior walls and on the end sections of lockers throughout the LHS campus. Such notices are to be hung with masking tape only. Posters may not be placed on glass, in stairwells, or on, or within five feet of, any egress door (all classroom exits, doors to halls, stairwells and the outside). Posters must be approved and initialed by the activity's faculty advisor or a dean, who will ensure that not more than 50 posters will be hung. All posters must have a date of removal on them unless they refer to a specific event; posters are expected to be removed immediately after the event or on the specified date by the sponsoring group. All possible efforts will be made to recycle the posters.

It is the Climate Committee's responsibility to identify and maintain an area or areas, approved by the administration, including the current free poster area in Commons I, for posters not related to school activities. Posters may be placed in this area by students, faculty and staff, and need no faculty or Dean's signature or removal date. It is expected that the community will show good judgment in selecting the quantity and size of posters placed in this area so that all messages can be accommodated. In addition, the Climate Committee will promote good poster behavior throughout the school and communicate when possible with violators of this bill.

The administration reserves the right to remove posters placed in unsuitable areas, posters without an approved signature or posters that are in violation of town or state fire codes. With the exception of the free poster area in Commons I, fliers or notices from outside of the High School are forbidden without the approval of the Dean responsible or the school Principal.

Collections

No collections of any kind will be allowed in the schools except those which may be a part of the educational program of the Lexington Public Schools. (See Index for Policy on Fund Raising.)

No organizations except those qualifying under "school-sponsored" or "system-sponsored" will be permitted to sell tickets to students during the school day. Ticket sales shall be handled by the personnel of those organizations during a specific period of the school day and in a definite location.

IV. Student Opportunities

School Clubs, Activities, Teams, Interest and Service Groups

The High School offers a variety of activities outside the classroom to encourage the total development of students. If you are interested in forming a new club or activity, contact Dean Canniff who will help you to meet other students and faculty members with similar interests. You will find a complete list of existing clubs and activities by going to your First Class Desktop, clicking on LHS Online Community and then selecting LHS Activities. Advisors post basic club information such as the time and place of meetings, club officers or student contacts and the purpose of the club. All students have First Class accounts that allow them to access this list.

Fund Raising Policy

The process of fund raising by student groups or school-connected organizations and the sense of pride that such activity generates are as important as the purpose in many cases. This is an important consideration especially if we wish to involve students in the management of and responsibility for their own affairs.

Funds which are raised directly by students, individual classes, or school-connected organizations are limited by the following policy:

Students should be encouraged to involve their own talent and labor in raising funds.

All fund-raising activities and/or trips involving students, individual classes or school-connected organizations, for whatever purpose, must be for the direct benefit of Lexington High School students or a registered non-profit organization. All fund raising must be discussed with the organization's advisor and cleared by Dean Canniff or the Principal before they begin. A detailed plan of accountability and purpose must be submitted and approved.

All fund-raising projects must have a specified purpose, and proceeds must be used for educationally sound programs.

Fund-raising projects which entail door-to-door solicitation by students

of grades 7-12 should be discouraged. Exceptions may be made by the Principal for projects which relate directly to services or performances by students (plays, musicals, etc.).

Fund-raising activities may be held to defray the costs of field trips and must be supervised by the class or activity sponsor.

Fund-raising projects which involve a third party (commercial or otherwise) should share proceeds only in a limited way.

National Honor Society

Traditionally during the month of September, juniors at LHS are invited to apply for membership in the National Honor Society (NHS). Students are selected by a Faculty Council, based on the national organization's criteria of scholarship, service, character, and leadership. Membership in NHS is not a right, but a privilege bestowed upon a student by members of the faculty.

1. Specifically, to receive an invitation to apply for NHS membership at LHS, students must have a specified grade point average (GPA) of 3.5 by the end of their sophomore year. Students with "Incomplete" (I) on their report cards may be disqualified from initial selection because of the Incomplete's adverse affect on their GPA.
2. Students will be asked to complete a Student Activity Information Form listing their community service, extracurricular, and leadership activities. In addition, they will be asked to provide one recommendation from an adult. This adult can be a teacher, coach, mentor, or someone who has worked with the student; the adult cannot be a family member or friend.
3. National Honor Society is primarily a community service organization. After becoming a NHS member, students must complete forty (40) hours of community service work. Twenty (20) hours must be completed by April of their junior year and another twenty hours by April of their senior year. Community service work should reflect consistent dedication to the community. For our purposes, service activities are those which are done for or on behalf of others (not including immediate family members), for which no compensation (monetary or other) has been given. Twenty hours of community service must be completed and properly documented before a student can be inducted in NHS.

4. Character is also a strong consideration for induction. Students are assumed to have met the qualification of character unless there are any serious violations of school rules or public law or documented incidents of academic dishonesty. The adult recommendation will be considered as proof of good character.
5. Interested students should demonstrate leadership. On the Student Activity Information Form, students will be asked to list all elected or appointed leadership positions held in school, community, or work activities. **Only those positions in which a student was directly responsible for directing or motivating others should be included.** For example, elected student body, class, or club officer; committee chairperson; team captain; newspaper editor; work area manager; or community leader. Students will also be asked to verify their leadership experience by obtaining an adult sponsor signature. The Student Activity Information Form must be typed. Handwritten forms will not be considered. In order to remain a member of NHS, participants must continue to demonstrate the qualities of scholarship, service, character, and leadership which led to their invitation to participate. They must also regularly attend NHS meetings and participate in NHS sponsored service activities during the course of their membership.

The Student Activity Information Form must be typed. Handwritten forms will not be considered.

In order to remain a member of NHS, participants must continue to demonstrate the qualities of scholarship, service, character, and leadership which led to their invitation to participate. They must also regularly attend NHS meetings and participate in NHS sponsored service activities during the course of their membership.

For further inquiries, please contact Dr. Parul Kumar <pkumar@sch.ci.lexington.ma.us>.

Student Governance

LHS School Council

The Lexington High School School Council was established as a result of the joint efforts of the Lexington Education Association and the Lexington School Committee. Later, Massachusetts state laws were enacted which require the existence of the Council and specify its role which is to act in an advisory capacity in matters that relate to the operation of

our school. Our Council is composed of the Principal, teachers, students, parents and members from the community at large.

The following are elective positions. Freshmen will be elected to all offices in October; upperclass elections are held in May.

Class Councils are groups consisting of the officers of each class (President, Vice President, Secretary, Treasurer) and other members. The Class Councils plan social activities, community service activities, and fund-raising activities. Students elected to student governance positions are expected to regularly attend meetings.

Student Representative to the School Committee is an elected person representing students at meetings of the School Committee.

Student Representatives to the Principal's Advisory Council & Student Representatives to the School Council – see below.

Student Representatives of the Greater Boston Regional Advisory Council – State statute requires that each region maintain an advisory council of students. This council considers matters of statewide importance. Lexington is allowed two representatives.

Lexington High School Student-Faculty Senate

All matters of concern to the school community are appropriate for consideration by the LHS Senate subject to the Scope and Jurisdiction described in the Senate Constitution. All members of the school community should have a meaningful voice in contributing to the policies of the school, in promoting a positive school climate, and in shaping the future of the school. It is essential that each member be kept informed through effective communications and have the opportunities to influence decisions made at Lexington High School.

Meetings

The Senate shall meet once each week at a designated and specific time during after school hours. Each spring the Senate shall evaluate its meeting time and establish specific meeting times for the next school year. All meetings of the Senate are open.

Membership

The Senate shall consist of two elected groups. The first shall include

one certified staff representative for every ten members of the certified high school staff. The second shall include one student representative for every fifty members of the student body. The number of student representatives shall be determined each April 1 and be based on the current enrollment in grades eight through eleven.

Nine students shall be elected at-large from and by each class. If the total number of student representatives falls below thirty-six, then the number of representatives from each class shall be determined by dividing the total number of student representatives by four, with the first remainder allotted to the senior class, the second to the junior class, and the third to the sophomore class, in that order.

There will be up to five places open for groups who feel that they are not represented in the above election plan. These groups must petition the Senate for such representation.

Elections

The student members shall be elected by or on the third Friday in May. Freshman class representatives shall be elected by or on the second Friday in October.

Scope and Jurisdiction

All matters of concern to the school community are appropriate for consideration by the Lexington High School Senate.

Any matter formulated as a bill and passed by the Senate in accordance with the provisions of Article VII, Section 4, shall be submitted to the administration in accordance with Article VII, Section 4, unless any portion of the bill:

1. Contradicts state or federal law;
2. Interferes with the allotment of school department funds;
3. Interferes with collective bargaining agreements;
4. Impinges upon individual administrative and teacher evaluation;
5. Impinges upon individual teachers' course organization and evaluation of students.

Eligibility Requirements for Participation in All School Activities

Participating in extracurricular activities and events is a privilege, rather than an entitlement. In order to retain the privilege of participation, a student must maintain appropriate conduct as well as attendance.

In order to participate in extracurricular activities on a particular day, a student must be present in school for at least four blocks on that day. Exceptions can be made only by the Principal, the Associate Principal or the Deans. Students with unexcused absences in classes or studies on that day will not be allowed to participate.

A student who violates any *LHS Student/Parent Handbook* policy or who fails to maintain appropriate standards of behavior, academics, and attendance, may lose the privilege of participating in a school club, activity or event for a period of time, based upon the discretion of his/her Dean.

Students holding leadership roles (such as, but not limited to, class office, club officer, athletic captain, peer leader/mentor, leading role in a drama performance), have a particular responsibility to maintain appropriate standards of behavior, academics, and attendance. Any failure to meet these standards may result in removal from the leadership role for the remainder of the school year, at the discretion of the Principal.

Eligibility for Athletics

All information about athletic teams, eligibility requirements, physicals, and fees may be obtained by calling the Athletic Director's Office (861-2320, TBA). Athletic schedules can be obtained at the Main Office.

Members of all sports teams must conform to the eligibility requirements established by the Massachusetts Interscholastic Athletic Association (MIAA) and the eligibility requirements of LHS.

MIAA academic requirements – During the last marking period preceding the contest a student must have passing grade in at least 20 periods of prepared work. Prepared work is defined as any subject or course in which credit is allowed toward the high school diploma. A student cannot at any time represent a school unless that student is taking at least 20 periods of prepared work. To be eligible for the fall marking period, students are required to have final passing grades for the previous year in the required number of periods of prepared work. The academic eligibility of all students shall be considered as official and determining only on

the date when the report cards for that ranking period have been issued to the parents of all students.

LHS eligibility requirements – In addition to meeting MIAA eligibility requirements, students at Lexington High School must maintain a 2.0 grade point average on their “Current Quarter GPA” in order to participate in interscholastic activities. Students who do not maintain a 2.0 G.P.A. will be placed on academic probation.

Students must pass the physical examination and abide by the training rules set down by the coaches. All candidates are urged to buy the insurance available to them through the school.

Students must pay the user fee: \$300 per sport, \$600 per family (maximum). The user fee may be waived for extenuating financial circumstances. The parent must speak with the Athletic Director for information and confirmation.

All information about athletic teams, eligibility requirements, physicals, and fees may be obtained by calling the Athletic Director’s Office (781-861-2320, ext. TBA). Athletic schedules can be obtained in the Main Office and from the LHS home page.

Lexington High School Dance and Event Policy

1. **Dances will be supervised by Lexington High School staff members** arranged by the activity’s or club’s faculty advisor, who will clear the date with Dean Canniff. A list of chaperones must be submitted to Dean Canniff one week in advance of the event.
 - All administratively chaperoned (AC) events will take place on campus. The Sophomore Cruise, Junior Prom and Senior Prom are excluded from this provision.
 - If a club or organized school group wishes to sponsor an AC event in order to raise money for a charitable cause, the club will either work jointly with a class council/advisor or present the request to the administration for approval. All requests should be sent to Dean Canniff and be accompanied by the name of the designated recipient of the funds.

