

Lenox Memorial Middle and High School Student Code of Conduct and Handbook

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STAFF DIRECTORY

Administration

Mr. Michael Knybel - Principal
Mr. Brian Cogswell - Assistant Principal

Music

Mr. Jonathan Cade - Chair
Ms. Marjorie Pollard

Art

Mr. Tom Renton - Wood Shop
Ms. Lesliejohn Roche
Ms. Karen Romeo-Léger

English

Mr. Thomas Fielding
Ms. Robin Getzen
Ms. Lynne Nilan
Mr. Ralph Petillo - Drama Consultant
Ms. Amanda Soar
Mr. Scott Wade
Dr. Benjamin Weaver
Ms. Lisa Wespiser - Chair

World Language

Ms. Elizabeth Baer
Ms. Amy Bainbridge-Jordan
Ms. Anne Dupuis
Mr. Sam Harb
Ms. Kerry Martinez
Dr. Ann-Marie Rodriguez - Chair

Guidance

Mr. David Hilfinger - Chair
Ms. Pamela Murray
Ms. Tara Romeo

Guidance Staff

Ms. Carol Deets
Ms. Bobbi Omelenchuck - Registrar

Library

Ms. Alexis Brown Kennedy - Librarian
Ms. Melissa Pehlert - Library Assistant

Duffin Theater Manager

Mr. Stefan Billups

School Resource Officer

Officer William Colvin

Mathematics

Mr. Joe Bazzano
Ms. Mary Cherry
Ms. Janine Cote
Mr. Matthew Gottfried
Mr. Jess Latimer
Ms. Casey Lennon
Mr. David Pugh – Chair
Ms. Mary Sorrentino

Health & Wellness

Ms. Sarah Burdsall
Ms. Laura Sico
Ms. Jeanne Teasdale - Chair
Mr. Eric Tyer

School Adjustment Counselor

Ms. Amy Higgins

School Nurse

Ms. Jennifer Drees, RN, BSN
Ms. Kathleen Shove, RN

Science & Technology

Ms. Caroline Altieri
Ms. Ann Barber
Mr. Matthew Cote
Mr. James Currie
Dr. Katherine Harding
Ms. Brooke Kamienski - Chair
Mr. Richard Sanders
Mr. Brian Tolan
Ms. Laurie Wetherbee

Student Support Center

Ms. Maggie Rivers - Supervisor

Social Studies

Ms. Elizabeth Gray
Ms. Sara Hamilton
Ms. Kelley Khoury-Cady - Chair
Mr. Matthew Knodler
Ms. Gabriella Lavinio
Ms. Megan Porter
Dr. Peter Starenko

Special Education

Mr. Stephen Conuel
Ms. Ellen Farris – Chair
Mr. Ryan Evangelisto - STEP coordinator
Ms. Nan Leighton - Chair
Mr. Brian Shepardson

English as a Second Language

Ms. Amber Rose Arnold
Ms. Simona Collins

Instructional Assistants

Ms. Nicole Brooks
Ms. Vickie Holt
Ms. Andrea Lynch
Ms. Judy Miller
Ms. Tabitha Pickett-Vahle

Technology Specialist

Mr. Michael Jackson - IT Director
Mr. Tim Lufkin

Custodians

Mr. Jeffrey Ano - Head Custodian
Mr. Dom Boschetti
Mr. Dale Armstrong
Mr. Michael Bohin
Mr. Nicholas Saldarini
Mr. Peydon Twing

Kitchen Staff

Ms. Lorraine Goodfellow
Ms. Frances Sorrentino
Ms. Cathy Touponce
Ms. Anna Van Lingen

Office Staff

Ms. Elaine Lovato
Ms. Nicole Patella
Ms. Karen Zinchuk

SCHOOL COMMITTEE

Mr. Robert Vaughan, Chair

Ms. Molly Elliot	Mr. Robert Munch
Mr. David Rimmmler	Ms. Anne Marie O'Brien
Ms. Frances Sorrentino	Ms. Christine Mauro

INTERIM SUPERINTENDENT

Dr. William Cameron

Assistant Superintendent of Business and Operations

Ms. Melissa Falkowski

Principal

Mr. Michael Knybel

Assistant Principal

Mr. Brian Cogswell

Director of Student Services

Ms. Kimberly Dion

Guidance Counselors

Mr. David Hilfinger - Ms. Pamela Murray - Ms. Tara Romeo

Department Chairs

English – Ms. Lisa Wespiser
Social Studies – Ms. Kelley Khoury-Cady
World Languages – Dr. Ann-Marie Rodriguez
Mathematics – Mr. David Pugh
Science/Technology – Ms. Brooke Kamienski
HS Special Needs – Ms. Ellen Farris
MS Special Needs – Ms. Nan Leighton
Art and Music – Mr. Jonathan Cade
Health and Wellness – Ms. Jeanne Teasdale
Guidance – Mr. David Hilfinger

Middle School Team Leaders

Grade 6 – Ms. Mary Cherry
Grade 7 – Ms. Mary Sorrentino
Grade 8 – Ms. Casey Lennon
Grade 9 – Ms. Tara Romeo

Library Representative

Ms. Alexis Brown-Kennedy



To the LMMHS Community,

It is important that you read this booklet carefully to acquaint yourself with the many rules and regulations at Lenox Memorial Middle and High School. As we, the school community, embark on a “fresh” beginning, it is my hope that the student body will practice a high level of self-discipline that traditionally has been characteristic of Lenox Memorial Middle and High School students. To “value integrity in the pursuit of excellence,” each student must practice some basic principles that will create an environment where a tradition of excellence can continue. This handbook is a guideline to follow as we create that environment of excellence.

Along with the rules and regulations, it is important to understand the Lenox Memorial Middle and High School expectations. Our mission statement proclaims that we “cultivate critical and creative thinking, literacy, and social responsibility.” In order to accomplish this mission, students must incorporate both academic and social expectations. To help students understand our academic goals, we promote on the following pages a six-step path to success you should come to know well. In social expectations, we promote the triangular code:

- Integrity - Demonstrate integrity by acting truthfully and honorably
- Responsibly - Accept responsibility for their decisions and their actions
- Enrichment - Strive to enrich themselves, the school, and the greater community

These three character traits all contribute to the fourth social expectation: RESPECT.

This handbook was jointly prepared by members of the student body, the faculty, the administration and parent/guardians; it is approved by the Lenox School Committee. The staff at Lenox Memorial Middle and High School hopes that your experience at LMMHS will be beneficial and constructive and that this handbook will assist you in that endeavor.

Sincerely,

Mr. Michael Knybel
Principal

Lenox Memorial Middle and High School Mission and Expectations for Student Learning

Lenox Memorial Middle and High School cultivates critical and creative thinking, literacy, and social responsibility within a nurturing environment; we value integrity and the pursuit of excellence.

SECTION I: INTRODUCTION and BASIC INFORMATION

The purpose of the Lenox Memorial Code of Conduct and Handbook is to ensure that a safe and vibrant learning environment is provided for students and staff to enable the school to realize its mission. As a school community, we foster courage and compassion, support creativity, and expect excellence, not only academically, but in preparation of our students' becoming responsible citizens who will contribute to their communities and thrive in their lifelong pursuits. Our expectations include behavioral expectations. What follows is a statement of what the school community expects of student members as well as the possible consequences for failing to meet those expectations. It is impossible to specify every example of conduct that would not meet our behavioral expectations. Therefore, there will be some flexibility in interpreting and enforcing the Code of Conduct, as well as the possibility of adding rules and guidelines so as to maintain a safe, healthy and vibrant learning environment. Such additional rules and guidelines will become effective upon issuance and notice to students. The school administration has the right to enforce any laws, ordinances, or school committee policies, whether or not stated in the Code.

The rules and regulations of Lenox Memorial apply to students when they are en route to and from school, on buses or at bus stops, on school grounds, and while participating in or attending any school-sponsored or school-related event or activity. This includes, but is not limited to, activities such as field trips, excursions, and athletic events both home and away.

Parent/Guardian and School Communication

Parent/guardians are encouraged to play an active role in the educational process. If you have a question about the schedule, career or college planning, or concerns about your child's academic, social or emotional well-being, please contact your child's guidance counselor. Please contact your child's teacher should any classroom concern or question arise. Usually all difficulties can be resolved in this manner, and our school policy requires that teachers be contacted first. The Department Chairs, Guidance Counselors, Assistant Principal, and Principal are available for help if the concerns cannot be resolved.

We have grade level teams for grades 6, 7, 8 & 9. The grade level teams meet regularly each month and are available to meet with parents/guardians by appointment. Parent/guardians wishing to meet with the team may do so by calling the guidance department at 637-5560.

Parent/guardians are invited to meet teachers and to go through their child's schedule on Back-to-School Night. Back-to-School Night is scheduled a few weeks after the opening of school in September.

Report cards are sent home four times per year. Progress reports are viewed on the Rediker Portal (by logging in from the school website) and mailed home on an as-needed basis mid-way between report cards.

Parent/Guardian/Teacher Conferences are scheduled in December and are arranged by calling the school for an appointment. You may phone the school by calling 637-5560.

E-mail addresses are available for individual teachers. E-mail is the first initial of their first name followed by the last name@lenoxps.org (ie:mknobel@lenoxps.org). We also use an automated calling and email system to inform parent/guardians of school closings and other announcements. Please visit our website at www.lenoxps.org for up-to-date school information.

School Arrival

Students must enter the building using the front entrance. Students must be in their assigned rooms when the first period bell rings (7:45 a.m.), or they will be considered tardy and sent to the office for a tardy pass. A student will receive 2 tardy points for every excused tardy to school. For every unexcused tardy (one without a parent note) a student will receive 4 tardy points. Every time a student has received 8 tardy points because of lateness to school, the student will be required to serve a 30-minute detention after school. Parents will be notified if their child is tardy to first period class. Students arriving on a late bus are required to report to the office and will not receive tardy points.

All doors are locked by 8:00 a.m. and admittance will be allowed only through the buzzer system at the main office door. Parent/guardians and visitors should check in at the main office upon entrance to the school building at all times to obtain a visitor's pass. Students tardy to school must check in at the main office to receive a tardy pass to class.

Dismissal: Student dismissals will be approved only in the following manner:

- A. Dismissals must be **in writing from a parent or guardian only** and brought to the office before 9:00 a.m. so that they can be recorded. If a dismissal note comes in after 9:00 a.m. the Assistant Principal or his/her designee will confirm the dismissal with a parent/guardian by phone and a follow-up email or note must be received as well.
- B. If a student is to be dismissed during the course of the day, a parent/guardian must sign the student out when they arrive to pick them up. Any student who drives themselves to school who is dismissed early must sign out in the main office before leaving the building.
- C. In an EMERGENCY, **and only in an emergency**, a parent/guardian may call an administrator for a verbal dismissal. This must be followed up on the next school day with a written retroactive dismissal note.

LMMHS Academic Expectations & Rubrics

The following rubrics are designed to address the LMMHS Academic Expectations. All rubrics are meant to be applied to individual assessments with the assumption that any one assessment is unlikely to address all six Academic Expectations. Academic Expectations rubrics do not supersede the application or effectiveness of teacher- or department-created grading tools like rubrics or checklists.

1. Demonstrates effective communication and reading skills

	3	2	1	0
Listening, interpretation and application	Consistently listens to, interprets, and uses information effectively for required purposes	Mostly listens to, interprets, and uses information effectively for required purposes	Inconsistently listens to, interprets AND/OR uses information; rarely attentive to purpose	Rarely listens to AND/OR rarely interprets AND/OR misuses information AND/OR is inattentive to purpose
Expression	<ul style="list-style-type: none"> Clearly and thoroughly expresses ideas Meets objectives of content Meets objectives of form 	<ul style="list-style-type: none"> Clearly expresses ideas Meets most objectives of content Meets most objectives of form 	<ul style="list-style-type: none"> Expresses ideas Meets some objectives of content Meets some objectives of form 	<ul style="list-style-type: none"> Is unable to express ideas Is unable to meet objectives of content Is unable to meet objectives of form
Reading, interpretation and application	Reads and consistently understands assigned materials	Reads and mostly understands assigned materials	Demonstrates limited understanding of assigned materials	Fails to read AND/OR reads and fails to understand assigned materials

Content: information and ideas student is meant to learn

Form: assigned medium (*e.g.* poster, speech, debate, essay, interpretive dance, lab report)

2. Engages in critical and creative thinking

	3	2	1	0
Analysis	Effectively applies prior learning and incorporates multiple perspectives to analyze problems or questions	Applies prior learning and incorporates perspectives to analyze problems or questions	Demonstrates difficulty applying prior learning and incorporates limited perspectives to analyze problems or questions	Fails to apply prior learning AND/OR fails to incorporate more than one perspective to analyze problems or questions

Interpretation	Effectively interprets relevant materials	Adequately interprets relevant materials	Poorly interprets relevant materials correctly	Misinterprets relevant materials
Problem Solving	Develops successful and creative solutions	Develops successful solutions	Develops weak or unsuccessful solutions	Fails to develop solutions

3. Uses technology appropriately

	3	2	1	0
Retrieval	Uses technology to access and effectively manage information and ideas	Uses technology to access and manage information and ideas	Demonstrates difficulty using technology to access and manage information and ideas	Fails to use technology to access and manage information and ideas
Application	Uses technology to create thoughtful solutions AND/OR an impressive final product	Uses technology to create solutions AND/OR a final product	Uses technology but creates flawed solutions AND/OR a weak final product	Fails to use technology to create solutions AND/OR a final product

Technology includes a variety of computer platforms, software applications, library databases, and storage media. It also includes multiple arts-related, academic, and fitness tools such as video cameras and projectors, electronic musical equipment, woodworking tools and machinery, protractors, compasses, calculators, science lab equipment, treadmills and other exercise machines.

4. Accesses, analyzes and critically applies informational resources

	3	2	1	0
Access	Obtains accurate information and applicable ideas from relevant sources	Obtains generally accurate information and mostly applicable ideas from relevant sources	Demonstrates difficulty obtaining accurate information and applicable ideas from relevant sources AND/OR uses irrelevant or unacceptable sources	Fails to obtain accurate information AND/OR applicable ideas
Analysis	Effectively interprets and draws insightful conclusions	Correctly interprets and draws reasonable conclusions	Inconsistently interprets AND/OR draws flawed conclusions	Fails to accurately interpret AND/OR fails to draw conclusions
Application	Demonstrates profound understanding through completion of a final product	Demonstrates understanding through completion of a final product	Demonstrates limited understanding through completion of a final product	Fails to demonstrate understanding through completion of a final product

5. Examines issues from a global perspective

	3	2	1	0
Understanding and Application	Understands and effectively incorporates information and points of view from the world community	Understands and incorporates information and points of view from the world community	Mostly understands AND/OR partially incorporates information and points of view from the world community	Fails to understand AND/OR fails to incorporate information and points of view from the world community

6. Exhibits academic integrity

	3	2	1	0
Self-reliance	Works independently on individual assignments			Shares AND/OR copies work meant to be done independently
Collaboration	Cooperates and contributes during group work			Fails to cooperate AND/OR fails to contribute to group work
Acknowledgement	Acknowledges sources with appropriate citation	Acknowledges sources		Fails to acknowledge sources (commits plagiarism)

SECTION II: The Academic Program and Extra-curricular Programs

Graduation Requirements

Students may graduate from Lenox Memorial High School when they have met the graduation requirements listed below.

Subjects	Credits
English	16
Math	16
Science	12
Social Studies	12
Language	8
Arts	2
Technology	2
P.E./Health	8
Non-Elective	76
Elective	28
Total Credits Required	104
Minimum Annual Course Load	26

Full Year Courses:

- 6 periods per 5 day cycle - 6 credits
- Science classes with two lab periods per 5 day cycle – 6 credits
- 5 periods per 5 day cycle - 5 credits
- 4 periods per 5 day cycle - 4 credits
- 3 periods per 5 day cycle - 3 credits
- 2 periods per 5 day cycle - 2 credits
- 1 period per 5 day cycle - 1 credit

Semester Course:

One-half the credit awarded for a full year course.

Course Requirement Notes

- The Physical Education requirement may be waived by a doctor's certificate.
- The Social Studies requirement must include 4 credits of U.S. History and 4 credits of World History starting with the class of 2022.
- The Principal may waive up to a total of 4 credits of the Arts, Technology or Language requirements when unusual circumstances occur due to schedule conflicts, accommodation of transfer students, or a student's special educational needs (as defined by the student's Individual Educational Plan). Waiving of a requirement(s) shall not reduce the total credits required for graduation.

Meeting the Graduation Requirements

The Technology requirement can be met by earning 2 credits in one of the following courses during the course of four years of high school. Some of these classes have prerequisites that must be met prior to enrollment.

- Engineering/Technology
- Computer Programming
- Honors Computer Science
- Exploring Computer Science
- Graphic Design
- Advanced Photography
- Digital Photography
- Advanced Placement Studio Art
- Fashion Design I & II
- Virtual High School
- Other approved on-line courses
- Computer Meditated World Languages

The Arts requirement can be met by earning 2 credits in one of the following courses during four years of high school. Some of these classes have prerequisites that must be met prior to enrollment.

- All Art Classes
- All Woodshop Classes
- Engineering/Technology classes
- All Music Classes
- Drama

The World Language requirement can be met by earning 8 credits in the following courses:

- Completion of French 7 and French 8 equals 4 credits
- Completion of Spanish 7 and Spanish 8 equals 4 credits
- Students must also complete one additional year of a foreign language in high school if they completed two full years in middle school
- Two years of a high school foreign language, i.e., Spanish I & II, French I & II or
- Latin I & II

Course Recommendation and Selection Process

Course recommendations and selection process begins in February. Student's performance in their current core classes, i.e. English, math, social studies, science, and foreign language along with any additional prerequisites noted in the Program of Studies, determines the course that would sequentially be next for each student. Although the process begins in February, the final grade determines the next level earned. Courses are selected in a collaborative process that involves the teacher, the future teacher, the student, and the parent/guardian.

- Program of Studies and Course Selection sheets will be distributed to students in grades 8-11. The Program of Studies should be brought home so parents and students can review course offerings as well prerequisites that may be needed. The Program of Studies is also

available on line. Course Selection sheets should also be brought home to be filled out and brought back school on Advising days.

- Advising days will take place to allow for teacher/student discussions and teacher recommendations for course placement.
- English, math, science, social studies, and foreign language course placement for students in grades 8-11 will be based on each student's current performance. A final recommendation will be made by the teacher at the end of the school year.
- Elective courses should be chosen by students in grades 8-11 based on their interest and goals of meeting graduation requirements. The elective courses are reviewed with the guidance counselor. Attention should also be paid to prerequisites that may be needed for meeting graduation requirements in the Arts, Technology and Foreign Language.
- Course Selection sheets need to be returned to guidance by the student the week they are issued. In the event there is a conflict, the parent needs to call their child's guidance counselor to schedule a meeting to discuss a specific concern.

Credit Requirements for Determining Grade Status:

To be a member of the senior class, you must have earned a minimum of 73 credits by the start of grade 12. To be a member of the junior class, you must have earned a minimum of 47 credits by the start of grade 11. To be a member of the sophomore class, you must have earned a minimum of 21 credits by the start of grade 10.

Course Changes

- 1) A student may add or withdraw from a course without penalty until the date of the first interim report of the year. This may be done by completing a "Drop/Add" form.
- 3) A student who wishes to add or withdraw from an elective after interims are issued must complete a "Drop/Add" form. The following conditions will apply: (also see pg.18)
 - If the student is passing, no credit will be assigned and a "WP" grade for the course will be assigned;
 - If the student is failing, a "WF" grade for the course will be assigned.

Enrichment Courses

A course taken in excess of the minimum class load may be taken for enrichment purposes. The student may designate a course as an enrichment course through written request at any time prior to receiving the final grade. Courses designated as enrichment may not be changed back to traditional grading. (Required or prerequisite courses may not be designated as enrichment.) Performance in an enrichment course will be recorded in the same manner as a core subject but reported on a Pass (P) or Fail (F) basis. Grades of D minus and above are recorded as P, below D minus as F. A course average of P means full credit. An F indicates no credit.

Independent Study

It is the student's responsibility to find an instructor for Independent Study. Teachers are not obligated to provide instruction for Independent Study requests. An Independent Study Contract must be obtained from the Guidance Office, completed, and submitted for approval by the principal. Independent Study may not be used to meet the minimum course load requirement. Independent Study may be available to students who wish to undertake a course of study beyond existing course offerings or who have scheduling conflicts. Independent Study Courses occur during the school day and conform to the regular semester calendar. Elective credit may be awarded for Independent Study in accordance with the guidelines established for awarding credit within the curriculum of the school. For example, four credits are awarded to a class that meets four times a week for one period, has assigned homework, tests, and a final exam.

Report Cards & Progress Reports

Report cards are sent home four times per year. Progress reports called "Interims" are available on the Parent Portal and are mailed home on an as-needed basis midway between report cards.

