

2021-2022

Lexington High School

Handbook

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

Student/Caregiver Handbook 2021-2022

Important Disclaimer: *The context of our global pandemic has changed and may continue to change many LHS policies and procedures. As a practice we update the student handbook for typos, grammatical errors and basic informational changes as needed. We do not send out notification in such cases. Should significant changes to policy occur, we will send out an email highlighting the relevant update.*

Dr. Andrew Stephens, Principal

Mr. Andrew Baker, Associate Principal

Ms. Crystal Hunter, Dean

Ms. Nicole Canniff, Dean

Ms. Rebecca Wilusz, Dean

Mr. Scott Kmack, Dean

Mr. Jaffrie Perrotti, Dean

Lexington High School
251 Waltham Street
Lexington, MA 02421

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I. Lexington High School Mission Statement

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

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

Academic Expectations

Students at Lexington High School will...

- Write clearly and effectively, producing work that is informative, well organized, and appropriate to its purpose and audience.
- Read and comprehend varied materials and be able to interpret and apply what they have read.
- Listen actively and respond to communications through inquiry, discussion, writing, and various forms of art.
- Speak clearly and effectively in a variety of contexts including academic discourse and oral presentations.
- Gather data and critically evaluate their content, source, and relevance
- Reason logically, using appropriate qualitative or quantitative methods, and use their analysis to answer questions and to solve problems.
- Employ technology to gather, organize, and communicate information, to create and share visual images, and to investigate and solve problems.
- Demonstrate an understanding of the political, social, cultural, and scientific contexts of knowledge.
- Demonstrate practical applications of knowledge.
- Demonstrate awareness of aesthetic principles such as theme, motif, pattern, and symmetry.

Social and Civic Expectations

Students at Lexington High School will...

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

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

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

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

Scope of the Mission Statement and the Social and Civic Expectations

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

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

Lexington Public Schools Mission Statement

Joy in learning; curiosity in life; and compassion in all we do.

The words were carefully chosen and intentional—joy over happiness; curiosity over achievement; and compassion over empathy. The word “joy” cultivates a sense of lasting inner peace that emanates from the individual; while happiness is fleeting and externally motivated. The word “curiosity” evokes a sense of wonderment that leads to deep intellectual engagement and attainment of knowledge and skills; while achievement evokes a superficial level of success, like getting a good grade or a perfect score. The word “compassion” extends beyond empathy, imploring us to not just feel, but to act on our sympathies and do something to improve the lives of others. In just twelve simple yet powerful words, we convey in our mission all that we aspire to do each day in the Lexington Public Schools.

Lexington Public Schools Core Values

1. **We all Belong:** We are inclusive of all people, and we embrace and serve one another. We are dedicated to working toward mutual understanding of all cultures, backgrounds, identities, ideas, beliefs, learning styles, and abilities that are different from our own. In our community, we all bring unique skills, perspectives, and experiences. We create a safe and supportive learning environment when we work to ensure that everyone is honored and respected.
2. **Use Your Mind:** To learn and grow, we must continually seek new knowledge, think critically, know how to process information and apply skills to new situations. We seek out other points of view and work to understand the perspective of others. We recognize that all learning requires failure and making mistakes. We grow from these experiences and strive to continually challenge ourselves to our highest ability.
3. **Be Curious and Have Fun:** Joyful learning is fueled by an inquisitive mindset, a questioning attitude, and an imaginative, playful spirit. Mastery of facts and skills is not enough. Active inquiry, application of skills, good humor, and productive struggle are the hallmarks of deep, lifelong learning
4. **Care for Yourself and Others:** We nurture empathy and compassion for one another and care for our own well-being and that of others. When we seek joy for ourselves and nurture our own mental, physical, and emotional health and well-being, we are able to share our gifts with others.
5. **Do Your Part:** As members of communities, both small and large, we are united in many purposes. When we encounter challenges or conflicts, we work together with confidence and humility. None of humanity’s great accomplishments were done in isolation. Members of our community meet each other where they are and are invested in one another’s

success.

6. **Be Courageous:** Doing the right thing requires daily practice. When we act with integrity and moral courage, even our small actions can lead to big changes. We believe it is our obligation to serve and care for others in our local and global communities and stand up for just causes, even when it might be unpopular to do so.
7. **Embrace Your Revolutionary Spirit:** We are pioneers and innovators with the power to make meaningful, lasting change. We take bold and thoughtful risks, and we do not shy away when it is our time to lead. We resist the urge to make changes for the sake of change, and we willingly embrace new ideas that hold long-term promise and help us grow.
8. **You are Enough:** We are all, at this moment, on unique paths. Life is a personal journey that is our own and not to be compared with others. Everyone has moments of doubt. Persevere. There is no one definition of success. We get to define and redefine success throughout our lifetime.