- Following all AC events, the advisor and student leader(s) of the organizing club and/or class council are requested to attend the next meeting of the Student/Faculty Senate's Climate Committee to report on the event (successes and areas of improvement).
 - The administration will determine the number of AC events based on the number and nature of the requests. All school-sanctioned events must be pre-approved by the administration.
2. **All school policies are in effect.** Students who attend Lexington High School dances, proms, Battle-of-the-Bands and all other school activities of this type must agree to abide by the policies stated in the *Student/Parent Handbook*.
 3. **Students will attend all activities drug and alcohol free.** Any student in violation of the Lexington High School Substance Use Policy will be removed from the dance, their parents will be immediately notified and the student will be sent home. If a parent is not available, to protect the safety of that student, he/she will be placed in the custody of the Lexington Police Department. Following a due process hearing the student will be subject to all consequences stated in the *Student/Parent Handbook*.
 4. **All events will begin at 7 p.m. and end at 10 p.m.**
 5. **Tickets will be sold in advance. No tickets will be sold at the door.**
 6. **A student who leaves the event may not return.**
 7. **The doors will close 30 minutes after the beginning of the dance.** No admittance after that time. Exceptions may occur if prior arrangements have been made with the Principal, the Dean or the faculty advisor supervising the event.
 8. **Dances are for Lexington High School students only.** On rare occasions exceptions to this rule may be granted by the Principal or a Dean with prior notification and written parental permission. Guests 21 years of age or older may not attend a prom.
 9. **Freshman dances may only be attended by freshman students.** On rare occasions exceptions to this rule may be granted by the Principal or a Dean with prior notification and written parental permission.
 10. **Sophomore dances including the Sophomore Cruise may only be attended by sophomore students.** On rare occasions exceptions to this rule may be granted by the Principal or a Dean with prior notification and written parental permission.
 11. **Attendance at Lexington High School dances and other such events is a privilege, rather than an entitlement. In order to retain**

this privilege, students are expected to conduct themselves in a respectful and appropriate manner at all times. Students in violation of this policy will be removed from the activity, and a parent will be asked to come to the activity to pick up his/her child.

Breathalyzer Testing Procedures and Protocol

Alcohol use and/or consumption will not be tolerated on school property before, during or after school hours, at any school-sponsored activity or event before, during or after school hours, or on school transportation. Students who violate the school policy on use, consumption, possession, sales or distribution may be subject to disciplinary action as set forth in the Lexington High School Student Handbook.

When determining possible alcohol use by a student at a school sponsored activity or event, student safety is the primary goal. Therefore, an assessment of a student's alcohol use may be aided by the use of a breathalyzer test. The purpose of having a breathalyzer test available is a deterrent to alcohol use.

Lexington High School will administer breathalyzer testing at all student dances and will administer breathalyzer testing at other school sponsored activities or events on a case by case basis.

The administration will determine the manner by which students will be tested at school sponsored activities or events. Students may be tested as follows:

- As an entire group;
- As a pre-determined random selection; or
- Based on individualized reasonable suspicion.

Administrators may determine that there is individualized reasonable suspicion to administer a breathalyzer test to a student based on observing one or more of the following indicators:

- Erratic behavior
- Slurred/incoherent speech
- Unsteady gait
- Impaired motor control
- Glassy and/or bloodshot eyes
- Strong foreign odor on breath, clothing or person
- Angry/agitated state
- Vomiting

If a student is suspected of being under the influence of alcohol or is sus-

pected of having consumed alcohol based on any of the indicators listed above, the administrator may administer a breathalyzer according to the following protocol:

- The administrator will first check the calibration of the breath alcohol testing device according to instructions for use.
- The test will be administered in private by the administrator and witnessed by a staff member
- Any administrator who administers a breathalyzer test will be trained on how to properly administer the test. The breathalyzer will also be routinely checked and calibrated.

Any student who has a positive result from a breathalyzer test will have his/her Parents/Guardians notified and he/she will be sent home in the care and custody of his/her parent/Guardian. If, in the opinion of the administration, the student is in need of medical assistance, LPS staff will contact emergency personnel. Parents/Guardians will be notified as well. Disciplinary action will be taken as indicated in the *Lexington High School Student Handbook Code of Conduct*.

Additionally, if a student refuses to be tested for any reason, the student will be subject to discipline and possible further assessment to determine if the student has consumed alcohol (i.e., assessment by school nurse or administrator) in accordance with the Code of Conduct for procedures at a school-sponsored dance. Parents/Guardians will be notified to pick up their child.

Students who participate on one or more Lexington High School athletic teams are held to a high standard of conduct. The conduct of these student athletes is governed by rules established by the Massachusetts Interscholastic Athletic Association, including the MIAA Chemical Health Rule and Code of Conduct, and the Lexington High School Student Handbook. Therefore, if a student athlete tests positive on a breathalyzer test at a school sponsored activity or event, the student's name will be given to the Principal and the Athletic Director who will then consider this as evidence that the student has consumed alcohol. The Principal and/or the Athletic Director will make the determination of any further action per the MIAA Chemical Health Rule and Code of Conduct.

V. Attendance Policy and Procedures

Statement of Philosophy

We the faculty, staff, and administration believe attendance is paramount to the academic, civic, and social success of every student at LHS. Excellent attendance demonstrates a student's commitment to his/her education and to the school community. In this collaborative partnership, all students, parents, and staff play an active role in monitoring, supporting, and understanding the attendance policy.

Statement of Purpose

All students are required to attend classes regularly and punctually and to be well prepared. We acknowledge that students will sometimes be absent from class due to illness, unusual and important family matters, religious observances, and/or school-sponsored activities. Since classroom experiences and learning cannot be duplicated, we are concerned about students who cut class, are tardy, have a pattern of absences on test days, and/or excessive excused absences. Chronic tardiness and absences also affect the teachers and other students in a class. Medical documentation may be required to excuse repeated absences.

The Lexington High School Attendance Policy addresses chronic attendance patterns. For the overwhelming percentage of students, the policy has little or no impact on the way they conduct their school business.

Parent Responsibility

Parents are required to call the dean's secretary by 10:00 a.m. to report their child out for all or part of the day. (Students also attending Minute-man Vocational Regional Technical High School must call both schools to report partial or all-day absences.) A note delivered to the Dean's secretary may be accepted in lieu of a phone call if such a call is not possible. The note must be delivered before the returning student reports to any class. **Notes submitted after the fact to excuse past absences/tardiness will not be accepted.** Parents are expected to use the Aspen Portal to view their child's attendance, and to engage in frequent discussions with their child regarding class and daily attendance. For extended absences, the Dean may require a meeting prior to the student resuming classes.

Student Responsibility

The student will take responsibility for being aware of his/her attendance with regard to this policy. The student will communicate with his/her

parents/guardians regarding his/her status, including sharing the Attendance Verification information given to students in homeroom twice per quarter. **Students are strongly encouraged to view attendance on a frequent basis on the Aspen Portal.**

Student attendance is available on a daily basis on the Aspen Family Portal. Go to URL: <<https://www.x2dev.net/lexington>>.

Whom to Call in the Event of an Absence

Any time a student is sick and not able to attend school, his/her parent or guardian is required to call the student’s dean’s office on the day of the absence.

If the parent forgets, a note excusing the absence should be delivered to the Dean’s office the very day of the student’s return. Parent or guardian will be contacted within three (3) days of the student’s absence if the parent or guardian has not contacted the school regarding the absence. Parent or guardian must provide updated contact information at the start of the school year.

When possible, the parent should contact the Dean’s secretary in advance to excuse an impending, planned absence

The Deans and their secretaries are:

- Mr. Scott KmackMrs. Christine Ashness, ext. TBD
- Mr. Jaffrie Perrotti.....Mrs. Carol Sampson, ext. TBD
- Ms. Kate Hermon Mrs. Marlene Couture, ext. TBD
- Ms. Nicole Canniff.....Ms. Susan Donnellan, ext. TBD

Please Note: Normally, the school cannot be expected to deliver messages to students from parents, employers, friends, etc. Only in emergency situations will the school make every effort to deliver a message.

Parent or guardians will also be notified when a student has at least five days in which the student has missed two or more classes/periods (unexcused) or has five or more unexcused absences in the school year. A meeting will be scheduled with the building principal (or his/her designee), the parent or guardian, and the student to develop an action plan to improve the student’s attendance.

Parents or guardians are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school.

Planned Extended Absences

Parents and students are reminded that Massachusetts Law requires compulsory attendance for students under the age of 16. We strongly discourage planned extended absences, including family vacations/trips when school is in session. In addition to compromising the state law, extended absences interrupt the educational process of each course; make-up work cannot replace or reverse time on learning that is lost when students are not in class.

If a **planned extended absence** is necessary, the following procedures must be followed:

- The student must fill out an Extended Absence Form (signed by the parent or guardian) and in doing so, should contact individual teachers regarding assignments.
- The student has the obligation to secure the missing work and appropriate due dates from his/her teachers prior to departing from school. While the student is to have at least as much time to make up work as the number of days of class absence, he or she should make every effort to complete as much of the assigned work as possible by his or her return to school.

If a student is out of school for an **unplanned extended absence (e.g., illness or bereavement)** the student's counselor will work with teachers to establish guidelines for communication and to schedule make-up work.

If the nature of the illness/absence is such that a student is unable to complete the regular course work, the Dean and Department Head will be consulted on all decisions for course modifications and potential grades of Pass/Fail.

Important Notes

- Unless this form has been filed in advance of the trip, teachers are not required to provide make-up work or opportunities.
- If a family trip causes the student's attendance to meet or exceed five course absences in one quarter, the student must appeal the absences to his/her Dean.

As part of the home/school partnership, the parent/guardian should carefully consider the reasons/conditions for late arrivals, dismissals, and absences from school. Please reserve missed class time for unavoidable circumstances and/or appointments that cannot be scheduled at another time.

Late Arrival to School

Students who arrive late to school must be excused by a parent with a note or phone call explaining the tardiness on the same day as the late arrival. Whether being excused by a note or phone call, a late-arriving student must report to his or her Dean's attendance secretary prior to attendance in any class.

Examples of excused tardiness include:

Illness, child care emergency, family emergency, emergency medical appointments, late school bus, and religious observance.

Examples of unexcused tardiness include:

Oversleeping (for any reason), personal transportation problems (once per quarter will be excused), missed school bus, weather, and prom-related activities.

Dismissal from School

When a student is dismissed from school, s/he must check in with the Dean's office prior to being dismissed, and upon his/her return. Under no circumstances should a student be dismissed from school without proper notification.

- The dismissal must be excused by a parent/guardian with a written note or phone call to the Dean's office, explaining the reason for dismissal.
- For the dismissal to be considered excused the note or phone call must be on the same day as the dismissal. **Individual period absences, after the fact, cannot be excused by a parent/guardian.**
- If a student is leaving during a class, s/he must obtain a pass from the Dean's secretary to present to the teacher.
- When a student leaves school for a medical appointment, s/he must provide documentation from the medical office; this information should be given to the Dean's secretary when the student returns to school.
- A student may also be dismissed from school at the discretion of the Dean or a school nurse. If possible, a parent/guardian will be contacted.
- If a student leaves school without prior consent from his/her Dean's secretary, Dean, or a school nurse, all classes missed will be considered unexcused.

Dismissal notes or phone messages must include the following information:

- a. Reason for the dismissal;
- b. Time of dismissal;

- c. The means of transportation to be used by the student;
- d. A phone number where parent may be reached.

Any 18-year-old students, having signed the 18-Year-Old Form and met with his/her dean, who excuses themselves from class must do so under the following conditions:

- Late arrival to school: check-in with their Dean's secretary
 - Dismissal from school: notify their Dean's secretary or Dean prior to leaving campus, they must leave campus immediately, and notify the Dean's secretary upon their return
 - Dismissal for a medical appointment: proper documentation must be provided from the medical office, verifying 'attendance' at the appointment
- * Attendance/dismissal notes and phone messages are held to the same standards as those for parent/guardians.

Short-Term Absences

Students who miss a test or due date because of an absence, s/he should speak to the teachers to confirm a time to turn in the missing work and/or make-up the exam. Students are expected to make up missed exams and pass in work due. Once teachers have received verification for the nature of the absence in question, the following will apply:

- Excused Absences: exam taken and work due receive the grade earned.
- Unexcused Absence: exam taken or project turned in will earn credit up to a maximum of 55%.
- If a student does not make up the exam or chooses not to turn in work due by confirmed due date, the student will receive a zero.

Make-Up Work – Extended Absence

During an extended absence, the student should contact individual teachers regarding assignments. Students are strongly encouraged to work with their counselor regarding make-up work and communication with teachers. The student has the obligation to secure the missing work and appropriate due dates from his/her teacher upon returning to school. The student is to have at least as much time to make up work as the number of days of class absence.

Attendance Policy

The first N in a particular course indicates a student has not met the school's attendance expectations. **A grade of N on a report card indicates that a student's attendance in a course has met or exceeded 5 absences in a quarter.** A student's academic grade is recorded in the narrative section of the report card and averaged with the quarter, semester, or year grade. A student can still receive a passing semester or year grade following receipt of an initial N so long as attendance improves. Course credit will be determined by the Dean according to the standards set forth below.