Honor Roll

The Honor Roll at Lenox Memorial High School recognizes excellence in achievement in all areas. The following guidelines provide all students with the opportunity to be recognized for their success while at the same time reward the initiative and hard work of students who take level one courses. These guidelines are subject to change.

For the purposes of the Honor Roll, the weighted grading system will be used. Eligibility will be determined as follows:

Honors:

All grades for a quarter must average (B) level 2 (2.8 points) with no grade lower than a (B-).

High Honors:

All grades for a quarter must average (A-) level 2 (3.4 points) with no grade lower than a (B).

In order to be eligible for Honor Roll, students must take at least half (50%) of their courses at the school. Outside courses will not be used to compute Honor Roll eligibility though passing grades must be obtained. Part time students will not be included in the Honor Roll.

All graded courses are to be included in computing Honor Roll eligibility. Those subjects not included in the weighted grading policy (i.e.: art, industrial arts, etc.) will be averaged in as Level 2 courses. For example, a (B-) in art will be computed as 2.5 points.

An (F) in a course graded pass/fail, or carrying more than one course graded pass/fail, shall disqualify a student from the Honor Roll. A (P) will not be averaged in with graded courses.

Home School Credit

Home school courses completed through an accredited home schooling agency will be granted elective credit upon submission of an official transcript. Home school credit will not be granted in non-elective courses.

Transfer Student Credit

LMMHS welcomes and encourages new or returning students and their parents/guardians to meet with a guidance counselor prior to enrolling at LMMHS. An initial credit transfer form will be completed during the pre-enrollment meeting in an effort to determine courses needed for graduation. An official credit transfer form will be completed by the counselor and signed by the parent or guardian when the student's official transcript is received in a timely manner by the school. The form specifically clarifies the courses and levels the student has taken and how the credits would be applied to meet the LMMHS graduation requirements.

Transfer students also may need to take a placement test and/or meet with the Department Chair(s) to determine the correct level of a course to place the student in. This is particularly true in foreign language and mathematics.

Academic Levels

The five main curriculum areas from which graduation requirements emanate -- language arts, mathematics, science, social studies and world language -- may be offered in three levels of difficulty. The appropriate level for a course is indicated with the course description. Courses with no level indicated are Level II courses.

LEVEL I (Advanced Placement and Honors)

Level I is the most advanced level and all Advanced Placement and Honors courses fall within this level. Courses at this level prepare students to meet the demands of the most rigorous colleges and universities. Level I courses are taught at an accelerated pace and in greater depth with an increased emphasis on student independence.

LEVEL II (College Prep)

Level II is the standard level of difficulty at which most subjects are taught. All college preparatory (C.P.) and most elective courses fall within this level. Some Level II courses are geared to meet the needs of students preparing for formal education or training beyond high school while others are more oriented to the world of work.

LEVEL III (Basic)

Level III courses are less rigorous than Level II courses and are designed to prepare students for the world of work or provide remediation in academic skill areas.

Table 1

QUALITY POINT CHART

		<u>Grades</u>												
		A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
<u>Course Levels</u>	I	4.5	4.2	4.0	3.7	3.4	3.1	2.8	2.5	2.2	2.0	1.7	1.4	0
	II	4.0	3.7	3.4	3.1	2.8	2.5	2.2	2.0	1.7	1.4	1.1	.87	0
	III	3.4	3.1	2.8	2.5	2.2	2.0	1.7	1.4	1.1	.87	.58	.30	0

Table 2

NON-WEIGHTED GRADE CONVERSION CHART

<u>Grades</u>													
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	
4.0	3.7	3.4	3.1	2.8	2.5	2.2	2.0	1.7	1.4	1.1	.87	0	

Grade Point Average Guidelines

1. Courses taken at other schools by LMMHS students will be considered Level II courses. Exceptions may be made in cases where the transcript clearly indicates that the courses are honors level and approximately equal in academic rigor to our Level I courses.
2. Courses taken at other schools by LMMHS students including Dual Enrollment courses that are substantially similar in title and/or content to courses at LMMHS will not be awarded LMMHS credit unless approved in advance by the principal.
3. Courses taken by transfer students prior to enrollment at LMMHS will be considered Level II courses. Exceptions may be made in cases where the transcript clearly indicates that the courses are honors level and approximately equal in academic rigor to our Level I courses.
4. Home study courses will not be included in the calculation of GPA.
5. Students must be full time at LMMHS (carrying a minimum of 26 credits) for both the junior and senior year to be eligible for the academic distinctions of Valedictorian and Salutatorian.
6. Subjects repeated are counted both times (if credits are attempted/carried) and figured as separate courses.
7. The calculation of GPA includes only those credits earned in grades 9 through 12.
8. In cooperation with institutions of higher education, only those courses emanating from major subjects areas of English, math, science, social studies, and foreign language are included in the calculation of the GPA. However, all courses and grades appear on the student's transcript that is sent with a college application.
9. Courses awarding fewer than 2 credits will not be included in the calculation of GPA
10. The GPA includes only courses that are graded in the traditional method of A, B, C, etc.
11. The GPA is found by dividing the sum of the quality points by the number of credits attempted/carried (not only credits earned). Thus, a subject failed gets zero grade point value (quality points), yet the credit assigned to the course is counted in the total credits for the divisor.

12. In instances when the GPA is calculated before the end of the school year, the impact on the cumulative GPA will reflect the portion of the year completed at the time the calculation is made.

Class Rank

LMMHS uses class rank for internal purposes such as in the determination of scholarships and awards and to determine Valedictorian and Salutatorian.

For the college application process, our school profile groups the senior class in a Grade Distribution Chart. The chart shows the order of the weighted cumulative grade point average over six semesters. This Grade Distribution Chart is shown on our school's profile that accompanies the student's transcript and it is calculated at the completion of junior year.

Academic Leaders

All seniors' GPAs will be updated at the end of the third marking period of the senior year. The result of that update will be used for internal purposes as well as the determining Valedictorian and Salutatorian. These students can be designated as speakers at the graduation exercises.

Incomplete Grades

A grade of 'I' (incomplete) may only be issued under extenuating circumstances beyond the student's control when s/he is unable to submit all work during the normal course time. This grade may not be awarded simply for missing an important test. An incomplete must be made up within two weeks after grades close unless the teacher grants an additional extension of one week. Any additional extension must receive the written approval of the Principal. Failure to make up the required work within the specified time limit will result in a failing grade for all missing work. The final grade will represent all grades earned throughout the term.

Failed Courses

Students are allowed to attend summer school for one or two failed course per year provided that they received two passing quarter grades in the subject they wish to make up. Students will receive the assigned credits provided they pass summer school.

Final Exams

Grades 9 - 12 will conduct final exams for all classes. Semester courses will have comparable final exams administered during class time the last week the class meets. Students with excessive tests in one day at mid-year can request alternative schedules. All full-year courses will have exams scheduled during 4 days set aside at the end of the school year for testing purposes.

Final exams should assess student mastery of major course content and skills. Exams should be consistent with the goals and objectives of the course. The value of a comprehensive exam shall be 20% of the final grade, and the evaluation procedure should be clearly communicated to the students in each class. School policy forbids releasing any student in a course having a final

exam from taking that exam regardless of the student's average except for seniors as noted below.

Students in courses having final exams who are not present for exams and who do not secure an excuse from the Principal must receive a grade of "F" for the examination. Written excuses will be honored where, in the opinion of the Principal, an extenuating circumstance exists. In such cases, an alternative make up period in July or August under the supervision of the guidance department will be utilized for exam administration. All students are expected to take final exams during the appropriate final exam period.

Exemption from a Final Exam for Students in Grade 12

The purpose of an exemption from a final exam is to reward seniors for high achievement during their senior year and to provide incentive for seniors to continue their high achievement after their post graduate plans have been determined. The exemption is subject to the following criteria:

- The student must have an A- average (avg. of 4 quarters) in the course with no quarter lower than B+.
- The teacher must agree with the exemption. If a teacher agrees to an exemption, the exemption applies to all eligible seniors in that section. Teachers are expected to inform students at the beginning of the course, as part of the explanation of their grading policies, whether or not students in the course will be eligible for an exemption.
- A student who qualifies for an exemption may still take a final exam for the purpose of improving his/her grade.
- The exemption only applies to full-year courses and not to semester-length courses.

National Collegiate Athletic Association Eligibility

Students who plan to participate in a college athletic program will need to meet the academic eligibility requirements established by the National Collegiate Athletic Association (NCAA). Each of the three college athletic divisions has different eligibility requirements that are very specific. Detailed information regarding eligibility requirements is available in the guidance office. The NCAA recommends that students begin the process of establishing NCAA eligibility in grade 11. Students may get additional information at the NCAA web sites www.ncaa.org.

Distance Learning

Distance learning is defined as a course that is taken outside of the course offerings in this Program of Studies. There are two types of distance learning: Online Courses and Dual Enrollment Courses.

Online Courses

LMMHS subscribes to Virtual High School as our official online school. VHS offers a wealth of courses that students may select from that are not offered in our Program of Studies. Each semester there are 10 seats available for students in grades 10, 11, and 12. Courses are 1 or 2 semesters long and elective credit is granted when he/she successfully completes the course.

Students are required to complete a VHS contract. Generally, the VHS course is offered during a scheduled study period. A guidance counselor has the ability to check on the student's progress only. Grades are determined by the teacher instructing the course which is not an employee of Lenox Public School. The student's transcript will designate the course as a Virtual High School course along with the grade earned. A complete list of courses may be obtained in the guidance office. Other accredited online institutions must also be approved by the Guidance Department for credit prior to taking the course. There is no communication between the institution and our school. An official transcript must be provided to LMMHS to receive credit. The student's grade and the institution name will be reflected on the LMMHS transcript.

Dual-Enrollment

Dual enrollment occurs when a student takes high school and college courses concurrently while still a high school student. The college courses may be taken online or on campus. The courses must be offered by an accredited institution. The cost of the dual enrollment course is the responsibility of the family. In some cases, students may be eligible for free courses through the Bridge to College Program offered by Berkshire Community College. Students must get prior approval through the Guidance Office to receive credit for dual enrollment courses. Official college transcripts must be received by LMMHS before credit can be granted and posted to the student's high school transcript.

Student Activities

Participation in school-sponsored activities such as dances, senior farewell, prom, etc., is fun and helps build school spirit. Most activities need student help with organization and planning particularly from members of the sponsoring club or class. The first priority of every student is academic success. Classroom and disciplinary obligations always have priority over participation in co-curricular and extra-curricular activities. Some activities may require an activity fee of \$50.

School Library

The School Library services the informational, curricular, recreational reading, and learning needs of students in grades 6 through 12. The library provides a variety of print and non-print resources to support student learning and achievement.

The library is available to all students during and after school. After-school library hours are considered an extension of the school day; all school rules apply. The library is open from 7:45 a.m. until 3:30 p.m. The library may occasionally be closed after school due to coverage issues. In these instances, an announcement will be made to students informing them of the closure.

Priority is given to scheduled classes who use the library resources to enhance the learning occurring in the classroom. During these periods, the librarian teaches a lesson on information literacy; the students then begin their independent research. Due to space and computer limitations, the library may be closed to study hall students during these lessons. Library closings are posted online on the Library Calendar, which is linked from the library homepage. The following rules apply:

1. All students need a pass from a faculty or staff member to use the library. This is in accord with school policy and enables the school to know where all students are at all times.
2. Students in study halls must have attendance taken by their study hall teacher. Their name must be placed by the teacher on the library pass before leaving the study hall for the library.
3. No food is allowed in the library in order to promote a clean and allergy-free environment.
4. Students should use the library for research, quiet reading, or other assigned work. Students are expected to be respectful of all people using the library at a given time and are expected to keep their voices at a reasonable volume and their behavior conducive to study. Students who are unable to be respectful of themselves and others will be asked to leave the library. Students who continually disrupt others' work and are unable to be respectful or civil (as judged by the librarian or assistant) will lose their library privileges for a period of time.
5. Students must remain in the library for the entire class period until they are dismissed by the bell and/or the librarian or assistant. All needed materials should be brought to the library to avoid hall passes. If a student needs to leave the library, they must inform the librarian or assistant.
6. Students are allowed to use personal electronics as long as the use is appropriate for a school setting (e.g. listening to music quietly). What is considered appropriate use will be at the discretion of the librarian and/or assistant.
7. Students may not use the library during their lunch period without the specific consent of the librarian.
8. In good weather, students are allowed to use the outdoor Reading Park only if accompanied by a faculty/staff member. While in the Reading Park, all library and school rules remain in effect.

Because students and faculty/staff share all library resources, prompt return of all materials is required. All students and faculty/staff are assigned a patron number that allows for the borrowing of library materials. All items must be checked out at the circulation desk. Overdue notices will be sent to English teachers for students in grades 6-10. Students in grades 11 and 12 will have notices sent to their first period academic class. All students are responsible for the return of materials. Failure to return library materials will be considered an infraction of school rules and may result in the loss of school privileges. Replacement costs for lost or damaged items will be the responsibility of the student who last borrowed the item.

Guided Study

Some students in grades 9-12 will have an assigned guided study as part of their daily schedule. Students are expected to be quiet and productive in guided study and to use the time to complete assignments, prepare for tests, etc. Various teachers may be available (depending on their assigned duty period) to help students with course work. Students may also use the library if they obtain an appropriate pass. Students may use their guided study time to see a counselor or nurse on an appointment basis.

Academic Honesty, Cheating and Plagiarism

Any form of cheating or plagiarism is an act of dishonesty and is strictly prohibited. All parties involved in such dishonesty, including students who aid or abet, are in violation of this policy and subject to disciplinary action. Cheating/Plagiarism includes but is not limited to:

1. Copying of another student's test paper or any other school assignment
2. Using material during a test which is not authorized by the person giving the test
3. Collaborating with another student during a test or other school assignment without teacher consent and once expectations are made clear by teacher.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test or other assignment
5. Substituting for another student or permitting another student to substitute for one's self to take a test or complete an assignment
6. Bribing another person to obtain a test or other assignment that is to be administered
7. Securing copies of a test or answers to a test or other assignment in advance of a test or assignment
8. Copying from print or electronic sources without proper citation
9. Use of technology to share information (i.e. video phone, text messaging)

Consequences:

In addition to any or all of the "Possible Responses to Major Infractions" listed in the Code of Conduct, one of the following consequences may apply:

1. Failure of the course for the year if the cheating/plagiarism occurs on any major course requirement such as a term paper or final exam
2. Failure of the course for the quarter if the cheating/plagiarizing occurs on a major quarter assignment
3. A zero grade (to be averaged in as a zero) on that assignment if the cheating/plagiarism occurs on any other quarter assignment or homework assignment. Repeated offense(s) may result in failure of the course for the quarter.

Appeal Process:

The student involved may appeal the decision of the classroom teacher. The burden of proof to reverse the findings and/or decision of the teacher will be upon the student.

1. Appeals will be heard by an appeals board, annually appointed by the Principal and composed of three teachers representing different subject areas, the department chair of the teacher, and two student members. The student members will be selected from high school class officers and the high school Student Council.
2. The appeals process shall not exceed two weeks from the time the appeal is initiated (excepting school vacations). Where applicable the diploma will be withheld pending the decision.

Field Trips

The School Committee recognizes that the first-hand learning experiences provided by field trips are an effective means of learning. Therefore, the Committee shall encourage field trips that provide worthwhile educational experiences and complement the educational program. However, the School Committee reserves the right to cancel any field trip up to the time of departure if it feels that the safety or health of the participants might be jeopardized. To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation of the class, and opportunities for students to assimilate the experience during and at the conclusion of the trip. To this end, teachers and Principals will be expected to consider the following factors in providing field trips: (a) value of the activity to the particular class group or class groups; (b) relationship of the field trip activity to a particular aspect of classroom instruction or educational program; (c) suitability of the activity and distance traveled in terms of the age level; (d) mode and availability of transportation; (e) the opportunities for all students to participate; and (f) cost.

Charges to Students

1. Local Field Trips: It is the School Committee's goal that there be no cost to students participating in local field trips. The school system will pay for transportation costs and will attempt to pay all admission charges. With the advance approval of the Principal, the Committee will allow a nominal fee (e.g. admission, meals, etc.) for such trips if they would otherwise be impossible to arrange. In such cases, the Principal shall seek other funds before approving any charge to students.
2. Extended Field Trips: The Committee recognizes that extended field trips (e.g., to Boston or New York City) will often require that students pay a share of the cost. These trips are to be planned well in advance so that parent/guardians and students are aware of the cost involved. Moreover, the Principal shall endeavor to reflect such trips in the budget planning process on an annual basis. As with local field trips, the school system will endeavor to pay for transportation and attempt to pay for admission charges. To cover any remaining balance for the cost of the trip, the Principal may approve a charge to students provided the charge is kept within reasonable limits. Further, the School Committee's expectation is that under normal circumstances students will not be asked to pay such a charge more than once annually.

The following regulations will apply to all extended field trips:

Trip Approval Process

1. Advance approval by the School Committee is required for any student trip involving late night, overnight, or out of state travel.
2. The approval process will be completed prior to engaging students in fundraising activities or other preparations for the trip.
3. Overnight trips will offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips will be appropriate for the grade level.
4. Teachers and other school staff will be prohibited from soliciting privately run trips through the school system. The trip approval process will apply only to school-sanctioned trips;

School Committees will not approve trips that are privately organized and run without school sanctioning.

5. Policies and procedures for trip approval should take into account all logistical details involving transportation, accommodations, fundraising required of students, and the educational value of the trip in relation to its costs.

Transportation

1. The use of vans or private automobiles for trips planned to include late night or overnight student travel should be avoided. Such trips should generally use commercial motor coaches.
2. Trips planned to include late night or overnight student travel will involve pre-trip checks of companies, drivers and vehicles.
3. School officials will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district should not contract with any carrier that has an FMCSA safety rating of “conditional” or “unsatisfactory.” FMCSA carrier ratings are available at <http://www.saferysys.org>.
4. Districts that are unable to conduct their own in-depth reviews of bus carrier qualifications may elect to use ratings and pre-qualifications established by other public entities, such as the Department of Defense’s approval list of motor carriers for troop transport located at: <http://www.mtmc.army.mil/content/504/approvedlist.pdf>.
5. The contract with the carrier should prohibit the use of a subcontractor unless sufficient notice is given to the district to allow verifications of the subcontractor’s qualifications.

Trip Scheduling

1. Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, the trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m. due to the increased risk of vehicular accidents during this time period.
2. Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered “optional school programs” and do not count toward meeting structured learning time requirements under 603 CMR 27.00. However, academic field trips may be considered structured learning time (see the Department’s Student Learning Time Regulations Guide).
3. School districts may consider travel for field trips as included in students’ schedules, but the Department recommends that schools consider scheduling additional structured learning time when significant travel time is anticipated (i.e., time outside the hours of the regular school day).
4. Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.
5. Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.
6. If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.
7. No field trips will be scheduled during the first week of the school year.

Fundraising

1. The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.
2. Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.
3. If students are charged individual fees for participation, the district should make every effort to provide scholarships where needed.
4. The Walker Fund will be considered for individual students.

Student Supervision

1. Students shall be accompanied by a sufficient number of chaperones, taking into account scheduling and logistics. All chaperones, including parents and volunteers, must have a CORI check in accordance with MGL Chapter 71, Section 38R.
2. CORI checks are recommended but not required by law for bus drivers who do not regularly work for the school district and who will not have direct and unmonitored contact with students. If such check cannot be done, a chaperone must always be present whenever students are on the bus.
3. All participating students must submit a signed parent/guardian permission form. Such form shall include appropriate authorization for emergency medical care and administration of medication.
4. The issue of payment for costs, if any, associated with chaperones shall be disclosed in detail in the application for approval of said field trip.

Clubs and Organizations

Clubs provide an excellent opportunity for students to pursue specific interests beyond the regular school day. While some clubs and organizations have specific criteria for participation, all students must have passed 24 credit hours in the preceding marking period. The 24 credit hours must include a minimum of four major subjects. Also, a student who is suspended from school (OSS & ISS) is also suspended from club activities for the entire duration of the suspension.

Because participation in extra-curricular clubs and activities is a privilege and students need to have good standing within the school, any club participant who has repeated behavioral referrals will meet with the Assistant Principal, the club Advisor and any other personnel needed to discuss the behavioral concerns and develop an appropriate plan. This meeting may result in suspension from participation in the club for a period of time.

National Honor Society

The purpose of the National Honor Society (NHS) is to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in students of Lenox Memorial High School.

Membership in the NHS is based upon Scholarship, Service, Leadership, and Character; and candidates shall have spent at least one-half (1/2) year at Lenox Memorial High School unless a transfer is made from the Honor Society of another school.