Grade Level Goals and Assets

Lexington High School actively promotes the social and emotional growth of their students through the implementation of Grade Level Goals and Assets; which is an aspect of the curriculum that outlines a developmental progression surrounding the themes of communication and resiliency. The Grade Level Goals and Assets will foster life-long competencies in self-advocacy, relationship building, coping and perseverance for all Lexington High School students. A comprehensive description of the grade level goals and assets can be found on the LHS website or at the following link: [Grade Level Assets](#)

Civil Rights Guidelines

Lexington Public School District is committed to the belief that every student has the right to learn in an environment that is free from violence, harassment, and discrimination, including that based on a person's race, color, religion, national origin, ethnicity, gender, gender identity, sexual orientation or disability.

For additional information regarding alleged discrimination or harassment, please review Section VI.

II. School Organization

School Committee

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

Ms. Kathleen Lenihan, Chair

Ms. Eileen Jay, Vice-Chair

Mr. Scott Bokun

Ms. Deepika Sawhney

Ms. Sara Cuthbertson

Districtwide Administration

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

Dr. Julie Hackett, Superintendent of Schools

Dr. Chris Lyons, Assistant Superintendent for Personnel and Staff Support

Mr. Johnny Cole, Director of Equity and Student Supports

TBA, Director of Secondary Education

Ms. Ellen Sugita, Director of Special Education

Ms. Valerie Viscosi, K-12 Director of Guidance

Mr. David P. Coelho, Assistant Superintendent for Finance and Operations

Mr. Thomas Martellone, Director of Instructional Technology

Ms. Michael Cronin, Director of Public Facilities

High School Administration/Services

Schoolwide Services

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

Main Office

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

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

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

Principal:	Dr. Andrew Stephens	781-861-2320, ext. 69103
Office Manager:	Ms. Julie LaLumiere	ext. 69103
Associate Principal:	Mr. Andrew Baker	ext. 69102
Administrative Asst:	Ms. Donna Sintiris	ext. 69102
Receptionist:	Ms. Diane Dennehy	ext. 69101
Student Accounts:	Ms. Terri Bell	ext. 69104
Deans:	Ms. Nicole Canniff (Science Building)	ext. 69332
	Ms. Rebecca Wilusz (World Language Building)	ext. 69530
	Mr. Scott Kmack (Arts & Humanities Building)	ext. 69111
	Mr. Jaffrie Perrotti (Math Building)	ext. 69720
	Ms. Crystal Hunter (Arts & Humanities Building)	ext. 69170
Resource Officer:	Detective. Kristina Hankins	ext. 69243

Visitors Policy

To maintain a safe environment for all, any visitor to campus should have a pre-scheduled appointment and check in with the campus monitor at the main entrance of the school adjacent to the Worthen Road parking lot (or Main office if the booth is closed). Visitors are asked to wear a visitor badge while on campus and to avoid areas other than those associated with their appointment.

Families should limit drop off of student items to essentials needed for the day and must be left with the campus monitors at the main entrance for student pickup.

If a visitor disrupts or interferes with the work of students, teachers or other employees by behaving inappropriately or discarding safety regulations, the Principal or Superintendent may place limitations on the individual's ability to visit the school, including, but not limited to, being accompanied by school staff when on school grounds, or being barred from entering any school buildings.

*****For the 2021-22 school year, students will not be permitted to have non-LHS student guests or shadows.**

Nursing Clinic

Office Hours

8:00 am – 3:30pm

Clinic Location: Room #913--Next to the Main Office in the hallway leading to the girls' locker room.

General Overview

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

Re-Entry after Prolonged Medical Absence

Re-entry meetings are put into plan before a student returns to the school environment from a medical or psychiatric hospitalization. Participants include the parents/guardians, the student, the Dean, the school nurse and the school counselor. The school requests that the parents provide a written

statement/discharge plan from the student's physician for the team's consideration in planning and coordinating appropriate services and in assessing health needs for the student.

Medications

All medications are stored and dispensed from the clinic. Exceptions may be made for self-administration of medications if certain conditions are met: it is not a psychotropic drug; the school nurse agrees it is safe for the student to do so; and written authorization by the parent/guardian and M.D. is on file. Medications dispensed by the school nurse must be brought into the clinic by the parent/guardian and be accompanied with proper documentation. This paperwork includes a signed M.D. order and signed permission from the parent/guardian for prescription medications. With parent/guardian permission, students may receive acetaminophen and ibuprofen which are stocked in the Health Office. Medications and paperwork will be in effect for the school year and must be picked up in June or they are discarded. This procedure must be followed annually, grades 9-12.

Medical Exemptions from Physical Education

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

Overview of Medical Requirements by Grade

All Grades

- Medication form and medication sent into the Health Office if students will need medications during the school day. Forms can be found online at LHS Nursing website.
 - Anaphylactic Action Plan 2020-2021 (for any student with life threatening allergies)
 - Students at LHS carry their own EpiPen but the health office does carry stock EpiPens for emergencies.
 - Asthma Action Plan 2020-2021
 - *Note: nebulizer treatments will not be allowed at school. Providers may consider ordering a metered dose inhaler with a spacer for school use instead. Students at LHS will carry their own inhaler.*
 - Medication Form
 - Diabetes Management in School
 - Seizure Action Plan
 - Optional Tylenol and/or Motrin Form (Nursing Office supplies acetaminophen and ibuprofen)
- Physical Exam (past 12 months) if participating in sports or a transfer student.