The Attendance Policy standards are:

1. Students who arrive 15 minutes or more late to class will be admitted and marked absent/tardy in the attendance record.
2. A student with five (5) excused and/or unexcused absences in one quarter = N. (*School-sponsored activities do not count as one of the five (5) absences.*)
3. A student who earns an N for one quarter in a **semester course** can pass for the semester if he or she meets the attendance expectations for the other quarter. He or she will receive partial credit only.
4. A student who earns an N for one quarter in a **full year course** can pass for the year if he or she meets the attendance expectations for the other quarters.
5. A student who earns two (2) or more Ns in a full year course will receive partial credit only.
6. Students will not be allowed to change or drop classes to avoid the consequences of poor attendance. Those who do change classes for legitimate reasons will have their attendance record follow them to the similar class.

Note:

- The Physical Education and Wellness departments have attendance built into their grading rubric. These departments will follow their guidelines set at the beginning of each quarter.

Senior students should be aware of the following policy for Physical Education classes:

Senior students will be required to make up all classes missed during the fourth quarter of senior year. (Documented medical conditions are excluded from this requirement)

Additional Information

Students do not receive a final grade of N in any course, but there may be a reduction in course credit earned. Students can work to regain credits by successfully completing an alternate LHS course(s) in the same cluster, an approved summer school offering(s), or an alternative offering(s) with department head approval.

The LHS transcript records only the final grade earned by a student in any course. Therefore, if a student receives a single N, but successfully completes all other quarters of the course, no N will appear on the transcript.

Attention Seniors: An official transcript being sent to colleges during a student's senior year will show quarter grades, including all Ns. In the case of a recorded N(s), upon request, a letter from the Principal will accompany the transcript; the letter includes an explanation of the Attendance Policy and the academic grade behind the N.

Request for Waiver Without Appeal

In cases of prolonged illness or other medical circumstances, the student's Dean may waive the N earned during a quarter.

Medical Waiver

These are given to students who have a documented medical (physical, mental, or social/emotional) issue that impacts a student's attendance. These students do not go through an appeals process. Instead, the student provides medical documentation to his/her team (i.e., Counselor, Nurse, Dean). After a follow up conversation with the student's family and support personnel, an attendance waiver is granted. Medical Waivers can be granted for one or more quarters.

Attendance Appeals

In some cases, the student may have good cause to appeal the grade of N. The student must complete an appeals form, following the procedures outlined below.

Deans' Appeal

Considered for a student who has accrued **excused absences only**, for legitimate reasons. The reason(s) may stem from a variety of categories, such as: sick without medical documentation, college visits, manda-

tory family trips, Haydenettes, religious obligations, family difficulties, students on attendance contracts (through consultation with teachers and counselor), etc. The student must meet with his/her Dean prior to the close of the quarter to discuss the reason(s) for the excused absences. Teacher input is considered, and the decision from a Dean is final. A Deans' Appeal can be granted for one or more quarters.

Attendance Committee Appeal

For students who have a combination of **excused and unexcused absences**. This option may only be used for a second N, a first N that impacts a transcript, or a first N that impacts credits earned. After completing the appeals form and submitting a written explanation, students must appear in front of the committee for a formal interview. *The decision of the committee is final, and may only be appealed to the principal in cases of a senior earning a second N that impacts his/her graduation status.*

A. Appeal Procedures (Dean and Committee)

1. The student should print a copy of his/her attendance from the Aspen Student Portal
2. The student must acquire the quarterly appeals form from any building secretary and complete it properly.
3. The student should indicate which subject(s) is/are being appealed, including the name of the teacher(s).
4. The student should submit the form and all relevant information to his/her Dean's office for a Dean appeal, and to the Main Office for a Committee appeal. S/he should indicate the reason(s) for absences on specific dates, as well as any pertinent supporting documentation that refers to the dates and reasons for absences. If supporting documentation, e.g., medical notes have already been submitted to the house secretary, the student should request a copy and include it with the appeal. *Appeals submitted after the designated date will not be considered.*
5. The deadline for submitting an appeal to the Dean or the Appeals Committee is 3:00 p.m. of the first school day following the end of the term. (4th Quarter for all students, the deadline will be 3:00 p.m. on the last day of classes.)

6. All appeals decisions will be given to the student's Dean's office.

Note: Students who apply for an Attendance Committee Appeal should check with their Dean's office the day after they submit their appeal to get the time and place of the appointment with the Appeals Committee. If a student misses his/her scheduled appointment, his/her appeal will be denied.

Composition of the Appeals Committee

The Attendance Appeals Committee consists of four faculty members, including a school nurse and a special educator.

What If the Teacher Is Absent?

Substitutes will be provided for all classes. Individual classes will meet as scheduled. Students are to report to the room as scheduled to receive information, usually a posted sign, about what they are to do in lieu of attending class.

When a substitute is present, all students, Open-Campus and Non-Open-Campus alike, should expect to spend the entire period in the classroom.

Unless an official cancellation notice is posted on the classroom door, students are expected to remain in the room until a staff member arrives with instructions. There is no "10-minute rule" after which students may dismiss themselves. If no teacher appears, one student should go to the nearest office to report the absence of the teacher and await instructions.

Any student absence due to alleged "confusion" surrounding a teacher absence will be considered unexcused.

When teachers of juniors and seniors [only] classes are absent, they may, under certain circumstances, cancel a class and assign work. However, unless notified in advance, students should not assume a class is cancelled.

VI. Discipline

School Guidelines

The Lexington Public Schools strive to provide all students with a quality education in a safe school environment. Students are expected to conduct themselves in a manner which promotes a safe, orderly learning environment within the schools.

A student whose safety or learning at school is jeopardized by other students is expected to report the matter to a staff member.

A student who engages in, or contributes to, any behavior which disrupts the safe and orderly environment of the school is subject to disciplinary action. Thus, the following are merely examples of conduct which is prohibited: missing classes, study halls, or other assigned activities without acceptable excuse; truancy; smoking anywhere on campus; gambling; theft; fireworks; loitering in unauthorized areas; throwing dangerous objects; insubordination; vulgar or obscene language or gestures; vandalism; hazing; bullying; harassment; improper use of technology; use or possession of weapons; use or possession of alcoholic beverages, drugs, narcotics, or other controlled substances; and, failure to comply with previously assigned disciplinary action.

Discipline which may be imposed includes but is not limited to: contact with parents by mail, telephone or conferences; after-school detention; loss of open campus privileges; loss of parking privileges; temporary or permanent removal from classes; short term or long term in-school or out-of-school suspension from school in-school suspension; suspension from school; expulsion (i.e. permanent exclusion). In some instances, students may be given an opportunity to provide service to the school or community in lieu of disciplinary action.

Students are also reminded that conduct at school may lead to consequences beyond school discipline. These consequences may include requirements for monetary restitution for damages caused and town fines. In addition, when school staff has a reasonable basis for believing that a crime has been or is being committed by a student on school property or at school-related events, such matters shall be reported to the police. Reportable crimes include, but are not limited to, possession of a controlled substance or dangerous weapon, assault, vandalism, stalking and hazing.

Class Guidelines

Disciplinary matters at Lexington High School are handled at the most immediate level possible. **Teachers deal with situations as they pertain to their classes, such as tardiness, poor attendance and misbehavior in class. Deans deal with repeated unexcused class absences and chronic or particularly serious disciplinary matters. Staff members who are aware of disruptive students should take the appropriate action, including immediately reporting matters which cannot be appropriately handled in the classroom to the school administration.**

It is the school's expectation that all students will behave in a respectful manner which meets the classroom teacher's expectations. When a student's behavior is inappropriate and s/he does not respond appropriately to the teacher's requests, the teacher may refer the issue to a Dean, or ask the student to go directly to his/her Dean's office. Any student who fails to report to his/her Dean's office will face further disciplinary action..

Policy on Electronic Devices

Lexington High School is a teaching and learning environment. The daily activities, schedules, and experiences at LHS are designed with that focus in mind. A large portion of that learning is intended to prepare students for successful entry into, and participation in, their communities beyond high school.

Historically, the electronic device policy at LHS has allowed for limited use of music devices on campus and has not allowed for use of cell phones at all on campus during the school day. Recognizing that our existing policy was outdated and perhaps didn't provide students with an environment that prepares them for responsible use of electronic devices in the world beyond high school, a new policy was piloted in 2013-2014, allowing for increased student cell phone use on campus while also maintaining a productive teaching and learning environment, high standards, and a reasonable expectation of privacy for members of the LHS community. This policy has been adopted for the 2014-2014 school year. Students are reminded that they should follow the Lexington Public Schools Student Internet Use Policy when using any electronic devices and should register personal electronic devices such as iPads and laptops with the High School Tech Support Office.

Electronic Device Use During the School Day (7:40 a.m.-2:30 p.m.)

- Students may use their electronic device during their lunch while in the Commons, Quad, or Main Hall.
- Students may use their electronic devices silently while in study halls and the library as long as such use does not distract from educational purposes.

Devices must be used respectfully and should only be visible during the times and locations listed above. **Students should NOT be using devices while walking in halls or on stairs!**

Enforcement and Penalties

All staff including teachers, administrators, and support staff will support and monitor student adherence to the electronic device policy. The consequences for students found to be in violation of the policy will be as follows:

- **First offense:** Teachers will use their discretion in the classroom. The student's electronic communication device may be confiscated for the class period and returned at the end of the period.
- **Second and subsequent offenses:** The student's electronic communication device will be confiscated and turned over to the building Administrator, to be returned to the student at the end of the school day or returned only to the student's parent or guardian (depending on the circumstances). It is possible that the student will be prohibited from bringing an electronic communication device to school for the remainder of the school year.
- Students committing repeated violations of this policy may be subject to additional disciplinary action, consistent with the Code of Discipline.

Lexington High School Policy Prohibiting Peer Harassment and Bullying

Bullying

Lexington High School (LHS), in partnership with parents, guardians, and the community, and in keeping with the Lexington Public Schools core value of respect for human differences, believes that a positive, safe, and civil environment in school is necessary for students to learn and achieve. Bullying is conduct that can disrupt a student's ability to learn by preventing that student's full engagement with his or her education. Moreover, bullying compromises a school's ability to educate its students in a safe environment. The Lexington School Committee, therefore, prohibits acts of bullying or cyber-bullying throughout the Public Schools of Lexington.

“Bullying” shall include, but is not limited to, the repeated use by one or more students or a member of the school staff of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile learning and/or social environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by any of the following: wire, radio, electromagnetic, photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages, facsimile communications, cell phone, texting, or social media.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly

impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying can occur in and out of school, during and after school hours, at home and in locations outside of a home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents or guardians and their families are expected.

For the purpose of this policy, whenever the term bullying is used, it is to denote either bullying, or cyber-bullying.

Some student misconduct that falls under the Lexington Public School's anti-bullying policy may also fall under one or more of the federal anti-discrimination laws that prohibit harassment on the basis of race, color, national origin, disability, or sex. Harassment on the basis of these enumerated categories is discrimination and a federal civil rights violation that schools are obligated to address. For example, when students are bullied on the basis of their sexual orientation, creating a hostile environment at school, the conduct also may be considered sexual harassment or gender-based harassment.

To view the Commonwealth of Massachusetts Anti-Bullying Law, please visit the following webpage: <https://malegislature.gov/Laws/General-Laws/PartI/TitleXII/Chapter71/Section37O>

Students who believe that they are a target of bullying are encouraged and urged to report the matter to a member of the school staff. Students who observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. Parents or guardians, or members of the community, are encouraged to report an incident of suspected bullying to the Deans.

A Lexington High School Bullying Prevention and Intervention Incident Reporting Form can be found in the Deans' Offices and on the LHS website. Forms can be completed and returned to the Deans' mailboxes anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

Harassment

Lexington High School is committed to maintaining a school environment free of any harassment based on, but not limited to, age, color, disability, gender, gender identity, national origin, race, religion or sexual orientation. Such harassment in the school environment is unlawful and is absolutely prohibited. This includes harassment by administrators, certified and support personnel, students, vendors, and other individuals in school or at school-related events. Further, any retaliation against an individual who has complained about harassment or against individuals for cooperating with an investigation of a harassment complaint is similarly unlawful and will not be tolerated.

Harassment is defined as any communication or conduct that is sufficiently serious to limit or deny the ability of a student to participate in or benefit from the educational program. It includes, but is not limited to, any communication, written, spoken or otherwise, such as jokes, comments, innuendoes, notes; material placed on the internet or other electronic media such as email, web page, and voice mail; writing placed on school property, the display of pictures or symbols, graffiti, gestures, or other conduct that offends or shows disrespect to others based upon age, color, disability, gender, national origin, race, religion, or sexual orientation.

By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person; therefore, individuals should consider how their words and actions might be viewed by other individuals.

While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

- Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of education, or
- The individual's response to such conduct is used as a basis for educational, disciplinary, or other decisions affecting a student, or
- Such conduct interferes with an individual's education or participation in extracurricular activities, or
- The conduct creates an intimidating, hostile or offensive school environment.