Membership in the National Honor Society is open to juniors and seniors who have a cumulative scholastic rating of 3.4 in courses used to calculate Honor Roll. The advisor to the National Honor Society shall notify candidates who have achieved a scholastic average of 3.4 of their eligibility. It shall be the candidate's responsibility to obtain from the National Honor Society Advisor the necessary application form for admission consideration. These forms must be obtained, completed, and returned to the Advisor to the National Honor Society within ten (10) school days following their eligibility notification. The forms shall then be reviewed by the Faculty Council, which shall be appointed by the Principal. Decisions on induction made by the Faculty Council are final.

Students should consult the Constitution of the Lenox Memorial High School Chapter of the National Honor Society for complete information on membership and other responsibilities of the NHS. Copies of the Constitution may be obtained in the Principal's office.

Dances

Middle school dances are for students in grades 6, 7, and 8 only and high school students are not permitted to attend. Guests are not permitted at Middle School dances. Middle School dances are typically one and half to two hours in duration. High School dances must be pre-approved and hire a police officer to be in attendance for the duration of the dance.

Student Government

Holding a class office or being elected to student council is a privilege. Class officers and council members are expected to serve as role models and to uphold the standards and ideals of the school and community. Each class has a president, vice president, secretary, and treasurer and elects two students to serve as representatives on the student council. The middle school and high school each have their own student council. Elections for all class offices will be held in May/June of each year. Sixth grade elections in early September. Elections for class office will be held prior to student council elections. There is a standard ballot for each office that requires five nomination signatures and a paragraph describing the candidate's reasons for running for office. The advisor must then approve the ballot. A description of the duties for each office is available from the class advisor.

Standards for Running for Office

Academic – Must have passed 24 credit hours in the preceding marking period. The 24 credit hours must include a minimum of four major subjects.

Disciplinary – The following discipline record will exclude you from running for office in the next election: Any disciplinary action that requires a suspension.

Class Dues - Class dues must be paid in full.

Conditions for Retaining Office

1. Any infraction of school rules that requires three (3) or more consecutive days of suspension will result in immediate removal from office for the remainder of the term of office.
2. Any criminal activity will result in permanent expulsion from all class offices.
3. A second violation of the school's tobacco/drug/alcohol policy will result in removal from office for the remainder of the term of office.
4. Passing grades must be maintained. A student must have passed 24 credit hours in the preceding marking period. The 24 credit hours must include a minimum of four major subjects. A student who does not maintain this standard will be removed from office for the remainder of the term of office.
5. Loss of office will not result in new elections. The class advisor may appoint the runner-up.
6. Class Advisors and the Assistant Principal will serve as a standing advisory board to discuss issues as necessary.

Class Dues

Class dues are used to pay for certain student activities including the prom and the senior class trip. Dues of \$10.00 in Middle School and \$15.00 in High School are payable each year, and failure to pay dues may result in exclusion from certain class activities. The Principal and/or Class Advisor may grant students experiencing financial hardship a waiver of dues.

Drama/Musical

- Drama is an after-school, co-curricular program. Students who choose to participate in the drama program may do so exclusively for reasons of personal growth and enjoyment. In the fall students, HS students present a Shakespearean play and participate in the annual Berkshire County Shakespearean Festival. MS students will participate in the Shakespeare program in the winter.
- The annual musical, HS in the winter and MS in the spring, is an after school activity. Students who choose to participate in the musical also do so exclusively for reasons of personal growth and enjoyment.

Participation in the drama/musical program is guided by the Code of Conduct, school attendance policies, and by maintaining passing grades. Students participating must be in school prior to the start of second period and remain in school for the entire school day. To participate in the drama program, a student must have passed 24 credit hours in the preceding marking period. The 24 credit hours must include a minimum of four major subjects. A MS student must have passed all 5 core courses. Students are expected to comply with all aspects of these policies. Failure to abide by these policies will result in loss of participation in current and/or future productions.

Students who audition for and are cast in the drama/musical production(s) make a commitment to the time frame set by the director. An activity fee of \$50 per student is expected in the first two weeks of the drama/musical program. There is a five fee family cap for all activities.

Policies, Acceptable Uses of Technology

1. Use of computers and the Internet in the school is a privilege rather than a right.
2. Abuse of rules and procedures will lead to loss of access to computers in the school.
3. Students taking courses that require access to computers for successful completion of course requirements are at risk of course failure if their abuse of computer use rules and procedures leads to their losing access to computers.

Computer System and Internet Rules and Guidelines

The supervised use of computers and other technologies is available to Lenox Memorial students to advance education and research in a manner consistent with the philosophy and goals of our school. Computers are school property and are subject to search by school officials without warning. No student should have any expectation of privacy while using LMMHS technology. The school reserves the right to access, review, copy, delete, monitor, and disclose all messages and files on its computer system, as well as review, monitor, and disclose internet usage if necessary and appropriate. All communication, including text and images, can be disclosed to law enforcement or other third parties without prior consent of the sender or receiver. All aspects of the Code of Conduct concerning one's personal conduct apply while using computers, the Internet or any other technology. The Massachusetts Computer Crimes Statute specifies that unauthorized access to or tampering with computer files is a violation of State law. Students will also be held financially responsible for the repair of any damage resulting from the misuse/vandalism of computers.

Lenox Memorial may issue individual computer/email accounts to students in accordance with the following rules and guidelines:

- Computers are for school-related research, and students may not use them to play games. A reasonable time limit on use may be imposed when computers are in demand.
- Computer and email accounts may be used only by the authorized owner of the account to advance education and research.
- There is a zero tolerance policy on physical abuse and vandalism of the computer systems.
- Sending annoying, obscene, libelous, or slanderous messages is specifically prohibited.
- Threats or harassment sent by email may constitute illegal acts punishable by law.
- The Internet is not a secure medium, and you should not assume confidentiality.
- Students should check email daily.
- Computer users must respect copyright laws and licensing agreements pertaining to material entered into and obtained via the computer system.

The following uses of the computer systems and the Internet **are prohibited**:

- Use of the Internet for commercial purposes, including personal shopping, or advertising.
- Downloading, copying, or installing of any files (including music, software, games, graphics, etc.) is prohibited.
- Changing any configuration settings on any school computer
- Accessing web-based e-mail/IM services such as Yahoo, MSN, Hotmail, etc.

- Accessing or attempting to access internet sites that promote and/or offer a means to cheat or plagiarize. Such action is also contrary to our expectations for academic integrity.
- Accessing Internet sites inappropriate for a school setting (i.e.: violence, pornography drugs, piracy,) or other content typically blocked by the content filter.

After or before school use of computers (including library computers) is subject to all of the rules stated above. Additional computer system and Internet rules and guidelines may be issued from time to time to protect the computer systems or to enhance effective use. Such rules and guidelines will become effective upon issuance and notice to the students.

Student-Owned Computers

Students may have the privilege of using a personally owned wireless device or laptop on school grounds given the following conditions:

- The school is not responsible for any damage, loss or theft of student-owned equipment.
- Student-owned computing devices are not permitted for use in classrooms except by specific permission of the teacher on an as-needed basis.
- The privilege of using a student-owned computer/electronic devices may be revoked at any time by the school administration and/or the District Technology Coordinator.
- Any student-owned computing device on school grounds is subject to search and/or confiscation by school officials.
- A student must surrender any passwords to his/her computer upon request of school officials.
- Rules of acceptable behavior are the same for both student-owned and school-owned equipment. Non-academic uses are not allowed.
- Students may not connect to any network other than one that is designated for student use. These will be identified with the prefix “MillionAir”.
- The student agrees not to connect to any other networks or access the internet by any other means.
- To best protect the school and other students, the student agrees to keep current virus prevention software licensed and installed on their computer at all times.

Consequence of Severe Computer Misconduct:

The use of any software or hardware to circumvent or compromise the schools computers or network (i.e. password hackers, packet sniffing, viruses, connection sharing, worms, proxies, anonymizers, etc...) will be treated automatically as a major infraction. The student will also be subject to the Massachusetts Computer Crime Bill.

Massachusetts Computer Crime Bill

Under the provisions of the Massachusetts Computer Crime Bill, it is illegal to access any computer system or part of a computer system that you do not have permission to use. This is known as electronic trespass. It is also illegal to alter or destroy electronic data such as files and passwords. This applies to any computer, whether or not it is connected to a network. Chapter 266, section 120F of the Massachusetts Computer Crime Bill includes the following: “*Whoever,*

without authorization, knowingly accesses a computer system by any means, or after gaining access to a computer system by any means knows that such access is not authorized and fails to terminate such access, shall be punished by imprisonment in the house of correction for not more than thirty days or by a fine of not more than one thousand dollars, or both. The requirement of a password or other authentication to gain access shall constitute notice that access is limited to authorized users.”

Cell Phone/Personal Electronics Use

Use of a cell phones are not permitted for any reason in the middle school. This means that cell phones must be turned off during the school day and not seen in class for any reason. For a first violation, students may sign for their phone at the end of the day. Any subsequent violation during the school year will result in a parent or guardian signature for pick up at the end of the day. All violations of the cell phone procedure will result in after school detention for each time the cell phone is taken to the main office.

High School students may not use cell phones during class time. When entering a classroom, students will be asked to place their cell phones into the “cell phone caddy” for the class period. Cell phones that remain in a student’s possession should be in their locker or backpacks and not on their person during class time. Ear buds/headphones should also be away during class time. If a student has a cell phone out during class, it will be given to the teacher and delivered to the main office for the remainder of the day. For a first violation, students may sign for their phone at the end of the day. Any subsequent violation during the school year a parent or guardian will need to sign for the phone when picked up. High School students will be able to use their phones between classes during passing time as well as during lunch. Students may also use a cell phone during study halls to listen to music with an ear bud.

All in-class violations of the cell phone procedure will result in after school detention for each incident.

If devices are necessary for an assignment in class, the teacher will let students know when they can take them out and students will return them to the “cell phone caddy” when the assignment is completed.

Guidance

The guidance office plays a very active role in the preparation for the new school year. We look forward to welcoming our new students, and we wish to help in any way we can to make the transition period comfortable and happy. As the school year progresses, the guidance counselors continue to be available to both students and parent/guardians for any questions or concerns that arise about the schedule, career or college planning, or about social/emotional well-being. Please feel free to call or come in. The counselors monitor the progress of all students during the year and will call, write, or e-mail to parent/guardians if a conference is needed.

School Adjustment Counseling

A school adjustment counselor (SAC) is a licensed independent clinical social worker. School adjustment counseling may be arranged by speaking with a guidance counselor or by direct contact with the school adjustment counselor. Students and parent/guardians may request school adjustment counseling services when a student is experiencing personal, academic, or family distress. The goal of the program is to support school achievement and positive relationships while encouraging effective communication, problem solving, and self-esteem. Individual, group, and family counseling is available at school or referral to community-based social service professionals can be provided. If a student needs to meet with a school adjustment counselor more than three times, then parent/guardian permission is necessary. However, parent/guardians will be notified immediately in cases where a student's safety is at risk.

Extra Help

Most students will need extra assistance with one or more of their courses at some time or another. One of the best ways to get help is for the student to see a teacher before or after school. The student should first check the teacher's posted availability for extra help and then talk with the teacher to select a specific day to come back for help. Another good way to get help is from a peer tutor. A peer tutor is usually a high school student who is volunteering their time to help other students with their schoolwork. Peer tutors are arranged through the guidance office. National Honor Society students may also be available for tutoring. Please check with the Guidance Office for more information.

The Learning Lab is also available to high school students who need help organizing their work or improving their study habits. Students may make an appointment to drop by the Learning Lab during their study hall. Students who have a diagnosed learning disability and who attend the Learning Lab as part of their schedule have priority over others who drop by during study time.

SECTION III: Attendance Policies

A clear, positive relationship exists between regular school attendance and high academic achievement. The learning experiences that take place in the classroom are a meaningful and essential part of the educational process. It simply is not possible to "make up" everything that is lost when a day of school is missed. Developing good attendance and work habits are strong components of overall preparation for employment and higher education. A student who is absent, tardy or dismissed is responsible for all announcements, notices, class assignments, projects/labs and assessments missed during his/her absence. The student is responsible for making specific arrangements with teacher(s) for assignments, projects/labs and/or assessments. All work will be offered to the student for full-value credit upon the return of the student to class for all excused absences.

Parent/Guardian Procedure for Student Unplanned Absence

If your student is absent from school, please do the following:

1. Call the school at 413-637-5560 *before* 9:00 a.m. An answering machine will be in use for calls *before* 7:30 a.m.

2. Indicate your student's name, grade level, and date(s) of absence and the reason for the absence. Your call will be logged and placed in your student's file.
 - If it is an extended illness, please state so as soon as that is known.
 - Other than a known extended illness, the school must be contacted *each day* a student is out of school.

Planned Absences

The Principal must be notified in writing at least one (1) week in advance for planned absence(s), and all work missed must be made up in accordance with the requirements stated above for work missed due to absence(s). Similarly, classroom teachers should also be notified at least one (1) week in advance for planned absence(s).

Excused School Absences: An absence is considered excused when the parent/legal guardian contacts the school and provides a legitimate excuse for the absence. Below is a list of examples of what constitutes *excused* school absences:

1. Religious observances
2. Medical emergency
3. Illness/Long-term illnesses
4. Legal responsibilities
5. Death in the family
6. Family emergency
7. School-sponsored activities

Absent from Class: Students with more than ten (10) absences in a semester course, more than twenty (20) absences in a full-year course, or more than five (5) absences in an every-other day (semester) course will lose credit for that course (all students have the right to the appeals process).

Loss of Credit: Students who lose credit for a class due to excessive absenteeism will still receive a grade for the course(s) and the grade achieved will appear on their school transcript, but *without* credit. The grade received will also be counted in the student's GPA calculation.

Notification & Meeting: Once a student has reached one-half ($\frac{1}{2}$) the number of the absence limit (as detailed above), the Assistant Principal or his/her designee will send a notice to the student and the student's parent/guardian scheduling a mandatory meeting. The meeting will be used to develop a plan to ensure better attendance and explain the consequences of excessive absenteeism.

Appeals: Students with more than ten (10) absences in a semester course, twenty (20) absences in a full-year course, or five (5) absences in an every-other day (semester) course have the right to appeal the loss of credit before the Assistant Principal. At this time, students and parent/guardians may present documentation explaining student absences. Information from the classroom teacher and appropriate guidance counselor may also be considered. The Assistant Principal or his/her designee shall make a final determination of all appeals.

Further Reviews: If a parent/guardian wishes further review of the loss of credit after the appeal with the Assistant Principal, the parent/guardian may request in writing a review by the Principal. The Principal will confer with the Assistant Principal and others, at his/her discretion, regarding the request and notify the parent/guardian in writing of the results of his/her review. The decision of the Principal shall be final.

Making up Lost Credit: If an Appeal is denied, the Assistant Principal and the student will work together to formulate a plan that will enable the student to regain credit for the course. Guidance and the teacher will be involved in the process. The Assistant Principal's options may include, but are not limited to, summer study, repeating the course (or a part thereof), independent study, and online course work.

Work Missed for Excused Absences

Students whose absences are excused have the right to make up tests and as much classroom work missed as each teacher deems practical and essential. It is the student's responsibility to schedule makeup arrangements with each of their teachers. Work missed due to one or two absences should be made up within two (2) school days. Work missed due to longer absences should be made up within five (5) days. With the written consent of the teacher, further extensions may be granted if, in the opinion of the teacher, the complexity and/or quantity of work missed require extended time for completion. Parent/guardians should discuss extenuating circumstances with the Assistant Principal, nurse and/or guidance counselor. In no case, however, will an extension exceed twenty (20) school days from the date the student returns to school. Arrangements for makeup work will take place either before or after school or at such time prescribed by individual teachers. While teachers try to accommodate extended absences as best they can, they cannot re-teach all the missed classes. In some cases, missed projects (e.g., science labs) may not be possible to make up.

The burden of making up missed schoolwork lies with the student and must be completed within the allocated time frame.

Responsibility for Regular Attendance

Regular attendance in school is required by Massachusetts's law (G.L. c.76, §2) for all persons between the ages of 6 and 16. It is the shared responsibility of each student, their family, and the school to ensure that the student attends school each day that they are not sick. Failure to attend school, except under extraordinary circumstances, will require school personnel to seek help for the student and the student's family through court action and/or through the Massachusetts Department of Children and Families.

When a student reaches the age of 16, they may withdraw from school with the permission of their parent or guardian. The parent(s) or guardian(s) may meet with the Superintendent or their designated representative prior to the student's withdrawal from school for the purpose of discussing the reason for the student's withdrawal and the alternative educational programs available to the student. The student will be told that they may resume their education even if they have withdrawn from school pursuant to this procedure.

G.L. c.76, §1, sets forth a process for establishing that a student has permanently left school. As amended, Section 8 requires that the administrator of the school last attended by the student:

- Send notice containing information prescribed in the statute within a period of five days from the student's tenth consecutive absence to the student and parent or guardian in both the primary language of the home, to the extent practicable, and English. Among other things, the notice must initially offer at least two dates and times for an exit interview within ten days of the notice.
- Convene an exit interview, which may proceed without the parent or guardian if the Superintendent or designee has made a good faith effort to include the parent or guardian.
- Include a team of school personnel in the exit interview such as the Principal, guidance counselor, teachers, attendance officer and other relevant school staff, and give the student information about the benefits of earning a high school diploma, the detrimental effects of early withdrawal, and alternative education programs and services available to the student.

SECTION IV: Policies and Practices to Support a Safe School (Code of Conduct)

Positive Behavioral Supports

The following measures are intended to advise and educate students regarding behaviors that fall below our community expectations and possible responses to such behaviors. These measures are to be viewed in the context of a student-centered system that includes The Student Support Center, the Building Based Support Team, Special Education services, effective approaches to classroom management, and innovative instructional methodologies.

Teachers are encouraged to work with students directly to help them improve their behavior through such measures as teacher/student conference, teacher/parent/guardian communication, and teacher-assigned detention prior to office referral. Students may also be referred to school counselors or community agencies for constructive solutions to problems.

Student Support Center

The Student Support Center, or SSC, was designed to provide educational support to students who may be unable to manage their behavior in the classroom. Students are referred to the SSC by their teacher or the Assistant Principal. Once a referral has been made, the student reports to the Student Support Coordinator for a specific period of time, typically for the duration of the class where the concern took place. Students are expected to bring their work to the SSC, where they will discuss strategies for managing their behavior in the future, engage in collaborative problem solving, and complete assigned work. The SSC Coordinator will contact parent/guardians of those students who were sent to the SSC by a teacher. Students who feel they need assistance within a class may self-refer to the SSC for a short period of time to assist the student in regaining self-control in the classroom. At no time does the SSC replace discipline as outlined in the LMMHS Code of Conduct.

Civility Policy

It is the intent of the Lenox Public Schools to promote respect, civility, and orderly conduct among District employees, parent/guardians, and the public. It is not the District's intent to deprive any person of their right to freedom of expression. The intent of this policy is to maintain, to the greatest extent reasonably possible, a safe, harassment-free environment for teachers, students, administrators, staff, parent/guardians, and other member of the community. The District encourages positive discussion and discourages volatile, hostile, or aggressive communications or actions.

1. Expected Level of Behavior:

- District personnel will treat parent/guardians and other members of the public with courtesy and respect.
- Parent/guardians and other visitors will treat teachers, administrators, and other District employees with courtesy and respect.

2. Unacceptable and Disruptive Behavior:

- Using loud or offensive language, swearing, cursing, or displays of temper;
- Threatening to do physical harm to a teacher, school administrator, school employee, or student;
- Abusive, threatening, or obscene letters, email, or voicemail messages;
- Any other behavior that disrupts the orderly operation of a school, classroom, extracurricular school activity, and/or administrative function.

3. Parent/Guardian Recourse:

- Any parent/guardian who believes they have been subjected to unacceptable behavior on the part of any staff member should bring such behavior to the attention of the staff member's immediate supervisor, appropriate administrator, and/or the Superintendent of Schools.

4. Authority of School Personnel

Any individual who acts in the following manner may be directed to leave school premises or School Committee premises by a school Principal or Assistant Principal, or their designee, any school administrator, including the Superintendent of Schools, and school security personnel. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement personnel take such action as they deem necessary:

- Disrupts or threatens to disrupt school or school district operations;
- Threatens or attempts to do or does physical harm to District personnel, students or others lawfully on school or School Committee premises;
- Threatens the health or safety of students, District personnel, or others lawfully on school or School Committee premises;
- Intentionally causes damage to District property or the property of others lawfully on school or School Committee premises;
- Uses offensive language; or

- Comes onto school premises without authorization.

Should an individual persist in violating the terms of this policy, the District may limit and restrict the methods of communication which may be used by said individual.

In the event that there is a serious threat of harm to student(s) or school personnel, the administration may obtain an Order of No Trespass prohibiting the individual making said threat from entering on District property.

5. Authority to Deal with Persons who are Verbally Abusive to School Personnel:

- If any member of the public uses obscenities or speaks in a loud, demanding, insulting, and/or demeaning manner, the employee to whom the remarks are addressed shall calmly and politely warn the speaker to communicate civilly.
- If the verbal abuse continues, the employee may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation.
- If the meeting or conference is on school premises, any employee may request that an administrator or other authorized person direct the speaker to promptly leave the premises.
- If the person refuses to leave, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement personnel take such action as is deemed necessary. If the employee is threatened with personal harm, he or she may contact law enforcement.