The legal definition of sexual harassment is broad. In addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an educational environment that is hostile, offensive, intimidating or humiliating to individuals may also constitute sexual harassment. While it is not possible to list all circumstances that may constitute such harassment, examples may include references to sexual conduct, comments on an individual's body, unwelcome leers, and suggestive or insulting comments.

Hazing

The term "hazing" shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Whoever knows that another person is the victim of hazing and is at the scene of such crime, shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to a member of the school staff and/or an appropriate law enforcement official as soon as reasonably practicable.

School-related disciplinary actions for students who are found to have committed an act of bullying, harassment, hazing, or retaliation, shall be in accordance with LHS disciplinary procedures and may be subject to reporting to local law enforcement agencies and subject to further criminal action.

For more detailed information please see the Lexington School Committee Policies on Bullying Prevention and Intervention, Prohibiting Harassment, and Hazing available on line at <http://lps.lexingtonma.org/site/Default.aspx?PageID=1107>.

Anti-Bullying Law

The Commonwealth of Massachusetts recently adopted legislation requiring all school districts to include a copy of the Anti-Bullying law in its student handbooks. Please find the law quoted below. In accordance with this statute, the Lexington Public Schools is in the process of developing an Anti-Bullying policy, procedural guidelines for implementation, and professional development training for all staff.

Section 37O.

(a) As used in this section the following words shall, unless the context clearly requires otherwise, have the following meaning:

“Approved private day or residential school”, a school that accepts, through agreement with a school committee, a child requiring special education pursuant to section 10 of chapter 71B.

“Bullying”, the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

“Charter school”, commonwealth charter schools and Horace Mann charter schools established pursuant to section 89 of chapter 71.

“Cyber-bullying”, bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on

an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

“Collaborative school”, a school operated by an educational collaborative established pursuant to section 4E of chapter 40.

“Department”, the department of elementary and secondary education.

“Hostile environment”, a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

“Plan”, a bullying prevention and intervention plan established pursuant to subsection (d).

“Perpetrator”, a student who engages in bullying or retaliation.

“School district”, the school department of a city or town, a regional school district or a county agricultural school.

“School grounds”, property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

“Victim”, a student against whom bullying or retaliation has been perpetrated.

- (b) Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable

information about bullying shall be prohibited.

- (c) Each school district, charter school, approved private day or residential school and collaborative school shall provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school. The curriculum shall be evidence-based.
- (d) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The consultation shall include, but not be limited to, notice and a public comment period; provided, however, that a non-public school shall only be required to give notice to and provide a comment period for families that have a child attending the school. The plan shall be updated at least biennially.

Each plan shall include, but not be limited to: (i) descriptions of and statements prohibiting bullying, cyber-bullying and retaliation; (ii) clear procedures for students, staff, parents, guardians and others to report bullying or retaliation; (iii) a provision that reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report; (iv) clear procedures for promptly responding to and investigating reports of bullying or retaliation; (v) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior; (vi) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection; (vii) strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying; (viii) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator; provided, further, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated under this subsection by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator; (ix) a provision that a student who knowingly makes a false accusation of bullying or

retaliation shall be subject to disciplinary action; and (x) a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law.

A school district, charter school, non-public school, approved private day or residential school or collaborative school may establish separate discrimination or harassment policies that include categories of students. Nothing in this section shall prevent a school district, charter school, non-public school, approved private day or residential school or collaborative school from remediating any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

The plan for a school district, charter school, approved private day or residential school and collaborative school shall include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying. The department shall identify and offer information on alternative methods for fulfilling the professional development requirements of this section, at least 1 of which shall be available at no cost to school districts, charter schools, approved private day or residential schools and collaborative schools.

The plan shall include provisions for informing parents and guardians about the bullying prevention curriculum of the school district or school and shall include, but not be limited to: (i) how parents and guardians can reinforce the curriculum at home and support the school district or school plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying.

The department shall promulgate rules and regulations on the require-

ments related to a principal's duties under clause (viii) of the second paragraph of this subsection; provided, that school districts, charter schools, approved private day or residential schools and collaborative schools shall be subject to the regulations. A non-public school shall develop procedures for immediate notification by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator.

- (e) (1) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to students and parents or guardians, in age-appropriate terms and in the languages which are most prevalent among the students, parents or guardians, annual written notice of the relevant student-related sections of the plan.
- (2) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to all school staff annual written notice of the plan. The faculty and staff at each school shall be trained annually on the plan applicable to the school. Relevant sections of the plan relating to the duties of faculty and staff shall be included in a school district or school employee handbook.
- (3) The plan shall be posted on the website of each school district, charter school, non-public school, approved private day or residential school and collaborative school.
- (f) Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of the plan at his school.
- (g) A member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. Upon receipt of such a report, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall (i) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; and (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

- (h) If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement consistent with the provisions of clause (viii) of the second paragraph of subsection (d).
- (i) Nothing in this section shall supersede or replace existing rights or remedies under any other general or special law, nor shall this section create a private right of action.
- (j) The department, after consultation with the department of public health, the department of mental health, the attorney general, the Massachusetts District Attorneys Association and experts on bullying shall: (i) publish a model plan for school districts and schools to consider when creating their plans; and (ii) compile a list of bullying prevention and intervention resources, evidence-based curricula, best practices and academic-based research that shall be made available to schools. The model plan shall be consistent with the behavioral health and public schools framework developed by the department in accordance with section 19 of chapter 321 of the acts of 2008. The resources may include, but shall not be limited to, print, audio, video or digital media; subscription based online services; and on-site or technology-enabled professional development and training sessions. The department shall biennially update the model plan and the list of the resources, curricula, best practices and research and shall post them on its website.

Lexington High School's Rules Regarding Acts of Hazing

Hazing carries possible criminal penalties as described below. The following sections from the Massachusetts General Laws concern the crime of hazing:

Section 17. Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

LPS Policy on Use of Drugs and Alcohol on School Premises

Purpose and Scope

The use, sale, delivery, or other possession of alcohol or drugs, except for medicinal purposes, within all school buildings, school facilities, or on school grounds or school buses of the Lexington Public Schools by any individual is prohibited at all times. For the purpose of this policy, the term “drugs” includes alcohol, controlled substances as defined in Mass. Gen. Laws, Ch. 94C (including, but not limited to marijuana, heroin, cocaine), as well as restricted drugs, such as prescription or over the counter drugs that are misused; steroids; and products misused for the purpose of mind altering effects (aerosols, solvents, etc.).

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

Application

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

The Lexington Public Schools will report to the police suspected violations of laws relating to alcohol and drugs on school property.

LEGAL REF: M.G.L. c. 71, §37H (students-controlled substances)

M.G.L. c. 138, §§34, 34A, 34C (alcohol)

M.G.L. c. 94C (controlled substances)

M.G.L. c. 270, §6 (glue-toxic substances)

M.G.L. c. 272, §40A (alcohol on school property)

Drug-Free Workplace Act of 1988

Drug-Free Schools and Community Act Amendments of 1989

Approved June 18, 2002

Substance Use Policy

Drug and alcohol use by students poses a serious threat not only to their own well being, but also to the well being of the school system. Drugs and alcohol have no place in an educational environment where the goals are learning and growth, and they will not be tolerated during school hours or on school property or at any school-sponsored activity or event.

Students are strictly prohibited from actions involving drugs and alcohol during school hours or on school property or at any school-sponsored

activity or event. Such prohibited activities include but are not limited to:

1. attempting to purchase
2. using or have used
3. possession
4. intention or attempting to sell or distribute
5. selling or distributing
6. possession of drug paraphernalia
7. knowingly in the presence of those in possession.

For the purposes of this policy alcohol and drugs include not only alcohol, controlled substances as defined in Mass. Gen. Laws, Ch. 94C (including but not limited to marijuana, cocaine and heroin), but also restricted drugs such as prescription or over-the-counter drugs which are misused; steroids; and products misused for the purpose of mind altering effects (aerosols, solvents, etc.)

Students who violate this policy will be subject to disciplinary action up to and including expulsion as set forth in Discipline – School Guidelines and as set forth in the Eligibility Requirements for Participation in All School Activities. [See index.]

The school will cooperate fully with the police to deal with violations of the law on school property.

In addition to the rules and regulations outlined in this policy, students will be responsible to the rules and regulations of organizations including the Massachusetts Interscholastic Athletic Association, National Honor Society, etc.

Students who are suspected of being under the influence of a substance or in possession of a substance

When a student is suspected of being under the influence of drugs or alcohol, the following procedures will be followed:

- 1) The student will be referred to the Dean and in most cases to the school nurse for assessment.
- 2) If the situation warrants, parents will be notified and requested to take the student home.
- 3) Provisions related to search and seizure and student discipline will also be followed.

Substance Use Outside of School

We at Lexington High School are deeply committed to the well-being of our students. Our primary goal is to encourage students to make healthy choices in all areas of life, seven days a week, 24 hours a day. We believe that the choices a student makes in the setting of the larger community have consequences that affect others in the Lexington High School community and for which the student is accountable. The partnership among students, parents and the school is important and should help students to learn to judge a situation and to then make sound, healthy decisions.

Students who are found to be engaged in substance abuse or other risky behavior at any time will be referred to the counselor. The counselor will evaluate the situation and meet with the student (and where appropriate, his or her parent) to recommend a course of action aimed at helping the student.

Athletics

The Massachusetts Interscholastic Athletic Association has developed rules and regulations governing athletics in the State of Massachusetts. Lexington High School is a member of this organization and therefore must adhere to and enforce the MIAA policy.

Policy/Rule

During the season of practice or play, a student shall not, regardless of quantity, use or consume, possess, buy/sell or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance as defined under Mass. General laws, Ch 94C, or inhale the vapors of any intoxicating substance such as glue, nitrous oxide and the like sometimes referred to as huffing. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor.

Note change in MIAA policy: The Chemical Health Rule 62.1 has been extended to include the period "From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is later) . . ."

Penalties

First violation

When the Athletic Director confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all

interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All fractional parts of an event will be truncated; i.e., all fractional parts of an event will be dropped when calculating the 25% of the season.

Second and subsequent violations

When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. All fractional parts of an event will be truncated; i.e., all fractional parts of an event will be dropped when calculating the 60% of the season.

If after the second or subsequent violation the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The director or a counselor of a chemical dependency treatment center must issue such certification. All fractional parts of an event will be truncated; i.e., all fractional parts of an event will be dropped when calculating the 40% of the season.

Penalties shall be cumulative each academic year. If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year..

Teacher and Administrative Disciplinary Procedures

No student shall be disciplined without being afforded appropriate due process. Prior to discipline which does not involve exclusion from school or school related activities, the student should be informed of the charges against him/her and given an opportunity to present his/her side of the story. For discipline involving exclusion, the procedures set forth in the following sections will be followed.

Teacher and Administrative Detention Procedures

When a teacher determines that an after-school detention is warranted as part of progressive discipline, the teacher will meet with the student to assign a classroom/teacher detention. Failure of a student to report to the teacher detention will result in a referral to the Dean for further disciplinary action.

When an administrative detention is warranted, the Dean will meet with the student to assign the detention, giving at least one day's notice. After-school activities such as clubs, sport teams, and work are not valid reasons for missing an assigned detention.

Detention is held on Tuesday, Wednesday and Thursday from 2:40 to 3:30 p.m. throughout the school year.

Students who arrive late for afternoon detention will not be allowed to enter the hall. Further, students who are disruptive once detention begins will be asked to leave. In both cases, the Dean will meet with the student to discuss the incident before determining further disciplinary action. Students who are assigned morning detention will not be allowed to enter without academic work to complete.

Extracurricular Activities

The Principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to such due process procedures.

Suspension/Expulsion from School

The following are merely examples of conduct that may lead to suspension or expulsion from school. Students are expected to realize that if they engage in any behavior that is inconsistent with an appropriate

educational environment, whether or not specifically listed, they could be subjecting themselves to disciplinary action.

1. Interfering with a teacher conducting a class.
2. Forging or misusing passes.
3. Truancy.
4. Failing to adhere to the consequences of wrongdoing, such as not appearing for building detentions.
5. Unsafe operation of any form of motor vehicle on school grounds or repeated illegal parking.
6. After a warning by an Dean or the Principal, repeated actions that have been identified as inappropriate for a student at Lexington High School.
7. Being present during, and having knowledge of, drug or alcohol use during school hours or on school property or at a school-related event.
8. Loitering in the parking lots or the corner of Park and Muzzey Streets near the Foreign Language Building.
9. Card playing during school hours and/or gambling at any time.