Disciplinary Action in the Classroom

Teachers are responsible for establishing standards of conduct within the classroom. They should use common sense to diffuse or stop situations which interfere with the educational process.

There are some areas of discipline which should remain in the classroom and be handled by the classroom teacher. These include, but are not limited to:

1. Tardiness to class
2. Being unprepared for class
3. Talking and other minor disruptions
4. Passing notes
5. Minor horseplay
6. Non-participation in classroom activities/assignments
7. Cheating/Academic Honesty

Disciplinary Action by Administrators

In addition to excluding a student from their school program by means of short-term and long-term suspension, administrators have the right to institute alternative disciplinary measures, including, but not limited to, the following:

1. after school detention
2. restitution
3. school-based community service
4. referral for and/or participation in counseling

5. letters of apology
6. suspension of driving privileges on school property
7. creation of a discipline contract
8. random testing for illegal use of drugs, controlled substances, and/or alcohol
9. exclusion from extra-curricular activities
10. restriction from co-curricular activities

Discipline Point System

School rules and regulations are in place to help the school building run smoothly. Our hope is that students, faculty, staff and administration at LMMHS can work together to keep a positive atmosphere throughout the building. If it is necessary to react to students' lack of compliance with our rules, the following will be employed:

Any student who violates rules or regulations will be assigned discipline points. When a student is assigned points, an email or phone call will go home letting the parent/guardian know from which classroom the student received the points and the circumstances of the infraction. After a student has accumulated 8 points, the student will be assigned an after-school detention.

How it works:

1. Students will be assigned points depending on the nature of the infraction.
2. When a student reaches 8 points, after-school detention will be assigned.
3. Ways to reduce points:
 - a. For every two weeks of no-points-added, two points will be deducted.
 - b. For every session after school with a teacher for extra help, two points will be deducted if the student requests a point reduction slip from the teacher and the slip is returned to the Assistant Principal.
 - c. For every one hour of volunteer service to the school community, two points will be deducted.
 - d. For every after school detention served, eight points will be deducted.
4. If a student is sent to the SSC by a teacher for disruptive behavior, they will receive discipline points - First time = 2 points, subsequent times the same day = 4 points each.
5. The school reserves the right to return to a detention system at any time without notice.

Assignment of points: Some infractions may result in an automatic eight points and the assignment of an after school detention, an in-school suspension or an out-of-school suspension. Points may be assigned by an administrator for the following infractions:

- Offensive language, gestures or clothing
- Failure to follow instructions of a faculty or staff member
- Disruptive behavior in the hallways
- Disrupting a learning environment
- Abuse of a Teacher's Pass privilege
- Tardiness: 2 points for each tardy with a parent/guardian note, 4 points without a note
- Purposeful misrepresentation of the facts (lying)
- Computer violations
- Physical altercations or damage to property

Automatic assignment of detention:

- Missed teacher assigned detention
- Cutting a class
- Leaving the school grounds without permission
- Use of cell phones or personal electronic devices in a classroom without permission
- Excessive repeating of minor infractions listed above

Minor Infractions

A minor infraction is defined as misconduct that interferes with typical classroom procedure or the operation of the school and/or disrupts the learning climate of the school and is less serious in nature.

Examples of Minor Infractions:

- Classroom or morning tardiness
- Refusal to comply with reasonable teacher-assigned discipline
- Minor classroom disturbance
- Misconduct on a school bus
- Use of skateboards on school grounds
- Offensive language, gestures, or clothing
- Failure to comply with dress code
- Minor physical altercations or minor damage to property
- Failure to follow instructions
- Possession of prohibited items (e.g. laser pointers, etc.)
- Unauthorized use of personal electronic devices
- Possession of material promoting the illegal use of controlled substances
- Use of school phones without permission
- Unauthorized use of the elevator
- Possession of over-the-counter or prescription medications

Possible Responses to Minor Infractions:

- Verbal reprimand
- Teacher/student conference and/or parent notification and conference
- Assignment of discipline points
- Temporary removal from classroom or setting
- Teacher or administration-assigned detention
- Suspension from extracurricular activities and school-based social activities
- Referral to guidance or school adjustment counselor
- Behavioral contract
- Teacher/schedule change
- Confiscation of unauthorized materials
- Possible referral to the school's Building Based Support Team
- Short or long term suspension

Major Infractions

A major infraction is defined as repeated misconduct previously referred for administrative action with prior warning or single or multiple actions that are serious or grave in nature.

Examples of Major Infractions:

- Repeated occurrence of minor infractions
- Not serving detention or ISS as assigned
- Intentional plagiarism or cheating
- Verbal assault, threatening or extremely defiant behavior, use of obscene language or gesture directed toward a faculty/staff member
- Lying or giving false information, either verbally or in writing, to a school employee
- Unauthorized access to or tampering with, changing, or altering school records or documents of the school by any method
- Refusing an administrator's (or his/her designee's) request to submit to a search for contraband materials when the administrator (or designee) has a reasonable suspicion that the student may be carrying such material(s)
- Conduct which, in the judgment of school officials, will likely result in the disruption of school operations
- Any school-related act, on or off school property, which interferes or restricts another student's ability to enjoy the educational benefits afforded or offered within, and outside of, the school setting.

Possible Responses to Major Infractions:

- Referral to school's Building Based Support Team and/or parent conference
- Administration-assigned detention
- Loss of privilege to participate in field trips and/or excursions
- In-School Suspension
- Required group or individual counseling
- Community service
- Short- or Long-Term Out-of-School Suspension or Expulsion
- When appropriate, school officials will contact law enforcement officials and assist in prosecuting the offender

Due Process

Due process procedures provide fairness to students in disciplinary matters. A student to be punished by office detention is entitled to a verbal or written notice of the violation and an opportunity to respond before detention is assigned. A 24-hour notice of detention will be given to the student.

Loss of Privileges and Participation in School Activities

Participation in school-sponsored activities is a privilege. Loss of privileges such as participation in after-school athletics, school dances, senior trip, prom, etc., may result if a student fails to serve office-assigned detention, return (or pay for) overdue library books, pay for lost or damaged textbooks, or pay for damaged school property.

Office Detention

Detention is defined as any action requiring a student to be present on school grounds in a designated area at a time other than normal school hours. Detention is often employed as a response to any incident in which a student's behavior causes instructional time to be lost for them or any fellow student. Examples of this type of behavior are listed under both "Minor" and "Major" infractions. Detentions assigned for all middle school students and tardy detentions for all grades will be 30 minutes in length. High school students will be assigned detentions lasting 30, 60 or 90 minutes in length depending on the infraction. The student shall serve the detention the day of or the day after the detention being assigned. When a detention is assigned, an email/call will be sent to the parent/guardian and cc'd to the student as notification and a reminder of the assigned detention. While in detention, students are required to perform a school community project or perform school work, remain quiet and adhere to posted rules. Use of cell phones is prohibited.

In-School Suspension

In-School Suspension (ISS) requires a student to report to a supervised room where the student is expected to complete schoolwork and/or perform community service under the direction of a certified teacher.

The purpose of In-School Suspension is to provide an alternative disciplinary measure while maintaining a continuing academic program for students. Students will be required to perform schoolwork while in Internal Suspension during the school day, remaining quiet, and adhering to the posted rules. Students may also perform a school community project and may meet with a school adjustment counselor. Students may be assigned to In-School Suspension for misconduct listed under the category of "Major Infractions." Students in Internal Suspension will not be eligible for any after-school activities (i.e.: interscholastic athletics and clubs). Use of cell phones is prohibited.

For policies regarding parent/guardian notification and appeals, see short term suspension below.

Suspension from School, Policies: Short-Term Suspension (10 DAYS OR LESS)

1. Before a suspension of ten days or less takes place, the school owes a student notice, explanation and a hearing. The Principal or designee shall provide written notice to the parent/guardian, offering an opportunity to meet and to discuss the violation as charged, and prior to the suspension taking place.
2. The student shall meet with the Principal or designee regarding the alleged offense. The Principal or designee shall make a good faith effort to include the student's parent/guardian in this meeting. The parent/guardian, if present, shall have an opportunity to discuss the student's conduct and to offer additional information or mitigating facts.
3. At the meeting, the student shall be told the basis of the accusation, the nature of the disciplinary offense, and any other pertinent information. The student, and their parent/guardian if present, shall have the opportunity to present additional information

and to offer mitigating facts. However, the student will not have the opportunity to secure counsel, to confront and cross-examine witnesses or to call their own witness to verify their version of the incident. The Principal or designee, in their sole discretion, may permit the student to question their accuser or present their own witnesses.

4. The Principal or designee will issue a written determination of the suspension to both the student and the parent/guardian, including the key facts and conclusions reached, the length and effective date of the suspension, a date of return to school, and the opportunity to make up assignments and other needed school work.

Long-Term Suspension (more than 10 days)

Students facing a suspension of more than ten days (cumulatively within a school year or consecutively) and up to ninety days have the right to a more formal process. These rights include the following in addition to those described for short-term suspensions:

1. To review the student's own record and any documents on which the Principal may rely, in making their decision regarding suspension;
2. To be represented by counsel (at the student's expense);
3. To present the student's own explanation of the alleged incident;
4. To produce witnesses on their own behalf;
5. To cross-examine witnesses presented by the school or district (unless the student's interest in cross-examining witnesses is outweighed by the need to protect witnesses from possible retaliation);
6. To request a recording of the meeting;
7. Notice of the student's opportunities to make academic progress during suspension, with information about the school's education service plan;
8. Notice of the right to appeal the suspension, with instructions about the process for doing so.

Appeal of Long-Term Suspension (more than 10 days):

1. If a student receiving a long-term suspension (more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple disciplinary offenses in any school year) wishes to appeal that decision to the Superintendent, they must do so in writing no later than 5 calendar days following the effective date of the suspension.
2. The student or parent/guardian may request an extension of up to 7 calendar days to submit this request for an appeal. The Superintendent or designee shall hold a hearing within 3 school days of receiving the student's request for an appeal.
3. The student or parent/guardian may request an extension of up to 7 calendar days for this hearing to be held. The Superintendent or designee must include the parent/guardian in this hearing, or else must show a good faith effort to include them.

4. At the hearing, the student has the same rights afforded them at the Principal's meeting prior to issuing the long-term suspension.
5. The Superintendent or designee will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent/guardian upon request.
6. The Superintendent will issue a written decision within 5 calendar days of the hearing, either upholding or lessening the suspension. This will be the school district's final decision on the matter.

Making Threats

Chapter 313 of the acts of 2002 specifies that any individual who willfully communicates a threat resulting in the evacuation or serious disruption of the school, school-related event, or school transportation, shall be punished by imprisonment in the state prison for not less than 3 years, nor more than 20 years or imprisonment in the house of correction for not less than 6 months nor more than 2 ½ years or by fine of not less than \$1,000 nor more than \$50,000, or by both fine and imprisonment.

Firearms and Dangerous Weapons

Possession of a dangerous weapon, not limited to a gun, gun replica (starting gun, airsoft gun, pellet gun, etc.) or knife, on school property or when associated with or participating in any school-sponsored activity may result in expulsion or other disciplinary action. A variety of objects when used for the purpose of intimidation or injury will be considered as a weapon. A student who wishes to bring to school, for the purpose of display or other school-related reason, any item that may be considered as a weapon may do so only with the express written consent of the Principal.

Emergency Removal

Emergency removal of a student is within the Principal's authority when, in their judgment, the student's continued presence poses a danger to persons or property and there is no adequate alternative to alleviate that danger. The Principal or designee shall do the following:

1. Make adequate provisions for the student's safety and transportation before removing them from school on an emergency basis.
2. Make immediate reasonable efforts to orally notify the student and parent/guardian of the emergency removal and the reason for it.
3. Provide written notice to the student and parent/guardian.
4. Provide an opportunity for a hearing before the Principal, with the parent/guardian in attendance, within two school days of the emergency removal (unless the parties agree to an extension of time).
5. Render a decision orally on the same day as the hearing, and a written notice of the hearing no later than the following school day.

Students Serving Suspensions

Students who are suspended from school (other than an in-school suspension) are not allowed to be in school or on school property at any time during the period of suspension and are not allowed to attend any school-sponsored activities. When the period of suspension includes a weekend or vacation period, the student is ineligible to participate in or attend any activities throughout the entire period. Students who do not fulfill outstanding disciplinary obligations by the last day of school must make arrangements with the Principal or Assistant Principal to serve detentions and work details during the summer. A student serving a suspension will be required to complete these obligations at the beginning of the next school year. If a school-sponsored activity begins prior to the start of the school year, that time will be included as part of the suspension.

Expulsion/Indefinite Suspension

M.G.L., c. 71, section 37H provides the Principal the authority to expel a student who is found on school premises or at a school-sponsored event, including athletic games and field trips, possessing a dangerous weapon, or possessing a controlled substance, or who assaults a Principal, Assistant Principal, Teacher, Teacher's Aide, or other educational staff on school premises, or at a school-sponsored or school-related event. The Principal may determine based on the facts that suspension is more appropriate.

M.G.L., c. 71, section 37H1/2 provides the Principal the authority to indefinitely suspend a student who is charged criminally with a felony and to expel a student who is convicted or admits guilt in court with respect to a felony or felony delinquency.

Expulsion and indefinite suspension proceedings pursuant to this section shall be in accordance with the statutory language, which may be found this Handbook.

Expulsion Procedure

A student facing expulsion has the following procedural rights:

1. Written notice in the student's home's primary language that a hearing will be held to determine whether or not to impose an expulsion. Notice shall include the following:
 - a) The date/time/place of the hearing;
 - b) A description of the nature of the allegation and the evidence supporting the allegation against the student;
 - c) A list of witnesses who will appear on behalf of the school;
 - d) A summary of the procedures to be followed and the rights afforded to the student at the hearing;
 - e) Notice of the right to an Alternate Education Plan if the student has an Individualized Education Plan;
 - f) The telephone number of the Principal;
2. The right to be represented by a lawyer or advocate (at the student's expense);
3. Adequate time to prepare for the hearing;

4. Access to documented evidence prior to the hearing;
5. The right to request that witnesses attend the hearing, and to question them (unless the student's interest in cross-examining witnesses is outweighed by the need to protect witnesses from possible retaliation);
6. The right to have the hearing transcribed;
7. The right to have the hearing translated into the student's or his parents' or guardians' primary language;
8. A reasonably prompt written decision including specific grounds for the decision, the process for appeal, and the right of the student to access alternative educational services.

Appeal of Indefinite Suspension or Expulsion

A student may appeal an indefinite suspension or expulsion imposed by the Principal pursuant to M.G.L. c. 71, section 37H1/2 (felony convictions, etc.) in writing to the Superintendent within five (5) calendar days following the effective date of the suspension.

Academic Progress of Suspended/Expelled Students

Any student who is serving a long-term or indefinite suspension or expulsion shall have the opportunity to receive education services and make academic progress during the period of removal. Principals must create a School-wide Education Service Plan for the purpose of detailing education opportunities to students who are expelled or suspended from school for more than ten (10) consecutive days. Schools must also allow students the opportunity to make academic progress during all suspensions and expulsions. LMMHS Administration and Faculty will work with students and families to encourage and support students to make educational progress, whether the student is suspended or expelled. A copy of the School-wide Education Service Plan is available on the LMMHS website and in the Guidance Department.

Suspended or Expelled Students

Students who have been suspended or expelled from school shall not be eligible to participate in any school functions for the duration of such disciplinary action. Students who are suspended or expelled and return to school grounds or school sponsored events may be suspended an additional day and may be referred to the police or other proper authorities for trespassing. The period of suspension ends as of the beginning of the school day on which the student returns to school.

Drug and Alcohol Related Offenses

In the case of a long-term suspension for drug/alcohol related offenses, the Principal may require a student to attend an outside drug treatment program and provide random urinalysis reports to the school upon return. The Principal may require a student to provide written proof, or "Certification of Completion," of their attendance to a drug treatment program prior to returning to the school.

Notice of Suspension and Hearing under Section §37H ¾

1. Except as provided in 603 CMR 53.07 and 603 CMR 53.10, a Principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.
2. The Principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language 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 Principal 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;
 - g) if the student may be placed on long-term suspension following the hearing with the Principal;
3. The rights set forth in 603 CMR 53.08 (3)(b);
4. The Principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the Principal must be able to document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal 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.
5. Written notice to the parent/guardian may be made by hand delivery, first-class mail, certified mail, and email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and parent/guardian.
6. A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent/guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent/guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing

with the student and the parent/guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent/guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent/guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent/guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

Emergency Removal under Section 37H¾

1. Nothing in these regulations shall prevent a Principal from removing a student from school temporarily when a student is charged with a disciplinary offense and 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 Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall do the following:
 - a) Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters set forth in 603 CMR 53.06(2);
 - b) Provide written notice to the student and parent/guardian as provided in 603 CMR 53.06(2);
 - c) Provide the student an opportunity for a hearing with the Principal that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent/guardian 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 principal, student, and parent/guardian.
 - d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.
2. A Principal 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.

In-School Suspension under Section 37H¾

1. The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

2. The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in 603 CMR 53.10(3) through 603 CMR 53.10(5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).
3. The Principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the Principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.
4. On the same day as the in-school suspension decision, the Principal shall make reasonable efforts to notify the parent/guardian orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Principal shall also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Principal is unable to reach the parent/guardian after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent/guardian of the in-school suspension.
5. The Principal shall send written notice to the student and parent/guardian about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent/guardian to a meeting with the Principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred.

Discipline and Students with Disabilities:

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services or a Section 504 Plan or who the school district knows or has reason to know might be eligible for such services.

The following additional requirements apply to the discipline of students with disabilities:

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs. Students with disabilities may be excluded from their programs for *up to* ten (10) school days to the extent that such sanctions would be applied to all students.

Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.

2. Manifestation determination: When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent/guardian, and other relevant members of the Team, as determined by the parent/guardian and the district, will convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parent/guardians, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP.
3. If the Team determines that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment
4. If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs and 504 plans. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.
5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.
6. Not later than the date of the decision to take disciplinary action, the school district notifies the parent/guardians of that decision and provides them with the written notice of procedural safeguards. If the parent/guardian chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent/guardian and the school district agree otherwise.

Section 504 Plan

Students who have been found to have a disability that impacts upon a major life activity, as defined under Section 504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year.

Procedural requirements applied to students not yet determined to be eligible for special education

The school is deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred:

- (1) The student's parent/guardian expressed concern in writing to administrative personnel, or the student's teacher/counselor, that the student is in need of special education and related services;
- (2) The student's parent/guardian requested an evaluation of the child; or
- (3) The student's teacher/counselor or other school personnel, expressed specific concerns directly to the Director of Student Services or to other supervisory personnel about a pattern of behavior demonstrated by the student.

The school is not deemed to have knowledge of a disability if (1) the parent/guardian has not allowed an evaluation or refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability. If a request for an evaluation is made during the time period in which the student is subject to disciplinary measures, the evaluation must be conducted in an expedited manner.

Exclusion from Extra-Curricular Activities and School Sponsored Events

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 the procedures in G.L. c. 71, § 37H¾ or 603 CMR 53.00.

Suspension: Education Service Plan

In accordance with the Massachusetts General Laws Chapter 71, Sections 37H, 37H ½, and 37H ¾, the Lenox Public School District must provide opportunities for students to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her in school suspension, short-term suspension (10 days or less), long-term suspension (10 days or more) or expulsion.

School Discipline and Special Education Students

Alternative educational placement

Students given this option are expected to attend an alternative educational program at a designated public site identified by the school district. The academic work will be consistent with the academic standards and curriculum frameworks established for all students under G.L. c. 69 §§1D and 1F.

Exception for Students on Section 504 Accommodation Plans *for Drug-Related Offenses*

Section 504 of the Rehabilitation Act makes an exception for students on Section 504 Accommodation Plans who have been disciplined for drug-related offenses and are currently using illegal drugs. Section 504 permits a district to take the same disciplinary action against such a student as it would against a regular education student, including exclusion, without conducting a manifestation determination.

SECTION V: Other Policies and Procedures related to Student Health and Safety

Health Services

A full-time nurse is available during the school day for drop-in visits and emergency first aid. Regular services include hearing, vision, scoliosis, height and weight screenings, individual health counseling, and administration of medications. State law and School Committee policy requires all seventh and eleventh graders and all students who wish to try out for an athletic team to have an updated physical exam on file. Athletic physicals are good for 13 months from the date of the exam. SBIRT screenings are done annually in grades 7 and 9. SBIRT stands for Screening, Brief Intervention and Referral to Treatment services. Screenings are completed by the SBIRT team, which includes the school nurse, guidance counselors, the school adjustment counselor and administration. Please contact the school nurse if you wish to exclude your student from any of the state mandated screenings listed above.

The Massachusetts Department of Public Health requires (105 CMR 220.000) the following immunizations for all students entering grade 7:

- 2 doses of MMR (measles, mumps, rubella)
- 3 doses Hepatitis B
- 3 doses Polio
- 1 dose Tdap
- 2 doses of Varicella (chicken pox) or MD certification that student has had the disease.

*Beginning school year 2020-2021, both 7th and 11th grade students will be required to have 1 dose of meningococcal conjugate vaccine (MenACWY).

Under special circumstances, medical or religious exemptions may be obtained, and are required to be completed annually. However, personal or philosophical exemptions are not acceptable.

At times, a student may be too ill to attend school. As a general guideline, students should stay home if they have nausea, vomiting, diarrhea, or an elevated temperature. A student should be free of such conditions for twenty-four hours before returning to school. A student who is out of school for more than five (5) consecutive days must have a note from a doctor prior to return. The nurse may excuse a student from participation in physical education class upon the request of either the student or parent/guardian; however students will be required to make up classes to maintain grade credit. The nurse may require a doctor's note if the student either has multiple requests for exclusion or needs extended absence from physical education. Students with a medical note will not be required to make up classes.

In order for the school to administer an over-the-counter medication (such as Acetaminophen, or Ibuprofen, etc.) a medication authorization form signed by a parent/guardian must be on file. In order for the school to administer a prescription medication, both parent/guardian and physician, on an annual basis, must sign a medication authorization form. Medication authorization forms may be obtained from the nurse or downloaded from the school website. Students are not permitted to carry their own medications except in special circumstances; students with a diagnosed medical condition, with the approval of a physician and parent/guardian, can be coordinated by the nurse with completed documentation.

Substance Abuse Counselor

A substance abuse counselor is available on location daily to meet with students and/or families for assistance with substance abuse or smoking cessation. Students may make individual appointments through the guidance office or parent/guardians may make an appointment by calling the guidance office at 637-5560.

Visitors

All visitors to the school must ring the front buzzer and enter through the main entrance and report to the main office to sign in and obtain a visitor's badge, which must be worn at all times. Visitors who do not report to the main office may be subject to a charge of illegal trespass.

Building Evacuation

From time to time the building is evacuated either for a practice drill or for an actual emergency. Students should become familiar with the fire exit instructions that are posted in every classroom. The signal for evacuating the building is a loud alarm that is used only for this purpose. When outside students should remain with their class and teacher at all times. The teacher will take attendance and report missing students. Students should walk with their class to the designated areas and remain clear of fire lanes. Students should not get into cars unless specifically instructed to do so. Students using other exits should remain 100 feet from the building. If alternative evacuation procedures are required, specific instructions will be announced over the intercom.

Building Lockdown – Enhanced safety procedures

A lockdown would be used in the event that a dangerous person has entered the school, is on school property or in the vicinity of school. While this is not likely to happen, it is important that we all know how to respond if it should happen. The school will follow the Enhanced Lockdown

protocol encouraged by Lenox and State Police. A lockdown would be announced on the school's intercom system. A lockdown requires that classrooms be secured. Students will be given specific instructions by the teacher and through the intercom system on what to do when a lockdown is announced. This could include lockdown, relocation within the building or evacuation from the building. Communication with students and staff will continue throughout the event using the PA system.

School Cameras

The Middle and High School has building cameras that see the exterior, hallways and common areas (cafeteria, lobby, gym, etc.) of LMMHS. Students and staff may be seen on camera at any time and should not expect privacy when in those areas of the building.

Appropriate Attire

Philosophy: Students at LMMHS are expected to dress appropriately for school and school-sponsored activities. It is important for students to understand that the dress code is not intended to discriminate based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Students and staff must also bear in mind that it is their responsibility to manage their own personal "distractions" without regulating individual students' clothing/self-expression.

Appropriate Attire: - Fabric covering genitals, buttocks, and breasts must be opaque (ripped jeans and leggings are allowed as long as underwear and buttocks are not exposed).

- Clothing may not: depict violence, depict or promote gang membership, promote illegal activities, contain profanity or pornographic material, contain hate speech, contain symbols, images or words that are deemed hateful.

- Shirts and dresses must have fabric in the front, back and on the sides (under the arms).

- Clothing, costumes or makeup that obstruct the identity of an individual (e.g., hoods, masks, sunglasses) are not allowed.

- All shirts must have some form of strap or sleeve.
- Students are required to wear tops, even during PE and athletic practices.
- Shirts should at least reach the navel.
- All shorts, dresses, and skirts must reach past the bottom of the buttocks.

Appropriate Attire Enforcement: The staff of LMMHS understands and is respectful of the fact that the fit of clothing is dependent on the body of the individual. The dress code is not enforced in a way that has a discriminatory impact on students based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Students will be asked to change their clothing if it fails to comply with this Dress Code. However, staff should use body-positive language to explain the code and to address code violations. In addition, staff should not be shaming students for their attire. This includes calling out students in hallways, or in classrooms about perceived dress code violations in front of others.

Student Guests

Student guests may be permitted on a limited basis. The guest and their student host must each have written consent from their parent/guardian and must obtain the consent of the Principal at least two days prior to the visit. Guests must adhere to all school rules and regulations. Students applying to Lenox under the provisions of "school choice" must make an appointment for their visit through the guidance office by calling 637-5560.

Care of Personal and/or School Property

It is the student's responsibility at all times and in all situations to protect their property and school property placed in their charge. Generally, students should not bring extra money or other valuables to school. If a student must have a large sum of money or an item of value while in school, they should deposit such item(s) in the office during school hours. Students should keep their lockers locked at all times. Carelessness, including that of friends who know the combination, is the most frequent cause of a loss of property. All equipment, books, etc., should be marked with the student's name. Report all losses to the office immediately. Students are expected to treat school property with care and respect. Students will be held responsible for any damage or vandalism of books, desks, calculators, or other school property in their care.

Searches of Students/Possessions

School officials are permitted to search a student and/or the student's possessions such as handbags, book bags, backpacks, etc., when there is reasonable *suspicion* that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Reasonable *suspicion* may include a school official's personal observation that the student possesses contraband material on school grounds or the school official's receipt of a report to that effect by a teacher, another school employee, a student, or some other reliable source. A search will be limited to areas and objects that reasonably could be expected to contain the contraband material.

Lockers are school property and are subject to search by school officials without warning. Lockers should be used to temporarily store coats, books, and other school supplies, and provide a good alternative to carrying everything around in a book bag. Health experts strongly suggest that students not carry more than 10% of their body weight in backpacks. Students are assigned both hallway lockers and lockers in the gymnasium locker rooms. All lockers have combination locks, and students should keep their lockers locked at all times. Valuables should not be stored in lockers.

The Use of Sniffing Canines by Police

The use of sniffing dogs by state, county or local police is permitted by the Lenox Public Schools. The United States Supreme Court and the Massachusetts Supreme Judicial Court have held that indiscriminate canine "sniffs" are not an unreasonable search under the Fourth Amendment (or under Article 14 of the Massachusetts Declaration of Rights) because individuals do not have a reasonable expectation of privacy in the smell from a car or locker. Further, students do not have a legally recognized reasonable expectation of privacy in their car

or locker on school grounds. The use of a locker, and the availability of parking on school grounds, is a privilege.

The use of sniffing dogs will be restricted to school parking lots and locker areas, including hallways. The dogs will not come into contact with students at any time, nor will they be used in instructional classrooms. The objective of maintaining a safe school environment conducive to education is paramount in today's society, and the possible use of sniffing dogs also serves as a deterrent to drug possession on school grounds and provides Lenox students with an additional reason to "just say no" to drugs.

Student Use and Parking of Motor Vehicles

It is the policy of the Lenox Public Schools to allow limited use and parking of motor vehicles by students in school system locations. It is the position of the school system that a fair and equitable system-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school system.

Student Parking of Motor Vehicles in School System Locations

Students are permitted to park in a school system location as a matter of privilege, not of right. Students driving a motor vehicle to the high school may park the motor vehicle in the parking area designated for student parking only. Students will not park vehicles in driveways, private property, or in other designated areas, e.g. parking lots designed for use only by staff or by the general public. If a student needs to visit their car during the school day to retrieve an item, the student will check in to the main office and will be escorted to their car to retrieve the item.

Parking Fee/Permit System

Students will be allowed to park their cars only in designated student parking areas after a parking permit has been obtained from the Main Office. The district reserves the right to charge a reasonable fee for student parking.

Violations

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school system's Student Discipline Policy. Students who engage in unsafe driving may lose their parking permit and be subject to police referral.

Tobacco Policy

The use or distribution of tobacco products (including but not limited to smokeless/chewing tobacco, cigarettes, electronic cigarettes, VAPE pens, JUULs, etc.) and tobacco-like products on school property or school busses is strictly forbidden.

Students of LMMHS and their guests shall not smoke, use electronic cigarettes or in any other way consume tobacco or tobacco-like products in any school building or on school grounds or

school busses or during school-sponsored activities. In addition, persons under the age of 21 may not possess tobacco products in school or on school grounds.

Reasonable suspicion of violation of the tobacco policy constitutes reasonable grounds to conduct a search of pockets, handbags, book bags, backpacks, etc. The purpose of a search is to find tobacco products. Refusal to comply with a request to search is considered a major infraction of school rules.

Reasonable suspicion of violation of the tobacco policy will include the following:

- Smoke or smell coming from a bathroom stall
- A lit cigarette or electronic smoking device in your possession or in your immediate proximity

First Offense: Detention; parent/guardian conference; student enrollment in smoking cessation and nicotine education program; restricted bathroom use as specified by the Assistant Principal.

Second and all Subsequent Offenses: two days of Internal Suspension; parent/guardian conference and continued smoking cessation and nicotine education counseling; continued restricted bathroom use as specified by the Assistant Principal.

Drug and Alcohol Policy

Students are strictly forbidden from using or possessing any and all controlled substances. This applies while on school property, while on any property used for public school purposes, including but not limited to bus stops, school buses, athletic fields, and the public areas adjacent to the school, and while participating in any school-related function, including field trips. Reasonable suspicion of alcohol use may result in a sobriety test administered by police.

If a student uses, sells, distributes or possesses alcohol or a controlled substance (not limited to marijuana, cocaine, heroin, etc.) or drug paraphernalia, the administration may immediately suspend the student from school for up to 10 days via Emergency Removal. During this suspension, the Principal will consider long-term suspension or expulsion in cases involving controlled substances.

In addition, the administration may: (not necessarily in this order)

- a) Notify the student's parents and, whenever feasible, hold a parent/student conference prior to the student's return to school
- b) Notify the student's guidance counselor
- c) Refer the student to the Building Based Support Team
- d) Recommend the student seek counseling through a social agency
- e) Notify police

Admission to LMMHS Sponsored/Supervised Events

Students are advised that, at the discretion of the high school administration, a Passive Alcohol Screener (PAS) will be used as a requirement for admission to selected school events. The screener will only be administered by members of the high school staff and is considered to be

non-invasive because it does not use anything that must be placed in the mouth. Students will speak into this “microphone-like” device to verify that the student has not recently had alcohol to drink. Any student or guest accompanying the student who refuses to take the screening will not be allowed to attend.

If alcohol is detected, the student’s parent/guardians will be called immediately to accompany their child home safely and the student will be subject to disciplinary action. In the event a student refuses to participate in the test and leaves the premises, parent/guardians will be called immediately and the student will be subject to disciplinary action.

School Resource Officer

The School Resource Officer (SRO) provides assistance to students, parent/guardians, and teachers on legal issues, fosters a positive relationship with the Police Department, and assists with maintaining a safe school environment. Teachers may use the Resource Officer for assistance with topics such as law and health education. The Resource Officer is also available to meet with parent/guardians and students for advice and counseling on a variety of questions or concerns related to the law. The School Resource Officer has a mailbox at school.

Lenox Schools and Lenox Police Memorandum of Understanding

The Lenox Public Schools and the Lenox Police Department agree to work together to ensure a safe and secure school environment for all students, to fully uphold the laws regarding the illegal use of drugs, alcohol, weapons or violence and illegal behavior and to provide parents, teachers and other staff with confidence that there is a consistent, cooperative effort by appropriate officials to prevent crime in the Lenox Public School System.

The parties agree to share information about criminal or delinquent behavior in order to implement Ch. 71, Sections 37H, 37H ½ and 37L and to protect the school community from criminal acts.

Commonwealth of Massachusetts Drug Free School Zones

Pursuant to *Massachusetts General Laws, Chapter 94C, Section 325*, any person who violates the provisions of the law pertaining to the unauthorized manufacturing, distribution, dispensing or possession with intent to distribute a controlled substance while in or on, or within one thousand feet of the real property comprising a public or private elementary, vocational, or secondary school, whether or not in session, shall be punished by a term of imprisonment in the state prison for not less than two and one-half nor more than fifteen (15) years or by imprisonment in a jail or house of correction for not less than two nor more than two and one-half years. No sentence imposed under the provisions of this section shall be for less than a mandatory minimum term of imprisonment of two (2) years. A fine of not less than one thousand nor more than ten thousand dollars may be imposed but not in lieu of the mandatory minimum two (2) year term of imprisonment as established herein. Lack of knowledge of school boundaries shall not be a defense to any person who violates the provisions of this section.

Suspension of a License to Operate a Motor Vehicle upon Conviction of Violation of the Controlled Substance Act Pursuant to *Massachusetts General Laws, Chapter 90, Section 20*, the

Registrar of Motor Vehicles shall suspend, without hearing, the license or right to operate of a person who is convicted of a violation of any provision of *Chapter 94C*, provided, however, that the period of such suspension shall not exceed five (5) years; provided further, that any person so convicted who is under the age of eighteen (18) years or who is adjudged a delinquent child by reason of having violated any provision of *Chapter 94C*, and is not licensed to operate a motor vehicle shall, at the discretion of the presiding judge, not be so licensed for a period no later than when such person reaches the age of twenty-one (21) years.

SECTION VI: Lenox Bullying Prevention Plan

The school or district expects that all members of the school community will treat each other in a civil manner and with respect for differences.

Policy

It is the policy of the Lenox Public Schools, herein after referred to as the “district”, to provide a learning and working atmosphere for students, employees and visitors free from bullying, hazing, harassment, and intimidation. Such action may occur on the basis of race, color, sex, religion, gender identity, national origin, age, sexual orientation, disability, housing status or English proficiency. It is the responsibility of every staff member, student, and parent to recognize acts of bullying and take appropriate action to ensure that the applicable policies and procedures of this school district are implemented. It is additionally the responsibility of the school and district to record and keep data, monitoring the prevalence of bullying issues to assist in the biennial review.

It is a violation of this policy for any staff member, or for any student to engage in bullying in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of bullying. All employees are mandated to report all cases of bullying, as required by this policy and state law.

Bullying is prohibited:

- a) On school grounds,
- b) On property immediately adjacent to school grounds,
- c) At a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- d) At a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school.
- e) Through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a computer or over the internet)
- f) At any program or location that is not school-related, or through the use of personal technology or electronic device, if the bullying creates a hostile 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.

This policy is not designed or intended to limit the school’s authority to take disciplinary action or take remedial action when such bullying occurs out of school but has a nexus to school, or is disruptive to or materially and substantially interferes with an employee’s work, personal life, a student’s school work, or participation in school-related opportunities or activities. Nothing

contained herein shall require schools to staff any non-school related activities, functions, or programs.

Reports of cyber-bullying by electronic or other means, occurring in or out of school, will be reviewed and, when a nexus to work or school exists, will result in discipline. Parents of students alleged to have engaged in cyber-bullying will be invited to attend a meeting at which the activity, words or images subject to the complaint will be reviewed. A student disciplined for cyber-bullying will not be re-admitted to the regular school program until his or her parent(s) attend such meeting.

Any employee or student who believes that they have been subjected to bullying has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts shall be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received.

The Building Principal/Designee shall be responsible for assisting employees and students seeking guidance or support in addressing matters relating to any form of bullying.

If an Individualized Education Program (IEP) indicates that a child has a disability which affects “social skills development” or the child is “vulnerable to bullying or teasing because of the child’s disability” the IEP shall address the skills/proficiencies needed to avoid and respond to these issues.

Bullying Definitions

“Bullying” means repeated, unwelcome, written, verbal, or electronic expression or a physical act or gesture or any combination thereof, by one or more individuals, directed at a target that (i) causes physical or emotional harm to the target or damage to the target’s property; (ii) places the target in reasonable fear of harm to themselves or of damage to their property; (iii) creates a hostile environment at the school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of 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 a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communication, instant messages or facsimile communication. 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 creator or impersonation creates any of the conditions enumerated in the clauses (i) to (v) inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of communicating 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 clauses (i) to (v) inclusive, of the definition of bullying.

Cyber-bullying may occur through the use of data, telephone, or computer software that is accessed through a computer, computer system, or computer network or any public education institute.

As used in this Section, electronic communication also means any communication through an electronic device including, but not limited to a telephone, cellular phone, computer or pager.

Hostile Environment: a situation in which bullying causes the school environment to be permeated with intimidation, ridicule and/or insult that is sufficiently severe or pervasive to alter the condition of a student's education.

Involvement: If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day, 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.

Aggressor: a person(s) who engages in bullying, cyber-bullying, or retaliation.

Target: a person(s) against whom bullying, cyber-bullying or retaliation has been directed.

Reporter: the person who reports the act of bullying.

Retaliation: a form of intimidation, reprisal, or harassment, directed against a person(s) who reports bullying provide information during an investigation of bullying, or witnesses or provides reliable information about bullying.

Staff: includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, and advisors to extracurricular activities, support staff or paraprofessionals.

School Grounds: property on which a school building or facility is located or property that is owned, leased or used by a school district for a school sponsored activity, function, program, instruction or training.

Guidelines for Reporting Bullying or Retaliation

In school systems, bullying takes many forms and crosses many lines. The situation may be an instance of student to student, student to staff member, staff member to student, or staff member to staff member. Guidelines for dealing with any report of bullying are as follows:

- a) By law, bullying is defined by the target's perception in combination with objective standards or expectation. What one person may consider acceptable behavior may be viewed as bullying by another person. Therefore, in order to protect the rights of both parties, it is important that the target or a Principal or designee to whom a complaint was made or reported make it clear to the aggressor that the behavior is objectionable.
- b) In all reports of bullying, the target, and or reporter, should describe in writing the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. Anonymous complaints of bullying or retaliation will be reviewed but are

inherently difficult to investigate and may not be procedurally fair; as a result no disciplinary action shall be taken on anonymous complaints unless verified by clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard. *The Bullying Reporting Form* (Appendix A) shall be completed. Reporting forms are available to all students and staff at each school as well as online on the Lenox Public Schools website.

- c) Any school employee that has reliable information that would lead a reasonable person to suspect that a person is an instigator/participant or a target of bullying, shall immediately report it to the Principal/Designee; each school shall document any prohibited incidents of bullying or cyber-bullying and the resulting consequences, including discipline and referrals to the Superintendent's office as they occur. *The Bullying Reporting Form* shall be completed.
- d) A good faith report from a staff member renders the staff member immune from discipline for making a report and is considered to have been made in the course of the staff member's employment for purposes of M.G.L.c.258. As a result, the school district shall indemnify staff members from any cause of action arising out of a good faith report of bullying or the district's subsequent actions or inaction in connection therewith.
- e) In a situation involving a report of *student to student* bullying that is reported to a staff member other than an administrator, the staff member must inform the Building Principal. The student must also complete the *Bullying Reporting Form*.
- f) In a situation involving a report of *staff member to student* bullying, it should be brought to the attention of any staff member, and that staff member shall notify the Building Principal immediately. The *Bullying Reporting Form* must be completed.
- g) In a situation involving a report of *student to staff member* bullying, the staff member shall notify the Building Principal.
- h) In a situation involving a report of *staff member to staff member* bullying the staff member shall notify the Building Principal.
- i) If the alleged aggressor is the person responsible for conducting an investigation, the Superintendent or School Committee shall designate an alternative bullying investigator.
- j) If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day, 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.
- k) 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, residential school, or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement officials consistent with the provisions of state law.
- l) In all cases of alleged retaliation, the reporting and investigating procedures shall adhere to those procedures that apply to cases of alleged bullying.