A student will be suspended for the following behaviors:

1. Causing or attempting to cause damage to school property, stealing or attempting to steal school property, and stealing or attempting to steal food from the cafeteria or vending machines.
2. Causing or attempting to cause damage to private property, or stealing or attempting to steal private property.
3. Extreme acts of disrespect, such as intimidating, harassing, hazing, spitting at, bullying or causing physical harm to others.
4. Fighting (self-defense is not permitted if it goes beyond grasping to restrain another person).
5. Intentionally defying the valid authority of supervisors or administrators, including refusal to identify him/herself to a staff member when requested.
6. Smoking or using tobacco products in school buildings or on school grounds.
7. Setting a fire.
8. Possessing, using, or threatening to use weapons/potential weapons.
9. Violation of the Substance Use Policy (see Index).
10. Misuse of computer access privileges and/or unauthorized tampering with computer files.

11. Failing to surrender a cellphone/audio device or any banned incendiary device to a faculty member or administrator when asked.
12. Throwing objects (such as rocks, snow, food, water balloons, etc.) which could cause injury or damage to a person or property.
13. Operating a vehicle on pedestrian walkways, lawns, or in the Quad area.
14. Leaving school grounds without Open Campus privileges.
15. Engaging in any behavior which causes a disruption to the safe and orderly environment of the school.
16. Interfering with the appropriate use of school emergency equipment, including but not limited to fire alarms, fire detectors, sprinklers, security cameras, security camera housings, fire extinguishers, or AEDs (i.e., Automatic External Defibrillators).

A student may be expelled for the following behaviors:

1. Violation of the LPS Policy on Use of Drugs and Alcohol on School Premises or violation of the Substance Use Policy (see Index).
2. Use of force against an individual.
3. Possession of a dangerous weapon.
4. Acts of vandalism or arson.
5. Violation of an individual's civil rights.
6. Severe or repeated instances of behaviors for which a student may be suspended as listed above.

In addition, a student may be suspended/expelled if (1) the student has been charged/convicted of a felony and (2) the principal has determined that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. This suspension/expulsion may occur even when the alleged conduct forming the basis of the charge did not occur on school property or at school-related events. (See Suspension/Expulsion for a Felony Charge or Conviction in Index.)

Suspension and Exclusion

Suspensions

Suspensions may be short term or long term. Short term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Long term suspension means the removal of a student from the school prem-

ises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Suspensions may also occur in-school or out-of-school. In-school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his/her discretion, allow a student to serve a long-term suspension in school.

During the course of any suspension, a student may be ineligible to participate in any school-related activities, including athletic activities. The student and his/her parents are expected to meet with a school administrator prior to the student's return to class. During the course of an out-of-school suspension, a student not be on school premises.

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's, judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

I. In-School Suspension

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the

student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.

2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found at page 77.

II. Short Term Out-of-School Suspension

Except in the case of an Emergency Removal (see below), prior to imposing a short term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H ½, an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

2. **Efforts to Involve Parent:** The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. **Format of Hearing:** The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
4. **Decision:** The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The

notice of determination may be in the form of an update to the original written notice of hearing.

III. Long-Term Suspension

Except in the case of an Emergency Removal provided on page [], prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include all of the components for a short-term suspension in Section C above, plus the following:
 - a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
 - b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 - c) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 - d) the right to cross-examine witnesses presented by the school district;
 - e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
 - f) the right to appeal administrator's decision to impose long-term suspension to the superintendent.
2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery,

certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
 - a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

IV. Expulsion

Students are subject to expulsion (i.e, permanent exclusion) by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H at page 80.)

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

* This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons”, administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a schoolwide education service plan, and will be so informed at the time of the suspension/expulsion.

Procedures Applicable To Conduct Covered by M.G.L. C. 71, §37H AND 37H ½

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
3. A letter will be mailed to the parent/guardian of the suspended student stating:
 - a) The reason for the suspension
 - b) A statement of the effective date and duration of the suspension
 - c) A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

Exception for Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Appeal to the Superintendent

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

A. Short-Term Suspension and Exclusion from School-Related Activities

Unless a student presents a danger or substantial disruption to the educational process, the student shall receive the following prior to suspension of one to ten days or the exclusion from school related activities: (1) oral or written notice of the charges against him/her ; (2) oral or written explanation of the facts which form the basis for the accusation; and (3) an opportunity to present his/her side of the story. In the case where the student's presence poses a threat of danger or a substantial disruption, this process will occur immediately after rather than before suspension. Written confirmation of the suspension will be provided.

B. Expulsion or Long-Term Suspension

Prior to expulsion or suspension longer than ten days, the student shall receive (1) written notice of the charges against him/her; (2) written notice of the underlying facts which form the basis for the charges; (3) an opportunity for a hearing, including an opportunity to hear the evidence against him/her, to present witnesses and other evidence on his/her own behalf, and representation by a parent, attorney or other adult.

In the case of a student who is charged with possessing a dangerous weapon or controlled substance as defined in Mass. Gen. Laws. Ch. 94C (including but not limited to marijuana, cocaine and heroin) at school or school-related events, or assaulting staff, the hearing shall be held before the Principal with appeal to the Superintendent. The Principal may also suspend/expel a student charged with a felony under the standards set forth by Mass. Gen. Laws Ch. 71 §37H1/2. (See Index.)

Except as specified in the paragraph above, hearings from long-term suspension or expulsion will be held before the School Committee.

C. Appeals of Discipline

Notwithstanding any other provision of this Handbook or School Committee policy, disciplinary action imposed against a student shall have one level of appeal. Such appeal shall be as follows:

- Discipline initially imposed by a teacher may be appealed to a Dean,
- Discipline initially imposed by a Dean or other administrator may be appealed to the Principal.

D. Participation in School Activities

A student who has been suspended may not participate in any form of

school activity, athletic, dramatic, etc. from the imposition of the suspension through midnight of the last day of suspension. Any student who is suspended from school, or who violates a major school rule on the school day immediately preceding a weekend or vacation extracurricular activity, may be barred from that activity at the discretion of the Dean.

E. Make-Up Work for Suspended Students

Teachers are informed of in-school suspensions and suspensions three days or longer. Students are allowed to make up all work missed during a suspension. The student is to have at least as much time to make up work as the number of days of class absence. During a suspension the student is expected to contact individual teachers and access teacher websites to stay up to date with classroom assignments. Teachers will not be required to provide extra help to the student but will provide students with an opportunity to hand in assignments due on the day of the suspension, obtain assignments distributed on the day of the suspension, or to take a test or quiz given on the day of the suspension.

Suspensions do not appear on student transcripts. However, all direct inquiries from post-secondary institutions will be responded to in a forthright manner.

Use of Lockers and Private Property on Campus (Search and Seizure Policy)

Rationale

The High School administration as well as the faculty, students and all members of the community have an obligation to work toward maintaining an environment that is conducive to the educational process and ensures the safety of all its members. Students are not to bring to school objects which disrupt the educational environment or endanger the safety of others.

Search or Seizure of Property

Weapons; controlled substances; matches, lighters, lighter fluid or any other incendiary device; and other items inappropriate to a school setting are not to be kept in school lockers. Students should not assume a legitimate expectation to privacy within their lockers. (See Right to Privacy in Index.) Lockers assigned to students remain the property of the Lexing-

ton Public Schools and are subject to search by school officials at any time. Students are responsible for the contents of the lockers issued to them. These searches may be conducted without warning. Personal locks should not be placed on a locker without the permission of the Dean. Improperly placed personal locks will be removed.

Furthermore, students are not to have in their possession, on their person or in their personal belongings, weapons, controlled substances, matches, lighters, lighter fluid or any other incendiary device, or other illegal, inappropriate items. School officials may search the students and his or her personal belongings such as clothing, backpacks and purses, as well as any automobiles on campus, so long as the school official has a reasonable suspicion that a search will produce evidence of a violation of school rules or violation of law.

Discipline of Students with Special Needs

The Individuals with Disabilities Education Act (IDEA) provides eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.

In general, students may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a student is excluded from his/her program for more than ten school days in the school year, school staff may be required to provide alternative educational services for the student. In addition, in many instances, the student's Team must convene to determine whether the student's behavior was a direct result of his/her disability (a "manifestation determination").

If the Team determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops and the parent(s)/guardian(s) consent(s) to a new IEP. The Team must also conduct a functional behavior assessment and develop or revise a behavioral plan for the student.

In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon, or seriously injures an individual at school or a school function, a school may place a student in an interim alterna-

tive education setting for up to 45 days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Similar procedures apply to students with plans under Section 504 of the Rehabilitation Act of 1973.

Additional information regarding the procedural protections for students eligible for services under laws providing for services for students with disabilities can be obtained from the Special Education Office at LHS (781-861-2320, ext. 2183).

Discipline of Students Not Yet Determined Eligible for Special Education

The IDEA protections summarized above also apply to students who have not yet been found eligible for IEPs if the school district is deemed to have knowledge that the students were eligible for IEPs before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must

conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

Legal Reference

Expulsion for Possession of a Dangerous Weapon, a Controlled Substance, Assault on Educational Personnel

Mass. Gen. Laws, Ch.71, §37H provides the following:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.
- (b) Any student who assaults a teacher, teacher's aide or other educational staff or administrator on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing, provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, a Principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (a) or (b);
- (d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

- (e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

When a student is expelled under the provisions of this section, the school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the Superintendent of the school district to which the application is made may request and shall receive from the Superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Suspension/Expulsion for a Felony Charge or Conviction

Massachusetts General Laws Chapter 71, section 37H 1/2 provides that:

- (1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against the student, the Principal of the school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Principal, if said Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall receive written notification of his right to appeal and the process for appealing such suspension, provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's

parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the right to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the town with regard to the suspension

- (2) Upon a student's being convicted of a felony or upon adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal of a school in which a student is enrolled may expel said student if such Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for the expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion, provided, however, that the expulsion shall remain in effect prior to the appeal hearing conducted by the Superintendent.

The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the right to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the town with regard to the expulsion.

- (3) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the

period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76. Upon expulsion of such student no school or school district shall be required to provide educational services to such student.

VII. Other Policies and Procedures

Field Trips

Field trips and excursion trips – definitions

Field Trip – trip to a place of educational value or interest (scientific, historical, or cultural) to which the whole class or team goes, with care taken to exclude no one because of financial limitations. Town and school policies and standards of safety and insurance, etc. apply.

Excursion Trip – tour to a selected place of interest, led by one or more teachers, if they so desire, held preferably during a school vacation or over a weekend, with no special school sanctions or integration into the curriculum. All responsibility lies between the tour leader and student and his/her parents. No general funds are used.

Persons planning a field trip or excursion trip should make certain that it is well within the financial reach of the participating group. Long expensive trips for large or small groups of students should be limited. All school policies apply to these trips.

Field trips should be planned during school time. If the trip requires more than one day, non-school time should be utilized. Forms and procedures are cleared through the Associate Principal's office.

School rules apply to all school trips. Students who violate school rules will be subject to applicable disciplinary procedures.

Field Trip Policy

Purpose – Field trips held on school days must be extensions of the instructional program.

Participation – The students' participation in a full-day field trip is recorded as present for the school day; no-count absences will be marked for individual class absences and partial day field trips. For students who do not participate, worthwhile instructional activities shall be provided under the supervision of a classroom teacher, if at all possible, or else a qualified substitute.

Funding – If additional expenditures are required, supervisors of the trip shall make certain that funds are available to provide for students unable

to finance additional cost themselves. Within each school discreet procedures should be established which will allow and encourage students and/or parents to seek needed assistance. The School Committee's policy on fund raising shall be adhered to by each principal if non-school funds are to be raised for field trips.

Procedure – The teacher will then obtain permission for the trip from the Associate Principal.

In advance of the trip, a permission slip will be distributed and collected by the teacher sponsoring the trip. This permission slip requires a parent signature. The teacher sponsoring the trip is expected to bring the permission slips on the trip in order to have all pertinent medical information.

It is expected that all students in a class scheduled to go on a field trip will go. Any exceptions to this policy will require sponsor approval. Exceptions can be made if the students pay for the trip or if the parents refuse to sign the parental permission slip or there are extenuating circumstances. If there is a safety or disciplinary concern, the student's Dean may prohibit a student from attending a field trip or excursion.

Child Abuse and/or Neglect Policy

The Lexington Public Schools (LPS) is dedicated to the goal of protecting our students from child abuse and neglect and to respond effectively to incidents of child abuse and neglect. LPS recognizes local, state and national efforts to address problems associated with child abuse and neglect and will work cooperatively with all agencies with responsibility for addressing such concerns.

Massachusetts General Laws (M.G.L.) c. 119, §51A, provides that certain persons in their professional capacity are mandated to report child abuse and neglect when they have reasonable cause or suspicion to believe that a child under the age of 18 years is suffering physical or emotional injury resulting from abuse that causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse, or from neglect, including malnutrition. All employees of LPS are mandated reporters, and LPS has adopted a policy to assist all LPS employees to carry out their responsibilities effectively under M.G.L. c. 119, §51A.