Protocol for Investigating Bullying Claims

Once a report of bullying or retaliation has been made, including reports of mental, sexual, emotional, or physical harassment as well as threats to a person's safety, property, or position in the school or work environment, the following course of action shall be taken:

- a) The Building Principal /Designee shall promptly investigate the report through discussions with the individual(s) involved. The outcome shall be documented in the *Investigator's Report Form*. (Appendix B) In situations involving allegations against a staff member, they should be informed of their right to have a third party present at the time of the discussion. In situations involving allegations by one student against another student, the Principal/Designee should engage the appropriate classroom or special subject area teachers. Parent/guardians of both sides of this report will be informed of the situation and will be invited to participate in resolution discussions. It is important that the situation be resolved as confidentially and as quickly as the circumstances permit. The *Investigator's Report Form* shall specify the outcome.
- b) If the aggressor and target are willing to discuss the matter indicated in the *Investigator's Report Form*, in the presence of the Principal/Designee, a supportive faculty member and/or parent/guardian should be included in the discussion. During the discussion the offending behavior should be described by the target and the administration, a request for a change in behavior should be made, and a promise should be made that the described behavior will stop. If the circumstances do not permit a face-to-face meeting, the administration will present the target's position. Follow-up verification procedures will be explained. Failure to comply after a resolution meeting will result in appropriate discipline outlined in the *Student Handbook* and listed on the *Bullying Rubric* (Appendix D) and determined by the Building Principal. The matter shall be documented in the *Investigator's Report Form*.
- c) If after a resolution meeting with the involved parties, the Building Principal/Designee determines that further, more formal investigation or additional disciplinary action must be taken, the following could occur:
 - a. In instances involving *student to student or student to staff member* bullying, the student may be subject to discipline including but not limited to counseling, suspension, and, in appropriate cases, expulsion. Please refer to Appendix D for the full range of disciplinary actions that may be used by the school administration.
 - b. In instances involving a *staff member to student and staff member to staff member* bullying, findings will be referred to the Superintendent of Schools for further action. Personnel action may also be initiated at this point, up to and including discharge consistent with the applicable law and collective bargaining agreement.
- d) Appropriate staff will be notified of the investigation and any follow-up, within limitations of applicable law.

Guidelines for Safety Plans

In an effort to provide the target, or other involved individuals such as reporters, witnesses or others, with a learning and working atmosphere where the target feels safe, and to prevent the re-occurrence of bullying, a target's *Safety Plan Form* will be developed to ensure these basic rights can be achieved. This Safety Plan will provide clear procedures for restoring a sense of safety for a target and assessing that target's need for protection. The Safety Plan can include change of schedule, locker, lunch period, counseling, teacher notification, and a daily check in person. The Building Principal/Designee shall complete the *Safety Plan Form* and share it with the target, his/her parent(s) and appropriate school personnel in an efficient time frame.

In addition, the school will offer appropriate support services, education and or intervention services for targets, aggressors, and appropriate family members of the involved students. The school may consider current tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.

Notifications to other Parties Involved

The Principal or designee will promptly notify the parents/guardians of the target and aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parent/guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal or designee cannot report specific information to the target's parent/guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations

To Law Enforcement

The Building Principal shall determine when acts of bullying need to be reported to local law enforcement. School officials will coordinate with the Lenox Police Department to identify a police liaison for bullying cases.

Retaliation and False Accusations

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. Any student or staff member who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

In any situation where relational and/or false accusations occur in any form against any person who has made or filed a complaint relating to bullying, reprisal is forbidden. If either action occurs, it could be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student. A referral to law enforcement may be made.

Confidentiality

Reports of bullying should be kept confidential, consistent with necessary investigation procedures and legal restraints on the dissemination of information about students with the goal

of protecting the target and stopping the behavior. This is in accordance with the Family Educational Rights and Privacy Act (FERPA.)

School-Home Partnership

Parent education and resources: The Lenox Public Schools are committed to working collaboratively with families in order to ensure that we have a safe and supportive school community. In partnership with the Lenox Public Schools, parent/guardians share in the responsibility to (i) reinforce the curriculum at home and support the school district or school plan; (ii) learn the dynamics of bullying; and (iii) reinforce proper online safety and cyber-bullying. To assist parent/guardians in this partnership, the Lenox Public Schools will offer education programs for parent/guardians that are focused on the parental components of the anti-bullying and social curricula used by each school in the district. These programs will be offered in collaboration with the PTO, School Counsels, Special Education Advisory Council and any other appropriate community organizations.

Notification to Parents and/or Guardians: Each year the Lenox Public Schools will inform parents and guardians of the anti-bullying curricula that will be used in each of our schools. This notice will include information about the dynamics of bullying, including cyber bullying and online safety. The Lenox Public Schools will send parents a written notice each year about the student-related sections of the Plan and the Lenox Public Schools' Internet Safety Policy. All notices and information will be made available to parents in hard copy and electronically on the Lenox Public Schools' website. The Lenox Public Schools are committed to supporting the diversity of our community and will offer this policy in other languages if needed by families.

Parent/guardians will be informed about each school's bullying prevention and intervention plan and trainings.

Prevention and Training

The professional development of staff and training for students is a critical part of this policy. All staff and students will receive annual trainings on this policy. Newly hired staff shall be trained promptly on this policy and its procedures and will receive professional development as needed.

The content of professional development for this policy 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 an aggressor, target 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.

Each school shall provide age-appropriate instruction at each grade level for all students on bullying prevention annually.

The school district shall update its bullying prevention and intervention plans biennially, in consultation with teachers, staff, professional support personnel, school volunteers,

administrators, community representatives, local law enforcement agencies, students, parents, and guardians.

Specialized training is available for staff of students with special education IEPs and for students with special needs.

Relationships to Other Laws

Consistent with state and federal laws, and the policies of the Lenox Public Schools, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and course of study of such public school on the basis of race, color, sex, religion, gender identity, national origin, age, sexual orientation, disability, housing status or English proficiency. Nothing in this Plan prevents the Lenox Public Schools from taking action to remediate discrimination or bullying based on a person's membership in a legally protected category under local, state or federal law or Lenox Public School Policies.

In addition, nothing in this Plan is designed or intended to limit the authority of the Lenox Public Schools to take disciplinary action or other action under M.G.L. c. 71 37H or 37 H ½ , other applicable laws or school policies in response to violent, harmful or disruptive behavior, regardless of whether the Plan covers the behavior.

For further information about these guidelines, or for help with bullying problems or any other form of bullying, consult a member of the administration.

SECTION VIII: Civil Rights, Equal Access, and Protection from Bias and Harassment

Right of students to freedom of expression

Pursuant to *Massachusetts General Laws, Chapter 71, Section 82*, —the right of students to freedom of expression in the public schools of the Commonwealth shall not be abridged, provided that such right shall not cause any disruption or disorder within the school. Freedom of expression shall include, without limitation, the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish and disseminate their views, and (c) to assemble peaceably on school property for the purpose of expressing their opinions.

The Lenox Public Schools may regulate student speech and assembly based upon legitimate educational needs, including, but not limited to, the time, place, manner of student speech and assembly, and institute reasonable methods to insure non-interference with the learning process. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the building Principal or his/her designee.

For the purpose of this section, the word **student** shall mean any person attending a secondary school, and the word **school official** shall mean any member or employee of the Lenox School Committee. No expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school official shall be held responsible in any civil or criminal action for any expression made or published by the students.

Hazing - Penalties

Massachusetts General Laws, Chapter 269, §§ 17-19, and 603 CMR 33.00 states the following:

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 three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term **hazing** as used in this section and in sections eighteen (18) and nineteen (19), 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.

Section 18: Whoever knows that another person is the victim of hazing as defined in section seventeen (17) 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 one thousand dollars.

Section 19: Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Sexual Harassment

It is the goal and policy of Lenox Public Schools to promote a workplace and learning environment that is free of sexual harassment. Sexual harassment of current or prospective employees, students, or others occurring in the workplace, in school, on school grounds, at school-related activities, or in other settings in which employees or students may find themselves in connection with their employment or education is unlawful and will not be tolerated by this organization. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated, such action being regarded as a separate and distinct matter under this procedure. To achieve our goal of providing a workplace and learning environment free from sexual harassment, the conduct that is described in this policy will not be tolerated and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by employees, students or others.

Because Lenox Public Schools takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a workplace and learning environment that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace or learning environment conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment

In Massachusetts, **sexual harassment** means unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or success as a student or as a basis for employment or education decisions; or,
- (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work or educational performance by creating an intimidating, hostile, humiliating or sexually offensive work and educational environment.

Under these definitions, direct or implied requests by a supervisor or a teacher for sexual favors in exchange for actual or promised job or educational benefits such as favorable review or grades, salary increases, promotions or grade advancement, increased benefits, or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad and 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 a work place or learning environment that is hostile, offensive, intimidating, or humiliating to all workers or students may also constitute sexual harassment.

All personnel will be responsible for implementing, monitoring and enforcing the above policy. All personnel are to adhere strictly to this policy and report any violations to their appropriate supervisor, or, if that person is the alleged harasser, then to another appropriate management person or the persons identified hereinafter.

Complaints of Sexual Harassment

A complaint shall be an accusation by an individual that there has been a violation of the Sexual Harassment Policy. If any of our employees, applicants, or students believes that they have been subjected to sexual harassment, the employee, applicant, or student has the right to file a complaint with our organization. This may be done verbally or in writing.

Persons who would like to file a complaint may do so by contacting any of the following:

Principal
Lenox Memorial Middle and High School
197 East Street
Lenox, MA 01240
413-637-5560

School Adjustment Counselor
197 East Street
Lenox, MA 01240
413-637-5560

Superintendent of Schools
6 Walker Street
Lenox, MA 01240
413-637-5550

These persons are also available to discuss any concerns and to provide information about the Lenox Public Schools' policy on sexual harassment and the complaint process.

Complaint Process

When a complaint is received, the allegation will be promptly investigated in a fair and expeditious manner. At their discretion, the Superintendent of Schools shall designate a Complaint Officer to conduct an investigation. The Complaint Officer may be the Superintendent of Schools, the Principal of the Lenox Memorial and High School, the Principal of the Morris Elementary School or other person. The Complaint Officer may attempt to resolve the matter informally through reconciliation.

If the Complaint Officer determines that the allegations are not credible, the matter shall be closed. The school system shall keep the documents, notes and other material from the investigation as a record for an appropriate period of time.

If it is determined that inappropriate conduct has been committed by an employee(s), student(s) or others, action as is appropriate under the circumstances will be taken.

Appeal

If the complainant(s) or alleged harasser(s) are not satisfied with the result of the investigation or remedial or disciplinary action, they may appeal for a hearing before the School Committee by filing a written appeal request with the Superintendent of Schools. Upon receiving an appeal request, the Superintendent of Schools will submit the documents, notes and other materials from the investigation as well as the Complaint Officer's determination of the complaint and action taken. The School Committee shall hold a hearing at which hearing the parties, with or without the assistance of legal counsel or other person, present evidence by examining and cross-examining witnesses and presenting other evidence.

After the hearing is completed, the School Committee shall render a written decision. The parties, to the extent permissible by law, shall be informed of the School Committee's decision.

State and Federal Remedies

In addition to the above, an employee(s) or student(s) who believes he/she has been subjected to sexual harassment may file a formal complaint with either or both of the government agencies set forth below.

Each of the agencies has a short time period for filing a claim: (EEOC - 180 days; MCAD – 300 days)

1. The United States Equal Opportunity Commission ("EEOC")
One Congress Street
10th Floor
Boston, MA 02114
617-565-3200
2. The Massachusetts Commission Against Discrimination ("MCAD")
Boston Office
One Ashburton Place
Room 601
Boston, MA 02108
617-727-3990

Springfield Office
436 Dwight Street
Room 220
Springfield, MA 01103
413-739-2145

Other Unlawful Harassment Prohibited

Harassment consists of unwelcome behavior of a verbal, written, or physical nature, which is either repeated or severe, and which creates a hostile, humiliating, intimidating or offensive school environment, or substantially interferes with a student's education (or a staff member's ability to work). Harassment is a form of discrimination. The types of harassment defined below consist of verbal, written, or physical contact that:

- Has the purpose or effect of creating an intimidating, hostile, or offensive learning environment.
- Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
- Otherwise adversely affects an individual's academic opportunities.

Harassment Based on Race or Color

Racial or color harassment can include unwelcome verbal, written, or physical conduct, directed at the characteristics of the person's race or color, such as nicknames, emphasizing stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs.

Harassment Based on Religion

Harassment on the basis of religion or creed is unwelcome verbal, written, or physical conduct directed at the characteristics of a person's religion or creed, such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs or graffiti.

Harassment Based on National Origin

Harassment on the basis of national origin is unwelcome verbal, written, or physical conduct directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs.

Harassment Based on Sexual Orientation

Harassment on the basis of sexual orientation is unwelcome verbal, written, or physical conduct directed at the characteristics of a person's actual or perceived sexual orientation or gender identity, such as negative name-calling and imitation mannerisms.

Harassment Based on Gender Identity

Harassment Based on Disability

Disability harassment includes harassment based on a person's disabling mental or physical condition and includes any unwelcome verbal, written, or physical conduct directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment.

Discrimination: Discrimination consists of actions taken against another person that treat him or her unequally because of race, religion, national origin, disability, sexual orientation, or gender bias.

Civil Rights Violations: Civil rights violations occur when a person interferes by threats, intimidation or coercion with another person's enjoyment of rights guaranteed under the Massachusetts or United States constitutions. These rights include the right to attend school without being subjected to discrimination and also include an individual's right to attend school free from violence, threats of harm, intimidation or damage to his or her personal property.

Hate Crime: A hate crime is any crime in which the victim is targeted for physical assault, threat of bodily harm or intimidation, at least in part, because he or she is a member of a different race, color, religion, ethnic background, national origin, or sexual orientation from the offender or because he or she has a disability.

Bias Incident: A bias incident is any act, physical, written or verbal, which is directed at a person or property because of their actual or perceived race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness. A hate or bias incident may or may not rise to the level of a crime.

Reporting Violations

Any violation of this policy should be brought to the attention of the Principal. A student may also report violations of this policy to a teacher, nurse, or counselor who will in turn report the violation to the Principal. The Principal will conduct an investigation and take appropriate action. Both formal and informal measures are available to resolve complaints of violations of this policy.

Consequences

Any student found to have engaged in harassment shall be subject to any or all of the "Possible Responses to Major Infractions" listed in the Code of Conduct. Any employee or other member of the school community found to have engaged in harassment shall be subject to sanctions, including but not limited to, warning, suspension, or termination subject to applicable procedural requirements. Depending upon the severity of the reported incident, the principal will determine if a report to law enforcement is required.

Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts Law, G.L.c. 119 - 51A. Lenox Memorial shall comply with Massachusetts laws in reporting suspected cases of child abuse.

Protection from Reprisal and Retaliation

Submission of a good faith complaint or report of unlawful harassment or a civil rights violation will not affect the complainant or reporter's future employment, grading, learning environment or work assignments.

The school will discipline or take other appropriate action against any student, teacher or administrator or other school personnel who retaliates against any person who reports an incident or alleged unlawful harassment and/or civil rights violation, or any person who testifies, assists or participates in a proceeding, investigation or hearing relating to such report of unlawful harassment or civil rights violation. Retaliation includes, but is not limited to, any form of intimidation, as well as any action taken to harm an individual because he or she made a report of unlawful harassment or civil rights violation.

Protection against discrimination

The Lenox Public School System is committed to ensuring equal educational opportunities for all students. In accordance with Title IX of the Education Acts of 1972, Title VI of the Civil Rights Act of 1964, and Chapter 622 of the General Laws of the Commonwealth of Massachusetts, the Lenox Public Schools affirm that no person shall, on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, limited English proficiency, or homelessness be excluded from participation in, denied the benefits of, or subjected to discrimination in any education program or activity it operates, including employment therein, and admission thereto. See page 15 in the Code of Conduct section for additional information.

Any complaints or inquiries concerning this policy should be directed as follows:

Michael Knybel, Principal
Lenox Memorial Middle & High School
197 East Street
Lenox, MA 01240
(413) 637-5560

Equal Access: Special Education and Section 504

In compliance with Section 504 of the Rehabilitation Act of 1973, the Lenox Public Schools affirm that no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity sponsored by the Lenox Public Schools.

The guidelines regarding special education are based on state and federal law. The state special education law sets procedures for identification and assessment of students with special needs. A student must receive a complete and comprehensive evaluation to determine if the student has a disability and is eligible for special education, which includes specialized instruction. If eligible, the evaluation(s) will assist in determining appropriate special education supports and services. Parent/guardians who have a concern about their child's development or have a suspicion about a possible disability may refer their child for an initial evaluation. Upon receipt of a request of an initial evaluation, the school district must send notice to the parent/guardian and must receive the parent's written consent to conduct the evaluation.

In Massachusetts, in order to be found eligible for special education, a student must demonstrate the presence of a disability that prevents the student from making effective progress in regular education and requires specially designed instruction or a related service in order to access the general curriculum. Areas of disability include autism, developmental delay, intellectual, sensory, neurological, emotional, physical or health impairment, communication, or specific learning disability. Although the state testing program, the Massachusetts Comprehensive Assessment System (MCAS) is an evaluation, it is not part of the evaluation conducted to determine if the student requires special education.

Whenever a referral is made, parent/guardians are notified in writing. An evaluation or assessment will occur only after written parental/guardian consent. Following the evaluation period, parent/guardians and members of the evaluation team will meet to discuss the assessments and whether or not the student is eligible for special education. If services are required, an Individual Education Plan (IEP) will be developed. Parent/guardians then have the right to accept or reject the IEP (in part, or in full). If the parent/guardian disagrees with the special education program proposed for their child, an appeal process is available.

Requests for further information, complaints or inquiries concerning either Section 504 or special education should be direct to:

Director of Student Services

Morris Elementary School

129 West Street Lenox, MA 01240

(413) 637-5571

ADA, Non-discrimination Policy, 603 CMR 26.00

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the district's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the district or be subject to discrimination. Nor shall the district

exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition: A **qualified individual with a disability** is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the district.

Auxiliary Aids and Services includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification: The district is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the district shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. The decision shall be accompanied by a written statement of the reasons for reaching that conclusion.

Notice

The district shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American With Disabilities Act (ADA) and its applicability to the services, programs, or activities of the district. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the projections against discrimination assured them by the ADA.

Compliance Coordinator

The Director of Student Services will coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. Any complaints about violations of the ADA or suspected discrimination against staff or students with disabilities should be made to:

Director of Student Services
Morris Elementary School
129 West Street
Lenox, MA 01240
(413) 637-5571

Homeless Assistance Act

The federal McKinney-Vento Homeless Education Assistance Act requires school districts to immediately enroll homeless students in school, even if they don't have the documents typically required for enrollment in their immediate possession. A homeless student may also remain in their school of origin until the end of the school year in which they obtain housing. The school of origin is responsible for transportation until the end of the school year in which they obtain housing.

Transfer of Parental Rights for Special Education decision making

The Lenox School District informs students and families regarding the age of majority through the TEAM process and by written notice to all special education students and their parent/guardian one year prior to age 18.

Students aged 18 and older

Students aged 18 and older are subject to the same school rules as all other students. A student aged 18 and older (or a student who has been legally declared an emancipated minor) must sign all forms where we normally require the signature of the parent/guardian.

SECTION IX: Other District Policies

Student Directory Information

Massachusetts's Student Records Regulations permit the release of "directory" information without consent. Directory information includes data such as student's name, address, phone numbers, date of birth, major course of study, participation in officially recognized school activities, awards, honors, dates of attendance, and post high school plans.

In Lenox, such information is typically used in the newsletter, in press releases, in sports coverage in local newspapers, and as part of the college/university application process. We do not release phone numbers without consent. We also provide names and addresses to recognized groups supporting school activities such as PTO and booster clubs. You have the right to request that such information not be released without your prior consent. If you wish to make such a request, please do so in a note sent to the attention of the guidance office.

Confidentiality

Any action taken by the Lenox Public Schools in the application of this Disciplinary Policy shall be documented in the student's temporary cumulative record. Disclosure of this information without the prior written consent of the student's parent(s)/legal guardian(s) and the student if they are fourteen (14) or older or a ninth grader is prohibited except as allowed by law.

Student Records and FERPA

In order to provide students with appropriate instruction and educational services, it is necessary for the School District to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to a

student's parent(s)/legal guardian(s) and/or the student in accordance with the law, and yet be guarded as confidential information.

Pursuant to state and federal statutes and regulations, no third party, other than authorized school or Department of Elementary and Secondary Education personnel, shall have access to information in or from an education record without the specific informed consent of the eligible student or the parent(s)/legal guardian(s), subject to certain exceptions. Court officers, health officials and authorized school personnel may have access to school records of the students without the specific informed consent of the student or his/her parent(s)/legal guardian(s).

In the case of a student, fourteen through seventeen (14-17) years of age, or of one who has entered the ninth grade, both the student and their parent(s)/legal guardian(s), or either one acting separately, shall exercise these rights. Any student eighteen (18) years of age or older may exercise these rights alone.

This privacy protection also means that if parent(s)/legal guardian(s) or students wish transcripts or records forwarded to schools, colleges, or prospective employers, a written release must be delivered to the Principal of the school or the appropriate custodian of the student's school records.

Under FERPA, certain records are excluded from the definition of education records and are not subject to access by parent(s)/guardian(s), students, and other individuals. These records include personal notes kept by instructional and administrative staff in their own files, employee records, records kept by school law enforcement officers, and medical treatment records of students over the age of 18.