Policy for Assisting with Grief and Loss

Rationale

It is often the educational community, in collaboration with the family, that is called upon to respond to young people in times of grief and loss. Accidents, illnesses and suicides impact fellow students and adults whose lives touch those of young people. At the onset of the crisis, a response plan should be in place for informing and responding to the school community.

The Principal requests and verifies that the information received is accurate. During the conversations with the family, permission will be requested for information to be shared with staff and students.

The Principal will inform the Superintendent, the student's Counselor and Dean and the school social worker. This crisis team will write a short paragraph containing factual information that will be delivered to each classroom during the same period (all students receive the announcement at the same time). Teachers should restrict their answers to questions to basic information, and should be discreet.

If possible, using the "no school telephone chain" to all teachers and support staff (including secretaries), the Principal will request their arrival

at school 30 minutes earlier to attend a special faculty meeting. This is to inform them of events, discuss the plan of the day, allow faculty members to process and express their own feelings (as well as their role as faculty). The school social worker may review some of the feelings the students/faculty may experience.

A Counselor will visit every classroom/ homeroom of the student (in collaboration with the teacher) and respond to feelings and questions. Counselors will be available to see students individually and in groups or to go into a class. If possible, avoid an announcement over the P.A. until all classes have been informed of events. Then, a follow-up announcement may be made by the Principal. It may be appropriate to observe a moment of silence.

All media requests are referred to the Principal who will consult with the Superintendent before issuing formal statements. Teachers and students will be reminded that they need not respond to inquiries from the press or others.

Potentially vulnerable students and staff need to be identified and monitored for possible referral. Teachers should release any student who expresses a need to talk with a counselor and follow up on their arrival. Additionally, teachers will inform the counselor of any students who appear overly depressed or who are acting in an unusual manner.

In general, in the case of a death student participation in funerals is an individual decision, and under the supervision of parents. The Principal will announce the funeral arrangements to the school as soon as possible after receiving this information.

In the case of a suicide a letter will be sent to all parents informing them of the suicide and of the school's response. Included with this letter will be the suicide warning signs and a list of resources.

Students and staff may have a number of questions and responses during the following next few days and weeks.

Student Records: Non-Custodial Parent

Introduction

Under federal and state law, a divorced or separated parent has full access to his/her child's student records unless there is a court order, state statute, or legally binding document relating to matters such as divorce, separation or custody that specifically revokes this right. The Massachusetts legislature recently passed a statute (Mass. Gen. L. ch. 71, §34H) that is designed to standardize the process by which public schools provide copies of student records to parents who do not have physical custody of their children ("non-custodial parents"). Non-custodial parents who want copies of their children's student records must submit a written request to the school principal as described below.

(5) Access Procedures for Non-Custodial Parents as required by M.G.L. c. 71, § 34H, is described below:

- (a) A non-custodial parent is eligible to obtain access to the student record unless:
 1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 2. the parent has been denied visitation, or
 3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
 4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
- (b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

- (c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.
- (d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
- (e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- (f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Regulatory Authority:

603 CMR 23.00: M.G.L. c. 71, 34D, 34ES

Restraint of Students Policy

I. Background of Policy

The Board of Education for the Commonwealth of Massachusetts adopted regulations governing Physical Restraint (603 CMR 46.00), hereinafter referred to as the “Regulations,” effective April 2, 2001. In distributing the Regulations, the Board of Education, through the Department of Education (DOE) has described its goal of working in partnership with local educational agencies to ensure that every student participating in a Massachusetts public education program is free from the unreasonable use of physical restraint. The Lexington Public Schools complies with the Regulations to the extent required by law. This policy provides a brief overview of the Regulations.

II. Purpose and Scope

The Regulations govern the use of physical restraint on students in publicly funded school districts, charter schools, collaborative education programs and special education schools approved under applicable Regulations. Regulations apply not only at school, but also at school-sponsored events and activities, whether or not on school property.

The Lexington School Committee’s goal is to work in partnership with the Massachusetts Department of Education to ensure that every student participating in the Lexington Public Schools program is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution to prevent or minimize harm to any student as a result of physical restraint.

III. Application

Methods and Conditions for Implementation

School staff may use physical restraint only (1) when nonphysical interventions are ineffective and the student’s behavior poses a threat of imminent, serious harm to self and/or others, or (2) pursuant to a student’s Individual Education Plan or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian.

Physical restraint may not be used as a means of punishment or as a

response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm.

1/ Physical restraint is the use of bodily force to limit a student's freedom of movement. It does not include touching or holding a student without the use of force for the purpose of directing the student.

Chemical and mechanical restraints may not be used. Seclusion is prohibited.

Whenever possible, the administration of restraints shall be witnessed by at least one adult who does not participate in the restraint.

The Regulations do not prevent a teacher, employee or agent of the Lexington Public Schools from using reasonable force to protect students, other persons or themselves from assault, or imminent serious physical harm, or from restraining students, as otherwise provided in the Regulations.

Staff Training

In the first month of each school year, all school staff will receive training with respect to the district's restraint policy (i.e., following the Regulations), including receiving information about interventions that may preclude the need for restraint, types of restraint and related safety considerations, and administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student. New hires during the year will be trained within the first month of their employment.

Additionally, each school will identify specific staff to serve as school-wide restraint team to ensure proper administration of physical restraint. These individuals must participate in an in-depth training with respect to restraint and implementation of the Regulations.

Reporting Requirements and Follow-Up

In instances where a physical restraint (1) lasts more than five minutes or (2) results in injury to a student or staff member, the school staff must report the physical restraint to the principal or a designee. The principal/designee must maintain an ongoing record of all such reported instances, which will be made available in accordance with state and federal law and regulations. The principal/designee must also verbally inform the student's parent or guardian of the restraint as soon as possible, and by written report postmarked no later than three school working days

following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided. The report must also include information regarding opportunities for the student's parents or guardians to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matter.

2/Exceptions may be made when explicitly authorized by a physician and approved by a parent or guardian. Chemical restraint is the administration of medication for the purpose of limiting the student's freedom of movement. Mechanical restraint is the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. It does not include a protective or stabilizing device ordered by a physician.

3/Seclusion is defined as physically confining a student alone in a room or limited space without access to school staff. It does not include the use of "time out" procedures during which a staff member remains accessible to the student.

In the event that a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must, within five school working days of the reported restraint, provide a copy of the written report to DOE along with a copy of the school's record of physical restraints covering the thirty-day period prior to the date of the restraint.

For students who require the frequent use of restraint because they present a high risk of frequent, dangerous behaviors, school staff may seek and obtain the parent or guardian's consent to waive reporting requirements for restraints administered to an individual student that do not result in serious injury to the student or staff member or constitute extended restraint (longer than 20 minutes).

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Complaints

To file a complaint regarding a restraint, please contact:

Ellen Sugita, Director of Special Education
Lexington Public Schools
146 Maple Street
Lexington, MA 02420
781-861-2580,

References

A description of the list of physical restraint methods generally used in the Lexington Public Schools is available in each school building through the school principal.

Regulations of the Commonwealth of Massachusetts governing Physical Restraint (603 CMR 46.00) can be obtained at: www.doe.mass.edu/lawsregs/603cmr46.html.

Adopted June 11, 2002

VIII. Academic Procedures

Honor Code Reporting and Awareness Bill

Teachers, in consultation with their department heads, will report substantial breaches of the Lexington High School (LHS) Honor Code for which a student incurs academic or disciplinary consequences to the student's Dean and counselor. Each incident will be recorded and held in strict confidence by the Dean and counselor except when necessary to report to the Board of Appeals.

The accumulation of more than one breach will be interpreted as a pattern of intellectual dishonesty and will result in an automatic one-day suspension. Students have the right to appeal this ruling via the Board of Appeals as per the LHS constitution. The Board will determine if the student's record constitutes a pattern of intellectual dishonesty, where a pattern is defined as multiple breaches of the LHS Honor Code. In making its determination the Board will require input from both the reporting teacher(s) and accused student. If the Board finds that there is such a pattern, it must recommend disciplinary action. The Board will weigh heavily the character of the breaches when deciding what disciplinary action(s) to recommend.

This bill places no limits on the current LHS Honor Code, which allows for individual breaches of the code to be met with the full range of disciplinary consequences, up to and including expulsion.

At the beginning of each school year, in homeroom, every student will be furnished with a printed copy of the LHS Honor Code and this Bill. Students will be provided adequate time in a supervised environment to read the Code and the terms of the reporting Bill and ask questions about them. Then each student will be required to sign a form which indicates that he or she has read the Code and understands the terms of it and the potential penalties as well as his or her rights of appeal if accused of a violation. This form will not be construed as an acknowledgment by each student that he or she will abide by the Code, although it is the school's hope that they will. It will only be a formal certification that they understand the Code and the consequences of violating it.

This Bill was passed by the LHS Student-Faculty Senate in the spring of 2004 and will take effect in the 2004-2005 academic year.

Lexington High School Honor Code

(Policy under review in 2014-2015 school year.)

A core value of an institution that seeks to maintain high moral and ethical standards is the intolerance of cheating in any form. Cheating undermines both the integrity of the perpetrator as well as that of the school. In presenting a code of conduct based on individual integrity and ethics, we aim to create a vision of what we would like our community to be. The Honor Code intends to reduce the level of unhealthy competition in the school by shifting peer pressure away from cheating and toward ethical behavior.

The following will be considered cheating*:

- The willful giving or receiving of an unauthorized, dishonest, or unscrupulous advantage in academic work.
- The above may be accomplished by any means whatsoever, including, but not limited to, the following: fraud, duress, deception, theft, talking, signs, gestures, copying from another student, unauthorized collaboration, and the unauthorized use of study aids, memoranda, books, electronic programs, data or other information.
- Attempted Cheating.

2. The following will be considered plagiarism*:

- Presenting as one's own the words, the work or the opinions of someone else without prior acknowledgement.
- Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement.

If a student cheats or plagiarizes, s/he may receive zero for the entire assignment and may not qualify for make up of the assignment subject to the teacher's discretion. The School reserves the right to assign additional penalties based on the severity of the offense up to and including suspension or expulsion.

In order to prevent misunderstandings, at the beginning of each course the teacher will clarify what constitutes a violation of the Honor Code in his/her class. This should include an explanation of*:

- The extent to which collaboration or group participation is permissible in preparing term papers, laboratory exhibits or notebooks, reports of any kind, tests, quizzes, examination, homework or any other work.

- The extent to which the use of study aids, memoranda, books, data, or other information is permissible to fulfill course requirements.
- Guidelines on what constitutes plagiarism, including requirements for citing sources.

* *Adapted from the George Mason University Honor Code.*

Scheduling of Students

The student scheduling process and available courses are detailed in the *LHS Course Catalogue* which is released on the school website in February. Students are recommended for certain courses by their teachers (for incoming ninth graders: math, science, and foreign language). There is a Placement Review process available to students who wish to take a different course or level from the one recommended by their teacher. In March, students use the X2 Aspen portal to request elective courses to complete their schedules. Student schedules are generated by computer, reviewed by the Guidance Department, and available via the Student Portal in August. All students will receive their class schedules by mail in mid-August.

Course Changes

Students are encouraged to select their academic programs carefully. We recognize that choices are often difficult to make and exploration of educational opportunities is sometimes necessary. We believe that decisions about courses can be made within a reasonable period of time to best capitalize on the educational process. Lateral transfers (those that do not involve a change in level) should occur only when the Principal or his/her designee determines that circumstances of a serious nature warrant a change.

The following guidelines apply for all course changes defined as drops and/or level changes:

W Grades

- Within the first 12 school days, a student will be allowed to drop a course without a W appearing on his/her transcript.
- After the first 12 school days, if a student drops a course, a grade of W will appear on his/her transcript.

Transfer of Grades

Grades from the original course will transfer with the student to the new course and will be used in determining the quarterly and final grades for the new course.

School Policy for Course Work Taken Outside of LHS

1. Course Work for Enrichment or Placement

Outside courses of study may not replace existing LHS offerings for credit, but may appear on the student's LHS transcript. In order for such courses to appear on the student's LHS Transcript, prior approval must be granted by the appropriate Department Head or Coordinator. Students may always take a summer course for enrichment, but credit will not be granted for that course. In rare instances, a summer course may be taken by a student for LHS course placement purposes, but only with prior approval granted by the appropriate Department Head or Coordinator. Students are still required to fulfill the departmental and overall graduation requirements as stated in the *Student/Parent Handbook*.

2. High School-Level Course Work Completed During Middle School

Students who successfully complete a Lexington High School course during middle school will not receive LHS credit. The transfer credits will be listed with a generic title and grade on the LHS transcript (e.g., English - Transfer).