Complete copies of the state regulations concerning parent/legal guardian and student rights to education records may be obtained in the building Principal's office.

Public Notice – Public Directory Notice

The Lenox Public Schools may release the following information without prior consent: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors, and awards, and post-high school plans.

Parent(s)/legal guardian(s) and eligible students have the right to request, in writing, that this information not be released without prior consent. This notice may also be included in the routine information letter the school publishes under *603 C.M.R. sec. 23.10(1)*.

Non-Custodial Parents: Access to School Records

As required by *M.G.L. c. 71, § 34H*, a non-custodial parent/guardian may have access to the student record, consisting of information concerning their child, including, but not limited to report cards and progress reports, the results of testing, notification of a referral for a special needs assessment, notification of enrollment in an English Language Learner program, absences, illnesses, detentions, suspensions, expulsions, or withdrawal from school, in accordance with the following provisions:

1. A non-custodial parent is eligible to obtain access to the student record unless:
 - a. the parent/guardian 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.
 - b. the parent/guardian has been denied visitation.
 - c. the parent/guardian's access to the student or to the custodial parent/guardian 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.
 - d. there is an order of a Probate and Family Court judge which prohibits the distribution of student records to the parent/guardian.
2. The school shall place in the student's record any documents indicating that a non-custodial parent/guardian's access to the student's record is limited or restricted pursuant to *603 CMR 23.07(5)(a)*.
3. In order to obtain access, the non-custodial parent/guardian must submit a written request for the student record to the building Principal.
4. Upon receipt of the request, the school must immediately notify the custodial parent/guardian by certified and first class mail, in English and in the primary language of the custodial parent/guardian, that it will provide the non-custodial parent/guardian with access after 21 days, unless the custodial parent/guardian provides the Principal with documentation that the non-custodial parent/guardian is not eligible to obtain access as set forth in *603 CMR 23.07(5) (a)*.
5. The school must delete all electronic and postal address and telephone number relating to either work or home locations of the custodial parent/guardian from student records provided to non-custodial parents/guardian. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
6. Upon receipt of a court order which prohibits the distribution of information pursuant to *M.G.L. c. 71, § 34H*, the school shall notify the non-custodial parent/guardian that it shall cease to provide access to the student record to the non-custodial parent/guardian.

Physical Restraint Policy - 603 CMR 46.00

Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. Physical restraint shall only be used when needed to protect a student and/or a member of the Lenox school community from assault or imminent, serious, physical harm. Furthermore, any such physical restraint shall be administered so as to prevent or minimize any harm to the student.

This policy shall be reviewed annually and provided to Lenox Public Schools staff and made available to the Parents of enrolled students. Nothing in this policy precludes any teacher, employee, or agent of the Lenox Public Schools from using reasonable force to protect students,

other persons, or themselves from assault or imminent, serious, physical harm.

Methods for Preventing Student Violence, Self-Injurious Behavior, and Suicide

The schools in the district strive to create a positive school culture that serves to diminish incidence of violence. Students have access to School Adjustment Counselors, Guidance Counselors, behaviorist at Morris and Student Support Center at LMMHS. Staff use verbal de-escalation strategies, positive behavioral supports, behavior and intervention plans. Staff may provide a change of environment, i.e. relocation to a quiet room, as well as adjustment of equipment used as needed. Body/pocket checks, if indicated. Levels of supervision and proximity of staff may be increased if needed.

Methods for Engaging Parents

Any parent/guardian with concerns about the use of physical restraint at any school within Lenox Public Schools may request a meeting with the building Principal or the Superintendent to discuss such concerns. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may also make use of the Grievance Procedure described in Section 10, below.

Alternatives to Physical Restraint and Methods of Physical Restraint

Physical restraint shall not be used unless the following, less intrusive behavior interventions and supports have been unsuccessful or deemed inappropriate by school staff:

- Positive behavioral interventions
- Verbal redirection
- Verbal directive to cease behavior
- Opportunity for a break
- De-escalation techniques
- Loss of earned tokens/rewards/privileges
- Opportunity for time-out
- Physical escort to a separate space for time-out

Methods of Physical Restraint:

- Physical restraint shall not be used as a means of discipline or punishment; if the student cannot be safely restrained due to medical contraindications which have been documented by a licensed physician and provided to the District; as a response to property destruction, disruption, refusal to comply with rules or staff directives, or verbal threats when those actions do not constitute a threat of assault or imminent, serious, physical harm. Physical restraint shall not be used as a standard response for any individual student. Physical restraint is an emergency procedure of last resort.
- The following forms of physical restraint shall only be administered by trained personnel, using only the amount of force necessary to protect the student or other member(s) of the

school community from assault or imminent, serious, physical harm. The staff member(s) administering physical restraint shall use the safest method available and appropriate to the situation. Staff shall continuously monitor the physical status of the student during restraint, and the student shall be immediately released from the physical restraint if the student expresses or demonstrates significant physical distress.

- All physical restraints must terminate as soon as the student is no longer an immediate danger, or if the student indicates that they cannot breathe, or if the student is observed to be in severe distress. If any physical restraint approaches twenty (20) minutes, staff will obtain the approval of the building Principal to continue the restraint based upon the student's continued agitation. All physical restraints shall be administered in compliance with 603 CMR 46.00.

Prohibited Forms of Restraint

- a. Medication restraint, mechanical restraint, and seclusion restraint, as defined in 603 CMR 46.02, are prohibited in the Lenox Public Schools.
- b. Any form of physical restraint used in a manner inconsistent with 603 CMR 46.00 is prohibited in the Lenox Public Schools.
- c. Prone restraint, as defined in 603 CMR 46.02, shall only be permitted under the following, limited circumstances:
 - i. The student has a documented history of serious self-injury and/or injuries to other students or staff;
 - ii. All other forms of physical restraint have failed to ensure the safety of the student and/or the safety of others.
 - iii. There are no medical contraindications documented by a licensed physician;
 - iv. There are no psychological or behavioral contraindications documented by a licensed mental health professional;
 - v. The student's Parent has provided voluntary, informed, written consent to the use of prone restraint; and
 - vi. The building Principal, or designee, has provided written approval.

Lenox Public Schools will not use prone restraint unless the above circumstances have been documented in advance.

2. Staff Training, Physical Restraint Reporting, and Follow-Up Process

- a. Staff Training:
 - i. All staff/faculty will receive training regarding the District's physical restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.
 - ii. Required training for all staff will include review of the following:
 - 1) Lenox Public Schools Physical Restraint and Behavior Support Policy

- 2) School building-level physical restraint procedures, including the use of time-out as a behavior support strategy;
- 3) The role of the student, family, and staff in preventing physical restraint;
- 4) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors and alternatives to restraint;
- 5) When in an emergency, the types of permitted physical restraints and related safety consideration, including information regarding the increased risk of injury to a student when any restraint is used;
- 6) Identification of Lenox Public Schools' staff who have received in-depth training (as set forth below in section (a)(iii)) in the use of physical restraint.

iii. In-Depth Training

- 1) Prior to the beginning of the school year, the building Principal will identify those designated staff who will participate in in-depth training and who will then be authorized to serve school-wide resources to assist in ensuring proper administration of physical restraint.
- 2) Designated staff members shall participate in at least sixteen (16) hours of in-depth training in the use of physical restraint, with at least one refresher training annually.
- 3) In-depth training will include:
 - A. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
 - B. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
 - C. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
 - D. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
 - E. Demonstration by participants of proficiency in administering physical restraint; and
 - F. Instruction regarding the impact of physical restraint on the student and family, including but not limited to psychological, physiological, and social-emotional effects.

4) Physical Restraint Reporting

- A. Report to building Principal:
- B. Staff shall verbally inform the Principal of any physical restraint as soon as possible, and by written report within

- one (1) school day.
- C. The Principal or designee shall maintain an ongoing record of all reported instances of physical restraint.
 - D. Report to Parent/guardians of Physically Restrained Student:
 - E. The Principal or designee shall make reasonable efforts to verbally inform the student's Parent/guardian of the physical restraint within twenty-four (24) hours.
 - F. The Principal or designee shall provide the Parent/guardian a written report of the physical restraint within three (3) school days. This written report may be provided via email, if the Parent/guardian has provided the District with a personal email address.
 - G. The Parent/guardian and/or student may respond to the Principal or designee to comment on the use of the physical restraint and the information in the written report. The Parent/guardian and/or student may also pursue the Grievance Procedure described in Section 10, below.
 - H. Report to Department of Elementary and Secondary Education (DESE):
 - I. Whenever a physical restraint results in injury to the student or any school community member, the District shall send a copy of the written report to DESE within three (3) school days. A copy of the ongoing physical restraint log from the past thirty (30) days will also be provided to DESE.
 - J. Lenox Public Schools shall also report physical restraint data annually to DESE, as directed by DESE.
 - K. Report to Law Enforcement and Other State Agencies:
 - L. Nothing in this policy prevents any individual from reporting a crime to the appropriate authorities;
 - M. Nothing in this policy prevents any individual from exercising their responsibilities as a mandated reporter under M.G.L, c. 119, §51A.

5) Contents of Written Report

- A. The written report of any physical restraint shall include:
- B. Name of the student; name(s) and job title(s) of staff who administered the physical restraint, and observers, if any; the date, time restraint began, and the time that restraint ended; the name of the Principal or designee who was verbally informed following the restraint, and who approved continuation of the restraint beyond twenty (20)

minutes, if applicable.

- C. A description of the activity in which the restrained student and other students and staff in the vicinity were engaged immediately preceding the use of the physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- D. A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, and any medical care provided.
- E. Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- F. Information regarding opportunities for the student's Parent(s) to discuss the administration of the restraint and any consequences with school officials.

b. Follow-Up Procedures

- i. After a student is released from a physical restraint, staff shall implement follow-up procedures, including:
 - 1) Reviewing the incident with the student to address the behavior that precipitated the physical restraint;
 - 2) Reviewing the incident with the staff member(s) who administered the physical restraint to ensure proper restraint procedures were followed; and
 - 3) Consideration of whether any follow-up is appropriate for students who witnessed the physical restraint, if any.

3. Periodic Review of Physical Restraint Data

- a. On a weekly basis the Principal or their designee will review restraint data to identify individual students who have been restrained multiple times during the week, and if any such student(s) is identified, will convene a review consisting of a behavior specialist, school psychologist, special education staff and/or school adjustment/guidance counselor and classroom teacher to assess the student's needs..
- b. The principal or designee will analyze circumstances and factors leading up to the perception of need for the use of restraint and will consider strategies to reduce or eliminate the use of restraint for this student in the future. The team will review a plan of action.

- c. On a monthly basis, the principal or their designee will complete an administrative review of school-wide physical restraint data.

4. Parent Notification

Building Principals will notify parents/guardians via phone on the day a restraint occurs, will follow up with written notification within 24 hours.

5. Policy Review

Building Principals will review these policies annually, carefully review reports and follow-up with staff to ensure that all staff involved in a restraint are adhering to the policy and 603 CMR 46.06.

6. Grievance Procedures

This grievance procedure is established to ensure procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a complaint by utilizing this procedure:

The complaint must be submitted in writing or on audiotape to the Superintendent of Schools.

The Superintendent will meet with the complainant within ten (10) school days of receipt of the complaint.

A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed with the Superintendent and the Department of Elementary and Secondary Education.

A written report will be developed by the Superintendent and provided to the complainant.

Time-Out Procedures

Definitions:

The following definitions apply to terms used throughout this policy:

Time-Out: A behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for

the purpose of calming. Time-out shall cease as soon as the student has calmed. 603 CMR § 46.02.

Behavioral Support Team: A group of school employees that may include the building Principal (or designated administrator), school psychologist, guidance counselor or school adjustment counselor, and other designated support staff whose purpose is to review data to insure that policy and procedures relevant to Time Out are being followed and that interventions used are deemed appropriate and the Least Restrictive.

DESE's *Technical Assistance Advisory SPED 2016-1*, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

Inclusionary time-out: the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom. The student remains fully aware of the learning activities. Inclusionary time-out does not include walled off time-out rooms located within the classroom; use of those is considered to be exclusionary time-out.

Exclusionary time-out: the exclusion of the student from the rest of the class either through complete visual separation or from actual physical separation.

Time-Out Levels (least to most restrictive intervention)

Effective time-out procedures include multiple levels, with each level becoming more restrictive. It is important to note that for disruptive behavior requiring more restrictive interventions, once the behavior begins to de-escalate, transition to less restrictive forms of time-out may make the return to regular classroom activities easier for the student. Because time-out may impact a student's typical educational programming, efforts to reduce the level of the time-out intervention should begin as soon as possible. A plan and criteria for the transition from exclusionary time-out and/or inclusionary time-out back to the regular classroom routine should be developed and communicated to students prior to implementing any time-out procedures. This plan should include a sequence of less restrictive time-out settings to allow for gradual re-entry and a more rapid elimination of the more restrictive settings when deemed appropriate

Time-Out Prevention and Preparation Guidelines

On a student-by-student basis, the Behavior Support Team will complete the following as warranted by the student's needs:

- Develop procedures for the reinforcement of desirable behaviors. Have positive behavioral intervention strategies in place.
- Operationally define target behaviors that may prompt the need to use time out as an intervention strategy. Define the behavior(s) in terms that are understood by students, teachers, parent/guardians, and all who will implement the procedures.
- Identify the situations in which the targeted behavior(s) may occur.
- Develop a plan for monitoring and evaluating data to determine the effectiveness of positive behavioral support systems.

- Define initiation and termination of time-out procedures.
- Develop appropriate transition procedures that allow the student to return to the classroom activities as quickly and with as much dignity as possible.
- Develop procedures for ensuring that the student fully understands the purpose and rules for time-out.
- Identify students with characteristics that may negatively impact the use of time out intervention strategies. Develop alternative strategies to use for those students for whom Time Out may not be appropriate.

First-Level Interventions: Inclusionary Time-Out

Overview: Inclusionary time-out includes practices used by teachers as part of their classroom behavior support tools, such as “planned ignoring,” asking students to put their heads down, or placing a student in a different location within the classroom. In all instances, the student remains in the classroom and aware of the learning activities of the classroom.

Procedural guidelines for when a student has demonstrated the need for multiple inclusionary time outs

- Bring data to the Behavioral Support Team. This data must support that the use of less restrictive interventions have been ineffective. This data should include the number of occasions where inclusionary time out was used, the behavior exhibited by the student that precipitated the need for and inclusionary time out, and the time and length of the removal.
- Operationally define the student’s individualized target behaviors. Define the behavior(s) in terms that are understood by the student, teacher, parent/guardian, and all who will implement the procedures.
- Identify the situations in which the targeted behavior(s) may occur. Develop individualized contingencies to be used prior to time out when possible.
- Consider relevant characteristics of the student. Determine the extent to which these characteristics may impact the use of Time-Out.
- Develop procedures for the reinforcement of desirable alternative behaviors. Communicate these to the student, staff and parent/guardian, and all who will implement the time out procedures.
- Develop a plan for monitoring and evaluating the effectiveness of the inclusionary time out procedure. This plan must involve follow up with the Behavior Support Team.
- Develop an individualized student behavior intervention plan to reflect the use of the inclusionary time-out procedure.
- Develop separate data analysis systems for tracking the use of the inclusionary time-out procedure. Data must be analyzed weekly by the teacher.

Second Level Interventions - Exclusionary Time-Out

Overview: Exclusionary time-out is the most restrictive time-out intervention and involves the removal of the student from the classroom and the implementation of exclusionary time-out interventions in a designated location. Exclusionary time-out should be used only when less restrictive intervention alternatives have been attempted and have failed. Any designated space

for purposes of implementing exclusionary time-out interventions shall be approved by the building Principal and the building's Clinical Team Leader and shall be clean, safe, sanitary, and appropriate for the purpose of calming.

Procedures and Requirements: Except in times of crisis

Exclusionary Time-out may be used as an alternative procedure in order to avoid the use of physical restraint. Under 603 CMR 46.04, physical restraint may be used only in the following circumstances: (a) non-physical intervention would not be effective; and (b) the student's behavior poses a threat of imminent, serious, physical harm to self and/or others. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent serious physical harm.

Time-Out Requirements

- Spaces used for Exclusionary Time Out must be clean, safe, sanitary and appropriate for calming.
- A staff member will either be with the student or immediately available to the student at all times (continuously observed). Unless it poses a safety risk, a staff member must be physically present in the same setting with the student.
- Time-out must be terminated as soon as student has calmed, and may not extend beyond thirty (30) minutes without the approval of the Principal, or designee. The Principal, or designee, may grant an extension based only on the individual student's continuing agitation
- A student must never be locked in a room.

Recording/Notification Guidelines:

- An Exclusionary Time Out Report Form should be completed following any occasion where exclusionary time out procedures are implemented. Reports should include: a description of the behavior that resulted in the student's placement in exclusionary time out, the names of staff members involved in the incident, the date of the incident, the time of the incident, the duration of the exclusionary time out, and the behaviors exhibited by the student during the exclusionary time out.
- Parents must be verbally notified each time exclusionary time-out is used with their child. Verbal notification to parent must occur as soon as possible but no later than 24 hours following the incident.
- Reports of exclusionary time-out should be made to the school principal, or designee, immediately but no later than 24 hours after the incident.
- Each building should maintain a School Time Out Log. Copies of all reports shall be located with the Time Out Log. This information must be kept located in a secure location.

Personnel Guidelines

- Staff who are directly supervising the student during an exclusionary time out should have completed an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4)
- The District will supervise the use of all designated spaces for the use of Separation Time Out quarterly. The advisory committee responsible for this supervision shall include the Director of Student Services, Special Education ETLs, Principals and Behavioral Support Team Members.

Procedural Guidelines

- All procedural guidelines outlined under time out prevention procedures and first level intervention procedures should be conducted in addition to the following:
- The building Principal, or designee, should be notified immediately when exclusionary time out procedures are being implemented.
- Exclusionary Time Out Procedures must focus on assisting the student to become calm and the Exclusion Time Out must cease as soon as the student is calm.
- The building Time Out Log should be reviewed by the Principal, or designee, on a monthly basis. Any student who has required the use of Exclusionary Time Out for more than six times within a calendar month will be referred for a procedural review with the Behavioral Support Team.
- In the event that a student does not calm down within thirty (30) minutes of time-out, the building principal will be notified and make a decision regarding the continued use of time-out or advise staff of an alternative plan.

Emergency Intervention Guidelines

This section is to serve as an example of emergency time out intervention strategies. If available, the specific guidelines recommended in the student's behavior plan, as developed by the School Based Clinical Team, should be utilized during time-out procedures.

1. Instruct student: "You are (state behavior requiring time out). You need to calm down in a safe space."
2. Direct and/or escort the student to the designated separation time out area.
3. If unable to safely move the student, secure the environment and remove all other students from the area
4. Monitor the student until the student demonstrates at least 1 minute free of challenging/unsafe behavior. Challenging/Unsafe Behavior may include, but are not limited to, yelling, screaming, environmental destruction, spitting, hitting, and/or kicking.
5. Once student has demonstrated at least one minute free of challenging/unsafe behavior verbally direct the student to engage in re-entry tasks (typically three tasks). Examples of these tasks include such things as; requesting the student complete a visual matching task, requesting the student completes a processing worksheet or engages in verbal processing, asking student to complete an academic task, or requesting that the student demonstrates the ability to follow verbal/visual directions
6. If the student begins to engage in challenging behaviors during re-entry tasks and prompting and positive redirection strategies are not successful, return to step 4.

7. If the student is able to complete re-entry tasks, is safe, and is calm, the student should return to the classroom.

Child Abuse

It shall be the policy of the Lenox School District to report all cases of suspected child abuse consistent with *M.G.L. c. 119, § 51A* (see language from Section 51A, following). All employees are to report any suspected child abuse to their building Principal or immediate administrator. All administrators must file any suspected child abuse with the Commonwealth of Massachusetts, Department of Children and Families: (413) 452-3200, and inform the Superintendent of Schools.

Any person required to report under this section who has reasonable cause to believe that a child has died as a result of any of the conditions listed in said paragraph shall report said death to the department and to the district attorney for the county in which such death occurred and to the medical examiners as required by section six of chapter thirty-eight. Any such person who fails to make such a report shall be punished by a fine of not more than one thousand dollars.

No person so required to report shall be liable in any civil or criminal action by reason of such report. No other person making such report shall be liable in any civil or criminal action by reason of such report if it was made in good faith; provided, however, that such person did not perpetrate or inflict said abuse or cause said neglect. Any person making such report who, in the determination of the department or the district attorney may have perpetrated or inflicted said abuse or cause said neglect, may be liable in a civil or criminal action.

Asbestos Management Plan

This notification is required by the Asbestos Hazard Emergency Response Act [“AHERA”], 40 CFR Part 763 of Title II of the Toxic Substance Control Act.