3. High School Credit for College Course Work

A student may be granted credit for courses taken at the college level in the following circumstances:

- a. if the student has completed the highest level of LHS course offerings within a given department
- b. if the student is accepted to the Massachusetts Department of Education's Dual Enrollment Program.

In both cases, prior approval must be granted by the appropriate department coordinator.

- c. If a student has received prior approval from Dean/administrator.

4. Transfer Students' Credits

Students who transfer from other high schools will be granted LHS credit for courses for which they have received credit at their previous schools. Transfer grades may be recorded as Pass/Fail. Grades for those courses are not calculated into the LHS GPA. A copy of the previous school's transcript will be submitted along with the LHS transcript for purposes of college admission.

Important Notes:

- o Under section 37L of M.G.L. c71, any student transferring into a new school district must provide the new district with "a complete school record," including but not limited to, "any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act."
- o 603 CMR 23.07 (4) (g) allows a school district to release the entire student record of a transferring student to the new school without prior consent – provided that it gives notice that it forwards student records to other schools in which the student seeks or intends to transfer.

Consent is not required for LHS to forward a transferring student's records to a new school. Lexington High School will forward student records once a request has been made by the student, parent/guardian, or transferring school.

Grading Policies and Procedures

Homework

Homework is an important extension of activities begun in school by students under the guidance of their teachers and continued at home.

Working together, home and school can guide students as they develop their learning capacities by making possible experiences which foster learning.

Homework provides for practice of skills and application of principles based upon work begun in the classroom. It may enrich school experiences and promote a permanent interest in learning. A secondary goal of homework is to stimulate individual initiative, personal responsibility and self-direction.

Listed below are the responsibilities of teachers, students and parents with regard to homework.

Teachers will:

- assign homework that is meaningful and useful to individuals
- give clear, concise directions; allow time for student questions; consider availability of materials; provide legible worksheets
- not assign homework during vacation periods and on legal and religious holidays
- inform parents of their role in supervising homework
- ensure that students who are absent know how they may make up homework
- monitor the effectiveness of homework as reflected in student performance
- provide appropriate and timely response to all homework assignments
- provide a balance between long-range and short-term assignments
- give assignments over weekends that are no longer than a daily assignment
- monitor long-term assignments in order to avoid last minute student efforts

Students will:

- record the directions and due date for homework
- ask questions when necessary to clarify the assignment
- follow a schedule and keep materials in order
- hand in, on time, neat, accurate, and meaningful products
- plan time for completion of long-term assignments
- determine and complete homework assigned during absence
- use the appropriate online resources, including accessing teacher websites, for locating assignments and due dates

Parents will:

- provide a suitable place for study
- help students develop routine home study habits
- ensure that work is made up after an absence
- assist and correct, but not do, the actual work and notify the teacher if student experienced extreme difficulty
- assist students in making balanced course and course level choices
- be aware of long-term assignments and assist students in learning to budget their time accordingly
- contact the teacher if they observe an absence of homework or an abundance of time spent on individual homework assignments

In selecting their courses, students should remember that homework requirements will vary from course to course within departmental programs although the High School requires homework at all levels.

Goals for homework are stated specifically on the teacher's class expectation sheet and/or website and class expectation sheets. In general, daily assignments do not exceed the equivalent of a class period. Homework will not be given on legal or religious holidays and during vacations with the exception of summer reading lists.

Grading

Lexington High uses a letter grading system because letter grades are familiar and accepted by the public and by institutions of higher learning.

We believe that grades should serve several goals:

1. They should record and communicate achievement within an instructional level.
2. They should serve as an incentive for students to work and achieve to

their level of ability.

3. They should differentiate among students on some clearly established and educationally meaningful basis.
4. Final exams will count no less than 10% but no more than 20% of a final course grade. Final exams of sections of the same course must have a minimum 80% common content.

Defining Letter Grades

Grade: A

This grade is received by students who demonstrate superior achievement in the attainment of course objectives.

Grade: B

This grade is received by students who consistently meet the objectives of the course.

Grade: C

This grade is received by students who have demonstrated an acceptable level of achievement for the course objectives with some demonstrable deficiency in performance.

Grade: D

This grade represents a deficiency in student achievement. While credit is recorded, a final grade of D indicates a minimal and unsatisfactory level of achievement for the course objectives.

Grade: F

This grade indicates that the student had failed to meet the academic minimum objectives of the course. No credit is recorded for this final grade.

Grade: I

This grade indicates that the student must complete some assignments in order to receive a grade for credit. In the comments section of the report card, the teacher will explain the reason for the I and set a timetable for the completion of the work. At the end of each quarter, all unresolved Incompletes from the previous quarter will be changed to F.

Grade: P

This grade is used in circumstances where standard grading practices do not apply. Credit is recorded.

Grade: N

This grade on a report card indicates that a student's attendance in a course has met or exceeded 5 absences in a quarter. .

Grade: X

This grade indicates the student has not received an academic grade due to extended medical excuses.

Grade: W

This grade indicates the student withdrew from the course; at the time of the withdrawal the student met the course requirements.

Guidelines

Grades are based on departmental course objectives. The letter grade indicates the degree of student success in meeting these objectives with the same standards applying in all sections of a given course. All grades are possible in any given class; any grade distribution is possible within a given class.

Course expectations are related to levels of instruction. The system of instructional leveling is intended to give every student a realistic opportunity for achievement. Students have the greatest opportunity for success when they are appropriately placed.

Parents and students should read the *Course Catalogue* and/or consult with staff in order to ascertain appropriate course selection. In addition to the general descriptions in the *Course Catalogue*, every department offers a more detailed summary of the goals, objectives and academic expectations for each course.

Decisions on course and level placement reside with the Department leader. Final authority rests with the Principal or his/her designee.

In courses where final exams are indicated, teachers of the several sections work together in writing a common exam to test for course objectives. Scoring standards are consistent for the exam. Final exams count for 10% to 20% of the year's grade.

Grade Point Averages

Lexington High School report cards report two grade point averages. The computation of each is slightly different and each serves a different purpose.

- a. **The Current Eligibility GPA** – This is a grade point average that includes only the most recently reported quarter grades. The grades are reported on a 4 point scale. The resulting GPA is used to determine

a student's eligibility for extra curricular activities, etc. This is not reported on the transcript.

- b. **The Career GPA** – This grade point average is recalculated at the end of each academic year. The grades are reported on the final report card. Each grade is multiplied by the number of course credits. These products are added. This sum is divided by the total number of credits.

Grading Scale {4 point scale/100 point scale/Letter grade}

4.33=96.67-100=A+	3.33=86.67-89.99=B+	2.33=76.67-79.99=C+	1.33=66.67-69.99=D+
4.00=93.33-96.66=A	3.00=86.33-86.66=B	2.00=73.33-76.66=C	1.00=63.33-66.66=D
3.67=90.00-93.32=A-	2.67=80.00-83.32=B-	1.67=70.00-73.32=C-	0.67=60-63.32=D-
<60=F			

NOTE: Course grades of Incomplete (“I”) which are not made up by the end of the following quarter (marking period) become grades of “F”, except in cases where extenuating circumstances such as prolonged illness or temporary disability prevent make-up within this time period. In such cases the teacher(s) and student(s) shall arrange for a reasonable extension to complete work. If grades of Incomplete (“I”) are not made up within this reasonable amount of time, given allowances for extenuating circumstances, they will become “F”.

Teachers will explain their grading policies and departmental credit policies to students the first week of class and to parents at Back-to-School Night in the fall. Parents or students who have a question regarding a grade or credit given for a particular course are encouraged to speak directly with the teacher.

Grades and Reports to Parents

For marking purposes, the year is divided into quarters. Reports are posted to students and parents on the Aspen Portal shortly after the end of the quarter. The final end-of-year grade, the final mark, is the only grade that is placed on the permanent record of the student, except where mid-year grades are specifically requested in the senior year. In this case, the first two quarterly grades are forwarded. This grade is used for transcripts as well as determining whether a student passed or failed the course.

In all instances in which a student is in danger of failing the quarter, or in which his/her grades have dropped, the teacher will contact the parent.

While the progress report is an important form of communication, it in no way precludes other avenues or approaches intrinsic to our system, for it is only through ongoing communication with parents, administrators, and counselors that a student's academic progress can be truly monitored.

Addressing a Failing Grade

Students should carefully study the Lexington High School *Student Handbook* in order to completely understand graduation requirements and course selection options. Failure in a course can be a serious setback to a student's progress through LHS. In all such cases the student should meet with the Guidance Counselor. The Counselor will help the student develop a plan to make up credits. The plan may include summer school, the completion of appropriate projects and activities, or the retaking of the course. The Department leader will decide the number of credits to be awarded upon satisfactory completion of the learning plan.

Retention of Final Exam and Appeal Period for Grades

All final examinations or other graded work not returned to students before the close of school in June will be retained by the teacher until the end of October, after which time no appeal for reconsideration of grades may be made.

The Department leader will retain the examinations or other work when the instructor is leaving the system, but will contact that teacher whenever grade disputes arise during the time period allowed for discussion of grades.

Examinations may be retained longer in instances in which disputes or inquiries are pending or incomplete.

Physical Education Credit Requirements

September 2002

All students must pass 12 out of 16 quarters of Physical Education during their four years of attendance at Lexington High School. Therefore, all graduating students should have a minimum of six credits in Physical Education, each quarter accounting for .5 of a credit. These six credits can be obtained through the participation in a regularly scheduled Physical Education class. Failure to fulfill these requirements will result in the

student not graduating.

Students must be registered for an activity by the end of the second week of the quarter to be eligible for credit.

Students must participate in 75% of their scheduled classes to attain .5 credit.

The following prorated system will be used for transfer students:

- Seniors – pass 3 of 4 quarters unless transferring passing grades for their freshman, sophomore, junior years; then they must pass 2 out of 4.
- Juniors – pass 6 of 8 quarters
- Sophomores – pass 9 of 12

Physical Education: Excused Absences

Medical Excuses

1. Extended Medical Excuse (more than three consecutive class periods)
 - A. A note from a physician is required stating the reason and expected length of excuse. This excuse will be forwarded to the school nurse for inclusion in the student health record.
 - B. Extended medical excuses beyond 75% of the scheduled Physical Education classes each quarter will result in an X on the student's report card with no credit granted. Classes may be made up as indicated in the Department Make-up Policy.
 - C. A student medically excused for more than a year must pass one physical education class for each of the remaining quarters in which he or she is physically able to participate.
 - D. Students with extended medical excuses who are not eligible for open campus will be assigned to a study hall.
 - E. Medical excuses will not be retroactive or carried over in subsequent school years.
2. Daily Medical Excuse (less than three consecutive medical excuses)

Daily medical excuses will be treated as an excused absence and may be made up in accordance with the Department Make-up Policy.

Physical Education: Make-Up Policy

Make-up work will be allowed only to achieve class objectives missed

as a result of excused absences and must be initiated by the student using the following procedure.

1. A student may enter any Physical Education class for make-up with the approval of the teacher in charge.
2. A statement of make-up completed must be presented to the student's regular teacher by the student.
3. An incomplete grade must be made up prior to the end of the succeeding marking period, otherwise the grade will be recorded as a failure.
4. Students will not be allowed to make up more than two periods during a school day.

Physical Education: Grading Procedure

1. The following point values will be used for grading:
 - A - 90+ points
 - B - 80-89 points
 - C - 70-79 points
 - D - 60-69 points
 - F - 59 or below points
2. Students must be appropriately dressed in order to participate in class.
3. Any unexcused absence results in the loss of credit without the opportunity for make-up. Four unexcused absences result in failure for the quarter.
4. Any combination of excused absences in excess of two must be made up. Failure to do so will result in loss of credit.
5. During the fourth quarter of a student's senior year all classes must be made up.

IX. Student Registration and Testing

Registration

Students planning to attend Lexington High School must complete school forms and submit a copy of a birth certificate. They are also required to have a physical examination, along with state-mandated vaccinations, prior to entrance to school. Any physical examination up to 12 months prior to entrance will suffice. All children entering Lexington are required to be immunized against diphtheria, tetanus, whooping cough, measles and polio. Any student who is not a fit subject for immunization should have a note from a physician to that effect.

In accordance with Massachusetts law, a student who is transferring from another local school system must provide the Lexington Public Schools with standardized test scores and complete school records from the prior system. The record must include, but is not limited to, any incidents involving suspension or violations of criminal laws or any incident report in which the student was charged with any offense for which he/she might be suspended. (M.G.L. c 71, §36L)

For more information, please go to the following website for new students: <http://lps.lexingtonma.org/Page/1719>

Leaving School

A student who plans to move, leave school early, or withdraw from Lexington High School for any reason should secure leaving school forms from his or her building secretary and return the completed form to the building secretary signifying that all books, course work, and credit arrangements have been completed. This is important in order that requests for student records can be readily discharged for various agencies, schools and other parties. Upon request, the Lexington Public Schools will forward student records to a school in which the student seeks or intends to enroll.

Temporary Withdrawal from School

Lexington High School will make every effort to accommodate course requests for those students who are returning after a long absence from school (e.g., a student who withdraws to spend a semester or year abroad).

Testing

A student or parent who has questions about College Board testing, the ACT, and MCAS should contact the appropriate guidance counselor.

College Board Tests

SAT Reasoning Test - Formerly SAT I - Scholastic Aptitude Test
SAT Subject Tests - Formerly SAT II: Subject tests

Lexington High School is a College Board Testing Center. Students who register to take the SAT Reasoning Test or the SAT Subject Tests may receive a free comprehensive guide designed to expand their understanding of and familiarity with the test. The booklets entitled *Taking the SAT* and *SAT Subject Tests: Preparation Booklet* include sample questions, along with a scoring key. SAT applications are available online and in all Guidance areas.

The first test date is normally in October. This is also when the Preliminary Scholastic Aptitude Tests (PSAT) are administered. The PSAT is a qualifying exam for the National Merit Scholarships.

ACT

The ACT, an alternative to the SAT, is administered by ACT, Inc. ALL Ivy League schools currently accept ACT scores for admission purposes. However, students should check a dependable college handbook or even a college's website if they are unsure of which test might be needed for a particular college. The main difference between the ACT and the SAT is that the ACT is based on specific subject matter covered in classes. It is not an aptitude or an IQ test. ACT applications are available online and in all Guidance areas.

Additional information is available in our Post-Secondary Planning Guide, located at <<http://lps.lexingtonma.org/domain/616>>.

Special Testing Arrangements for Students with Handicaps

A student with disabilities, including but not limited to visual, physical, or perceptual handicaps, can arrange for special test administration by contacting his or her Guidance Counselor, special needs liaison or Dean for Special Services. Requests for testing accommodations need to be submitted with sufficient time to review eligibility criteria according to section 504, chapter 766 and/or the Individual with Disabilities Education Act (IDEA).

X. Student Rights

Right to Education

The Commonwealth of Massachusetts guarantees “an adequate publicly supported education to every child resident.” This right cannot be denied “on the basis of national origin, sex, economic status, race, religion, and physical or mental handicap.” Any person pregnant or married has the same right to an education.

In Massachusetts, a child between the ages of six and 16 is required by law to attend an approved educational institution unless legally excused. As set forth by the Individual with Disabilities in Education Act or Section 504 of the Rehabilitation Act, all children ages 3-21 suspected of having a disability who have not received a high school diploma or its equivalent have a right to an evaluation to determine eligibility for special services or accommodations based upon a disability. This evaluation process is designed to provide all children unable to function in the regular education program due to a disability with an education plan suited to their special needs.

The evaluation process guarantees due process rights for parents, individualized educational plans, careful and non-discriminatory use of testing, and educational placements in the least restrictive settings. Questions about referrals and eligibility for support services should be directed to the guidance counselor, Dean or Section 504 officers.

Equal Educational Opportunity

In accordance with Chapter 622 of the Acts of 1971 (M.G.L. c.76,§5), Lexington High School staff recognizes the importance of implementing curricula that encourage respect for the human and civil rights of all individuals regardless of race, color, sex, religion, national origin, sexual orientation, or religion. Thus, LHS staff routinely reviews instructional and educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, religion, national origin or sexual orientation. Appropriate activities, discussion and/or supplementary materials will be used to provide balance and context for any such stereotypes depicted in such materials.

Reference: M.G.L. c.76, §5; 603 CMR 26.05

Military Recruitment

On January 8, 2002, President George Bush signed into law the “No Child Left Behind Act of 2001.” Part of the law—“Armed Forces Recruiter Access to Students and Student Recruiting Information”—requires that the school give names, addresses and phone numbers of seniors and juniors unless parents give the school written instructions not to do so. The school mails letters to parents of incoming juniors to inform them of their rights under the law and to offer them the option to exempt their children from this provision.

Freedom of Assembly

Students have the right to assemble peacefully. The Students Rights and Responsibilities Law guarantees “the right to assemble peaceably, with the responsibility to obtain prior approval of school officials.”

There is an appropriate time and place for the expression of opinions and beliefs. Conducting or participating in demonstrations which substantially interfere with the operation of the school or classroom is prohibited. All student meetings in school buildings or on school grounds may function only as part of the formal educational process or as authorized by school authorities. Organizations that meet the above conditions are entitled to equal rights of peaceable assembly on school property.

Freedom of Religion

It is the responsibility of the school to protect the religious freedom of students.

Students have the right to practice their own religious beliefs as long as they violate neither the constitutional rights of others nor the Supreme Court’s prohibition on the school’s extending the mantle of public sanction or support to any particular religion.

Students have the right to study, examine, discuss, and analyze religious ideas and institutions just as they might explore any other subject included in the curriculum of the Lexington Schools; therefore, the study of religion and religious holidays as an academic subject or as part of a foreign culture is appropriate.

Freedom from Corporal Punishment

While “reasonable” corporal punishment is permissible in certain other states, Massachusetts law clearly forbids it:

The power of the School Committee or of any teacher or other employee or agent of the School Committee to maintain discipline upon school property shall not include the right to inflict corporal punishment upon any pupil.

The above statement, however, refers only to punishment. As the student has the right to protection from bodily harm, so do all other members of the community. Therefore, in instances where there is a need for a teacher, Principal, or other school official to defend himself or others, to divest a student of a dangerous instrument, or to prevent injury to property, reasonable force may be used. All acts and threats of physical violence are inconsistent with the maintenance of the humane institution and are prohibited.

Patriotic Ceremonies

Certain rights and privileges pertaining to patriotic ceremonies are afforded by the First Amendment.

A student may decline to participate in the salute to the flag, the Pledge of Allegiance, and the singing of the National Anthem. The school may not force the student to leave the room or otherwise punish the student. Students who choose to refrain from participation have a responsibility to respect the rights and interest of others who do wish to participate in the ceremony. The student may refuse to perform the ceremony in a manner that will not disrupt the ceremony for other persons.

Freedom of Expression

The First Amendment provides, “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.” Not only is Congress prohibited from infringing upon rights guaranteed by this amendment, but also state officers and employees, school directors, superintendents, principals, and teachers. The chief purpose of the First Amendment is to encourage a free expression and exchange of ideas however unusual, unpopular, distasteful, or radical, without threat of punishment or reprisal. This free expression and exchange is vital to education in a democracy.

Therefore:

Students have the right of freedom of expression, subject only to the responsibilities to keep such expression from disrupting the educational process, and to allow other points of view to be expressed.

Students also have the right to be free from dress codes, subject only to the responsibility to observe reasonable standards of health, safety and cleanliness.

Free speech and expression include not only the actual saying of words, but also symbolic speech such as the wearing of buttons, arm-bands, decals, and the like. (A student’s right to exercise this freedom may not be limited merely because there is a hypothetical fear of disturbance.)

Freedom of press includes not only the printing and distribution of a school newspaper, but also the printing and distribution of other newspapers, magazines, pamphlets, leaflets and other literature.

Right to Privacy

Parents, students and former students are guaranteed the rights of confidentiality, inspection, amendment, and destruction of student records. Specifically:

A parent has the right to inspect the school records of his/her child;

A parent has the right to a hearing to contest records that are allegedly inaccurate, misleading, or in violation of the rights of privacy of the

student; searches of an area assigned to a student shall be made in the presence of a witness whenever reasonably possible, in the presence of the student so long as appropriate to the circumstances;

Illegal items as defined by federal, state, or local law or a provision of this policy and which may reasonably be determined to be a threat to health, safety, or security of others may be seized by the school authorities and turned over to the police department; and

Items which are used to disrupt or interfere with the educational process may be temporarily removed from a student's possession.

Student Records Policy

I. Purpose and Scope

As permitted by FERPA and the Massachusetts Student Records Regulations, the Lexington School Committee has designated selected student records to be "directory information." "Directory information" is defined by FERPA as the information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. For preschool and elementary school students, the following records have been designated as directory information: name, grade, Classroom Assignment.

For middle and high school students, the following records have been designated as directory information: Name, Graduating Class, Team/Class Assignment (Middle School), Weight and height of members of athletic teams (if it is for a specific athletic program), Participation in officially recognized activities and sports, Honors and Awards.

II. Application

Notification of Rights Under FERPA and the Massachusetts Student Records Regulations

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations together afford parents and students over 14 years of age ("eligible students") certain rights with respect to the student's education records. Parents and students can obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting the school principal. Such rights generally include the following:

1. The right to access the student's education records. Parents or

eligible students should submit their request for access to the school principal. Massachusetts law provides specific procedures for parents to follow in obtaining access to student records when the parent does not have physical custody of a child. Information about these procedures can be obtained from the building principal or the Superintendent.

2. The right to request the amendment of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they want changed, and why. The principal's decision may be appealed to the Superintendent or designee, whose decision may in turn be appealed to the School Committee.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Lexington Public Schools and who need access to a record in order to fulfill their duties. The Lexington Public Schools also discloses student records without parent/eligible student consent to officials of other schools in which a student seeks or intends to enroll.

In addition, the Lexington Public Schools generally disclose "directory information" without parent/eligible student consent. Directory information for preschool and elementary school students includes the student's name, grade, and classroom assignment. Directory information for middle and high school students includes the student's name, graduating class, team/class assignment (middle school), weight and height of members of athletic teams, if it is recorded for a specific athletic program, participation in officially recognized activities and sports, and honors and awards. In the event a parent or eligible student wishes the school not to release such directory information, the student or parent must notify the school principal no later than September 15.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that ad-

ministers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C.

The Lexington Public Schools adheres to the provisions of the Family Educational Rights and Privacy Act (FERPA) and Massachusetts laws and regulations in providing access to and confidentiality of student records.

The Lexington Public Schools will release the designated information without the consent of the parent or eligible student, unless the parent or eligible student provides the principal with written notice that he/she does not wish the school to release such information. The notice must be received annually by a date designated by the principal.

III. Background

To the extent required by applicable law, the Lexington Public Schools will provide parents/eligible students with an annual notice of their general rights relative to student records. The Superintendent will determine the content and method of such notice.

Statutory References:

Family Education and Privacy Rights (FERPA): 20U.S.C. §1232g, 34CFR §99

Massachusetts Student Records Regulations: 603CMR 23.00, et seq.
Student Records Access for Non-Custodial Parents: General Laws, Chapter 71, §34H

Confidentiality of Records

With a few exceptions, no individuals or organizations but the parent, student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or the student.

Parental Notification Relative to Sex Education

Massachusetts General Laws, Chapter 71, Section 32A reads as follows:

Every city, town, regional school district or vocational school district implementing or maintaining curriculum which primarily involves human sexual education or human sexual issues shall adopt a policy ensuring parental/guardian notification. Such policy shall afford parents or guardians the flexibility to exempt their children from any portion of said curriculum through written notification to the school principal.

Lexington School Committee Policy

In accordance with General Laws Chapter 71, Section 32A, the Lexington Public School Committee has adopted the following policy relating to the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

The Lexington Public Schools afford parents or guardians the flexibility to exempt their children from that portion of the curriculum that specifically involves human sexual education or human sexuality issues. Parents must request the exemption in writing to the school principal. No child so exempted shall be penalized by reason of such exemption.

Students who are exempted from that portion of the curriculum specifically involving human sexual education or human sexuality issues will be assigned related coursework and material to occupy the exempted curricular time. Students will be responsible for course materials and performance criteria as determined by state mandated assessments and local school district requirements.

At the beginning of the course the school will inform parents/ guardians, in writing, about curriculum that primarily involves human sexual education or human sexuality issues. This notice will include the topics covered in the course as well as the course requirements, expectations and methods of assessment. Parents/ guardians will be required to sign the notice and return it to their child's teacher as part of that course's requirements.

To the extent practicable, program instruction materials for said curri-

cula will be made reasonably accessible to parents, guardians, educators, school administrators, and others for inspection and review.

Upon formal adoption by the Lexington School Committee, this written policy will be distributed and made available to each principal in the district by September first, nineteen hundred and ninety- seven, and each year thereafter. Each principal will then include this policy with any other school policies that are made available to parents.

Policy Approved: July 17, 1997

The Massachusetts Department of Education, which is responsible for administering Section 32A, has explained that activities and materials designed to promote tolerance and respect for individuals, including recognition of differences in sexual orientation “without further instruction on the physical and sexual implications: do not trigger the notice and opt out provisions of Section 32A.”

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