Asbestos Management Plans have been developed and are available for the following buildings currently in use by the Lenox Public Schools:

1. Morris Elementary School, 129 West Street, Lenox, MA 0
2. LMMHS, 197 East Street, Lenox, MA 01240
3. District Office, 6 Walker Street, Lenox, MA 01240

These plans are available and accessible to the public for review at these locations.

Mr. Jeffrey Ano at LMMHS, 197 East Street, Lenox, MA 01240 [413-637-5560] has been designated as the District’s Designated Person under AHERA.

A 3-Year Asbestos Re-inspection Report was recently completed and is available for review as part of the Asbestos Management Plan. No other asbestos-related activities are currently planned or in progress for the upcoming school year

Life Threatening Allergies

Lenox Public Schools realizes the increased frequency of life-threatening allergies (LTA) among students. It is imperative that parent/guardians notify school administration regarding allergies and health issues with their children. Upon notification of a student with life-threatening allergies by a parent/guardian, with documentation from a physician, the school will follow the six identified areas of care as identified below:

Annual Procedures

1. The Principal will take all necessary steps to minimize the risk of exposure to allergens that pose a threat to Lenox Students including, but not limited to, the following:
 - a. The parent/guardians, Principal, school nurse, and teacher will communicate prior to the start of the school year to discuss the student's allergies and how best to provide a decreased risk environment.
 - b. The school will develop a Food Allergy Action Plan on behalf of the student which will be reviewed and practiced twice during the school year. The first review will occur during the first month of school.
2. The parent/guardians will assist the principal by providing the administration with materials about these allergies from their physician.
3. The school nurse will develop a Food Allergy Action Plan which will be signed by both the parent/guardian and the principal. The school nurse will also provide awareness training for all school personnel on life threatening allergies during the first month of school.
4. The school nurse will provide information to students in classrooms with LTA students about allergies prior to the end of September.
5. A Food Allergy Action Plan will be disseminated, with the parent/guardians' permission, to the appropriate staff. The Food Allergy Action Plan must delineate the following:
 - a. Prescribed medications and personnel responsible for administering them;
 - b. Prescribed indications for administering medication (i.e., immediately upon contact with allergen or only if the Student begins to demonstrate signs/symptoms of exposure);
 - c. Instructions for activating the emergency medical system (and school nurse if off site); and
 - d. Instructions for contacting the Student's parent(s) and physician.

Food Allergies: Substitute Teachers:

1. The Student's teacher will prepare a substitute file containing a copy of the Student's Food Allergy Action Plan, to be placed in a specific location in the classroom that is known to the nurse, principal, and teachers in adjacent classrooms.
2. In the event that a substitute teacher is assigned to the class, the principal will notify the nurse.
3. The nurse and/or principal will ensure that there is a trained designated staff person either in the Student's classroom or adjacent classroom at all times when a substitute teacher is assigned to the Student's class.

First Aid Policy

The school attempts to provide a safe environment. If an accident or sudden illness occurs, properly trained school personnel, if available, will administer first aid and, if warranted, call the school physician or emergency services personnel.

1. This will be required for every accident for which first aid is given.
2. All accidents resulting in serious injuries to students or staff members will be reported as soon as possible to the Superintendent and/or their designee.

Pest Management and Pesticide Policy

The Lenox Public Schools are committed to providing a safe and properly maintained environment for all staff, students and visitors. To achieve this end, the School District will implement integrated pest management procedures for its buildings and grounds. The integrated pest management procedures shall include implementation of appropriate prevention and control strategies, notification of certain pesticide and herbicide uses, record keeping, education and evaluation. Integrated pest management procedures will determine when to control pests and what method of control to choose. Strategies for managing pest populations will be influenced by the pest species, location and whether and at what population level its presence poses a threat to people, property or the environment. The full range of action alternatives, including no action, will always be considered.

Pesticides

Lenox Public Schools prohibits the use of pesticides indoors while students are on the property (ant traps are an exception to this policy and may be used according to the manufacturer's directions for use.) In addition, Lenox Public Schools must notify, in writing, students and their parents/guardians, and employees at least two work days before pesticides are used outdoors at school. Schools, which utilize pesticides inside the building, must be closed for a minimum of five days both during and immediately after application. A *Notice of Pesticide Use*, which will be provided by the pesticide manufacturer, must be posted on the school bulletin board at least two days before pesticides will be used and for at least 72 hours following their use. Any questions with regard to pesticides use should be directed to your principal and or superintendent of schools (MGL 132B, 6C-6I.)

School Bus Code

School bus riders are expected to obey the following bus rules. Misbehavior on a school bus is punishable at school and may result in the loss of the privilege to ride the school bus. All aspects of the Code of Conduct apply.

Students should:

1. Be on time for the bus;
2. Stay off the road while waiting for the bus;
3. Board the bus in a single line in an orderly manner;
4. Be seated promptly without disturbing others;

5. Remain seated while the bus is moving;
6. Obey specific instructions given by the bus driver in the interest of safety;
7. Exhibit appropriate conduct, as outlined in the rest of the code;
8. Keep aisles clear;
9. Keep arms, hands, and objects inside the bus.

Students should **not**:

1. Throw objects from or within the bus;
2. Eat or drink on the bus;
3. Smoke or light matches while on the bus;
4. Vandalize personal or bus company property;
5. Engage, operate, tamper with, or otherwise disturb any door, equipment, or other facility for regular or emergency exit.
6. Change their clothing on the bus (sport team uniforms, for example)

Students who fail to comply with any regulation governing safe and proper behavior while riding the bus may lose the privilege of using the bus for transportation as well as being subject to other disciplinary action.

Transfer of student records

If a student transfers to another school, the student's record will be sent to the new school without the written consent of the parent/guardian or student.

Destruction of Student Records

Notice is hereby given that the temporary record of a student will be destroyed no later than seven (7) years after that student transfers, graduates or withdraws from the school system. If the eligible student or the parent/guardian want those records, they must request, in writing, prior to the last day of school that the document be provided to them, rather than be destroyed. No additional notice, other than this Notice in the handbook, will be provided to the student or his parent/guardian of such destruction.

Access of student records by Armed Forces recruiters

The *No Child Left Behind Act* of January 8th, 2002, requires schools to provide upon request the names, addresses, and phone numbers of all students in grades 11 and 12 to armed forces recruiters. A high school student or parent/guardian who does not want the school to provide this information to recruiters must request in writing that such information may not be released without signed consent. All such requests should be directed to the guidance office.

C.O.R.I. Requirements

Massachusetts General Laws Chapter 71, Section 38R was amended to require that all school districts conduct criminal background checks on current and prospective employees, volunteers, school transportation providers, and others who may have direct and unmonitored contact with children.

Pursuant to this law and Massachusetts Department of Elementary and Secondary Education policy, the Lenox Public Schools shall also obtain all available Criminal Offender Record Information (C.O.R.I) from the Criminal History Systems Board for any prospective employees or volunteers of the School District, prior to hiring the employee(s) or accepting individuals as volunteers. The Lenox Public Schools may also seek such information for any subcontractor or laborer who performs work on school grounds.

For further information regarding the District's C.O.R.I. policy and procedure, please contact the Superintendent of Schools.

Lenox Public Schools Meal Charge Policy

PURPOSE: The purpose of this policy is to establish consistent meal charge account procedures throughout the district. **Unpaid charges place a financial strain on the Food Service Department.**

The goals of this policy are:

- To establish a consistent district policy regarding charges and collection of charges.
- To treat all students with dignity in the serving line regarding meal accounts.
- To support positive situations with district staff, district business policies, students and parents/guardians to the maximum extent possible.
- To encourage parent/guardian to assume the responsibility of meal payments.

SCOPE OF RESPONSIBILITY:

The Food Service Department: Responsible for maintaining charge records and notifying the school district of outstanding balances. The Food Service department is also responsible for notifying the student's parent/guardian of low or outstanding balances.

The School District: Responsible for supporting the Food Service Department in collection activities.

The Parent/Guardian: Immediate payment.

REGULATIONS:

- 1) All students
 - a) All students will be allowed to charge up to a maximum dollar equivalent of three (3) meals which will be known as the "account cap".
 - (1) These meals will include anything on the menu;
 - (2) Notices of low or deficit balances will be sent to parents/guardians at regular intervals during the school year.
 - (3) When a student has a negative balance, no a la carte items will be sold to the child.
- 2) Checks Returned for Non-Sufficient Funds will result in a penalty fee equal to the amount that is charged by the bank to the Town for a NSF check. The penalty fee and the amount of the check will be deducted from the child/children's lunch account immediately upon notice from the bank. A Payment must be received within ten (10) days of the date of the letter.

3) At the first of June the food program must begin to close the books for the school year. As a result all meals must be prepaid.

a) Parents/Guardians will be sent a written request for “Payment in Full.”

b) Any outstanding debt remaining at the end of the school year may be forwarded to the Superintendent’s office and/or subject to further collection proceedings.

4) Both school cafeterias possess computerized point of sale or cash register systems that maintain a record of all monies deposited and spent for each student and said record will be made available to the parent upon request.

5) Prepayments are a convenience for families and can be made by check or cash and given to your child’s cafeteria cashier. Prepayments can also be made at: www.myschoolbucks.com . (A \$2.49 transaction fee applies) Using My School Bucks gives parent/guardians the ability to use their credit/debit card for lunches and a la carte purchases. Other advantages include, updated account balances, e-mail notification of low balance accounts and a history of purchases made by the student.

a) **Blocks on Accounts:** A parent may call or email the Food Service Director to place a block on their child’s account to prohibit the purchase of a la carte items.

b) **Refunds**

1) Withdrawn Students: For any student who has withdrawn a refund of any money remaining in their account will be refunded.

2) Graduating Students: Any funds remaining on a graduating students account will be transferred to a siblings account if applicable. All other graduating students will be issued a refund.

SECTION X: LENOX MEMORIAL MIDDLE AND HIGH SCHOOL: ATHLETIC HANDBOOK

The Interscholastic Athletic Program at Lenox Memorial is an important part of the total school program and is open to all students in grades 7 – 12. Home schooled students are eligible to participate in the athletic program at LMMHS when enrolled in an approved home school program. Participation in the athletic program is a privilege, and every student in the athletic program must adhere to the training rules and responsibilities of the individual sport. Although regulations and team rules vary from sport to sport, all sports are conducted under the general rules of the Massachusetts Interscholastic Athletic Association (MIAA). In addition to the rules and regulations set forth in the Code of Conduct, athletic program participants are also governed by the High School Athletic Handbook.

The athletic director is responsible for ensuring that all coaches and athletes adhere to the general and specific rules as set forth by the MIAA. The rules and regulations in this athletic code shall apply to any violation, on or off the school premises, at any point during the school year.

A coach may implement additional rules or regulations only if first approved by the athletic director and Principal.

General Regulations

1. Massachusetts Interscholastic Athletic Association rules must be followed in all cases of eligibility, transfer, physical examinations, insurance coverage, starting dates, use of school equipment, etc. Each coach has the responsibility to know and enforce school and MIAA regulations and to inform team members and parents of their responsibilities.
2. A bona fide team member of a school team is a student who is consistently present for, and actively participates in, all school team sessions (i.e. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a school practice or competition or any mandatory event held with the coach in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA (for example: missing softball practice to play in a spring soccer game). Any student who violates this standard is ineligible to for the next two contests or two weeks (whichever is greater) immediately upon confirmation of the violation. (Rule # 45, MIAA Blue Book)
3. Conviction of a felony or behavior by a student athlete that is determined by school administration to be detrimental to individual athlete(s), the athletic program, school, or school district will result in an individual conference with athletic director, and/or school administration and possible suspension from the team for a period of up to one calendar year or three sport seasons, whichever is greatest.
- 3B. The Coach may suspend a member of the team for actions including:
 - a. display of an attitude detrimental to the individuals best interest or that teams' welfare
 - b. disrespect in word or actions directed toward the coach, officials, members of an opposing team, or spectators
 - c. fighting or other incompatibility with team members or opponents
 - d. unexcused absences from scheduled practices or contests

4. An athlete suspended from school (ISS or OSS) is also suspended from the team for the entire duration of the suspension. This includes practices, games, and any other team activities.
5. No athlete may quit one sport and try out for another after the season has begun without the mutual consent of both coaches. A student athlete will have a period of 5 practice days to make that decision. If after the 5th practice day; it is up to the coach's discretion. An athlete may not join a team that requires tryouts after cuts have been made.
6. Athletes must travel to and from contests held away from Lenox in transportation provided by the school. If a student must leave an event with a parent, a note must be submitted to the Athletic Director before 9 am for their signature and then presented to the head coach.
7. Unsportsmanlike conduct or use of profanity during a practice or contest may result in an individual conference with the head coach and/or athletic director and possible suspension from the team.
8. Students are expected to attend all practices and competitions including those held during school vacations. Practices or competitions missed as a result of a school excursion or family vacation will be considered excused when prior notification is provided to the head coach. After returning from said vacation or school excursion, for reasons of safety and/or performance, position on the team is left to the discretion of the coach.
9. Unexcused absence from a scheduled practice or game shall be handled in the following manner:
 - a. The first violation (per team, per season) will result in suspension from the next team competition following the athlete's return. The coach will notify the athletic director and the parent of the action.
 - b. A second violation will result in suspension from the team for a period of time ranging from one competition to all the remaining competitions. The coach may allow the athlete to continue to practice with the team. Before implementing such a suspension, the coach shall review the situation with the athletic director and inform the parent/guardian of any suspension.
 - c. Absences that are excused or that occur for the reasons defined above shall not result in the punitive action outlined in (a) or (b).
10. A student must complete the sport's season in order to be eligible for a sport letter or other team or individual award. (Exception: injury that limits participation.) No award will be given to a student suspended for the remainder of the season for Athletic Code violations.
11. All athletes are required to take and participate in physical education. All Athletes must actively participate in class to play or practice on an interscholastic team that day. Active participation is defined as having earned at least 4 points (out of a possible 6) for the day.

12. Hazing or initiation practices are prohibited. See the Harassment and Hazing sections of the school handbook for more information about hazing and initiation.
13. Students are allowed to participate in only one Lenox Memorial Middle and High School sport per season.
14. In order to be considered for a varsity sport a student athlete must attend all tryout sessions. Tryouts for varsity sports will be held according to the MIAA rules:
 - Fall Sports: Second Thursday before Labor Day.
 - Winter Sports: The Monday after Thanksgiving.
 - Spring Sports: The third Monday of March.
15. Junior Varsity Philosophy:
 - a. To emphasize development of skills, team concept, and sportsmanship rather than winning. JV Soccer will have no more than 18 members on the team;
 - b. More emphasis on team unit and strategy development;
 - c. Opportunity to play based on effort and skill level;
16. Varsity Philosophy:
 - a. Opportunity to play in games bases on skill level, effort and judgment of the coach to optimized the team performance.
 - b. Emphasizing skill development and team concept n the preceding years will result in a competitive team at the varsity level;
 - c. Our goal is to have all members of the team feel a sense of accomplishment satisfaction, good sportsmanship and pride in their team.

Academic Eligibility

To compete in a contest, a high school student must have passed 24 credit hours in the preceding marking period. The 24 credit hours must include a minimum of four major subjects. Fall sports' eligibility is based on the final grades for the preceding school year. A major course is defined as a course that provides the amount of credit equal to an English course that meets on a daily basis. Incomplete grades do not count toward eligibility.

- To compete in a contest, a middle school student must have passed all 5 core courses. If a middle school student receives only one "F," the student may submit a letter requesting an academic waiver (along with an approval letter from the parent) to the Athletic Director, Principal, and Guidance Counselor. They are allowed only one academic waiver per year. If they receive 2 "F"s, a middle school student is not eligible to play until grades are improved and the next quarter's grades are issued.
- Athletic eligibility will be considered on the issue date of interims notices. Students who receive a failing interim, must attend extra help sessions in that subject once a week until the term ends. Students receiving two failing interim notices will meet with an administrator/guidance counselor to review their eligibility. Three or more failing interim notices will make the student ineligible for the remainder of the quarter. Fall eligibility is based on the end of year final grade.

- A student who repeats a course in which they have already received credit cannot count that subject a second time for eligibility.
- Courses taken during the summer vacation, unless that course was previously taken and failed, do not count toward eligibility.
- Students receiving services under Chapter 766 whose Individualized Education Plan is a 502.4 or more restrictive prototype may be declared academically eligible by the principal provided that all other eligibility requirements are met.

Medical Eligibility

Any student dismissed from school during the school day or excused from physical education by the nurse may not participate in a practice or play in a game on that same day. Before participating in any sport, each student must have a physical exam by a licensed physician and submit a form showing proof of the physical examination. One physical will suffice for all sports activities within a thirteen month period.

Any student who has been treated by a physician for an illness or injury that might affect participation will not be permitted to return to active participation without the physician's written consent. However, should the parents decide to place their student/athlete under the care of another licensed physician willing to authorize participation, the school nurse will accept their written statement specifically granting permission to participate. It is the parents' responsibility to inform the school nurse of any illness or injury of this type and to submit to the school nurse the appropriate written clearance from the physician. For an injury that was not treated by a physician, permission must be received from the school nurse in order for a student to return to practice and/or competition.

Training

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, VAPE pens and all similar devices); marijuana (including synthetic); steroids; or any controlled substance. This policy includes products such as “NA or near beer”. 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.

1. First violation: When the Principal or designee 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 (regular season and tournament) totaling 25% of all interscholastic contests in that sport. The individual shall be required to participate in practices and attend contests for the purpose of rehabilitation and shall be referred to a substance abuse counselor. An individual who elects not to attend practices and contests shall be excluded from further participation on the team during that sport's season and the

violation must be completed during the individual's next sport season in which they participate. If the violation occurs with less than 25% of contests remaining, the remaining contests will be continued to the next sports season in which the student participates.

2. Second offense: When the Principal or designee confirms, following an opportunity for the student to be heard, that a violation occurred, the individual will be ineligible for any further athletic participation at Lenox Memorial unless the following occurs: after three months, a student may become eligible following successful completion of a school-approved rehabilitation program so long as the student has missed at least 60% of all interscholastic contests in a sport the athlete participates. The individual shall be required to participate in practices and attend contests for the purpose of rehabilitation. An individual who elects not to attend practices and contests shall be excluded from further participation on the team during that sport's season and the violation must be completed during the individual's next sport season in which they participate.
3. Third offense: When the Principal or designee confirms, following an opportunity for the student to be heard, that a violation occurred, the individual will be ineligible for any further athletic participation at Lenox Memorial.

NOTE: Offenses are cumulative during the student's participation in interscholastic athletics beginning at grade 7 and culminating at the conclusion of the senior year. For example, the first offense could be in grade 7, the second offense in grade 9, etc. Before any suspension or exclusion provided for under these rules shall take effect, the head coach and athletic director shall verbally advise student of the alleged violation; and the student will have an opportunity to present their explanation to the head coach, athletic director, and/or administration. If disciplinary action is determined to be justified after such a meeting, the athletic director will send written notification to the student and parents.

School Requirements

Attendance

Athletes must be in school prior to the start of second period and remain in school for the entire school day. Students with an excused tardy must be in attendance prior to the start of second period in order to participate in an athletic activity. Any student who must leave school before the school day is completed must have permission from their parent/guardian and from the Principal or athletic director in order to practice or play on that day.

Field trips

Students attending a field trip are considered to be in school for the day and are eligible to play or practice that day. However, if the field trip will extend beyond the school day, athletes are expected to fulfill their academic obligations before their athletic activity. If conflicts arise, athletic contests will be rescheduled when possible. If a student is unable to avoid a conflict and a special circumstance exists, he/she may appeal the rule with the principal and the athletic director.

Behavior

Because athletics is a privilege and student-athletes need to have good standing within the school, any student-athlete who has repeated behavioral referrals within one sports season will meet with the Assistant Principal, the Coach and the Athletic Director and any other personnel needed to discuss the behavioral concerns and develop an appropriate plan. This meeting may result in suspension from practices or games or expulsion for the season.

Activity Fees

Any athletic fees must be paid in full prior to any athlete receiving a uniform. If there is a financial concern, the athletic fee or a portion of the fee may be waived with permission of the Principal and/or the athletic director. Payment of the fee will have no bearing on whether an athlete makes a team or how much an athlete will play in contests. If an athlete quits or leaves a team prior to the end of the second week a full refund will be given. A 50% refund of the activity fee will be given in the first half of the season and no refund if an athlete leaves in the second half of the season. Fees are currently at \$50 per athlete, per sport. There is a five fee family cap for any family who may have multiple students participating in activities at LMMHS.

Pre-Season Meeting

A pre-season meeting will be held for all athletes and at least one parent or guardian within the first two weeks of each athletic season. Attendance at this meeting is mandatory as general rules and guidelines for the athletic program will be presented and discussed. Opportunities for each team to meet separately with coaches will also occur at this meeting. Activity fees will be paid and signatures of the Athletic Handbook will be expected. Athletes not attending with a parent/guardian must contact the athletic director and their coach to schedule a make-up time to complete all of the items listed above.