- All required immunization records need to be submitted to nursing. Please contact nursing or see LHS nursing website for questions.
 - o Meningococcal Conjugate Vaccine (MenACWY) Requirement (New 2020-2021 School Year)
- Grade 11 entry: 1 booster dose of MenACWY received on or after 16 years of age. (1 or more doses of MenACWY are acceptable as long as 1 dose was received on or after 16 years of age.)

Grade 9

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

SBIRT Screening: Lexington High School nursing and counseling staffs screen ninth grade students for substance use, called SBIRT (Screening, Brief Intervention and Referral to Treatment). The CRAFFT (Car, Relax, Alone, Forget, Family, Trouble) screening interview tool is used. It is a preventative model for substance abuse and the most commonly used screening tool in Massachusetts. Student screening sessions are brief – approximately 5 minutes – and are conducted confidentially in private, individualized sessions. The results of the screening will not be included in a student’s school record, nor will results be shared with parents or with any staff other than the SBIRT Team. As a proactive measure, all students will receive some educational material and a resource list at the time of the screening. More information about SBIRT can be found on the [School Nurses website](#).

As with any school screening, you have the right to opt your child out of this screening. If you wish to exclude your child from this screening, please email the LHS Nurses at lhs-nurse@lexingtonma.org.

Grade 12

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

School Nurses: 781-861-2320

Ms. Meaghan Mead, RN, BSN ext. 69913

Ms. Raeanne Brazee, RN, M.Ed ext. 69918

Ms. Susan Kaftan, RN, MSN, ANP-BC ext. 69919

Confidential Fax : 781-861-2611

Marie Golab, Medical Records Tech ext. 74109

LPS Director of Health Services: Ms. Karen Vaccarello Rufo, RN, BSN, MSN ext. 69191

Library

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

Location, Hours of Operation and Staff

The Student Library is located in the Main Building of LHS, first floor.

The Library is open every day school is in session.

Monday – Thursday: 7:45 am to 4:30pm

Friday: 7:45 am to 3:30pm

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

Librarians: Sarah Anderson

Harriet Wallen

Aides: Emma Donnellan

Carin Casey

Marie Kelley

Visiting the Library

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

All students MUST sign in when they enter the library.

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

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

Students assigned to study halls

First semester Freshmen must also have their passes signed by their study hall teachers. Second semester Freshmen and Sophomores do not have to check in with their study hall teachers but may proceed directly to the library. Students are given a three minute leeway over the usual passing time of five minutes to come to and go from the library. Students arriving late to the library will be sent back to study hall with the pass voided. **All students assigned to study halls are required to return to study hall before the end of the period, or to their Dean's office before 2:30pm, to give their stamped library passes.** Students not observing library rules will also be asked to return to study.

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

Expectations

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

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

Library Resources and Services

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

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

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

METCO Program

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

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

Director of K-12 METCO:	Ms. Barbara Hamilton	781-861-2320, ext. 69123
Secretary:	Ms. Felicia Grullon	781-861-2320, ext. 69122
Academic Support:	Ms. Gretchen Segars	781-861-2320, ext. 69144

Student Support: Buildings and School Counseling Clusters

Building Plan

In order to deliver better individual attention in a school as large as Lexington High School, students are assigned a team consisting of a Dean, School Counselor, administrative assistant and support personnel. The team works closely together to help students make optimal use of the resources of Lexington High School.

The Deans' and Counselors' building offices are located in different areas around campus. Each office has an administrative assistant. Any daily absence must be reported through the online [Student Absence Form](#) on the LHS Homepage. If a student is tardy or being dismissed, parents/guardians should call or email the Dean's Office and check in to ensure digital communication is sent to the teacher. The Deans' office keeps records pertaining to the day-to-day life of the student.

Advisory

Advisories are organized by a student's Freshman team section. Advisory will meet two times a month to explore our LPS core values and to establish LHS community and connections. Advisory will also meet, as needed, in response to events and concerns that have impact for our LHS community.

School Counseling Services

The primary purpose of the School Counseling Department is to promote the educational and social/emotional development of our students. Its goal is to be proactive in working with students. The counselors assist students on their academic planning throughout their years at Lexington High School, culminating with extensive post-high school planning in the junior and senior years. The members of the department also help students and their families to deal with adjustment difficulties and emotional impediments to the students' academic progress. The counselors provide individual and small group

counseling to students as well as numerous programs for parents. In addition, counselors collaborate with teachers and administrators regarding student progress and concerns as well as consults with outside agencies. The department's emphasis is not only helping students who experience difficulties to adjust; it is also concerned with helping all students to cope with the normal developmental issues and problems that typically arise in childhood and adolescence.

School Counseling Directory

Arts & Humanities Building

K-12 Asst. Director of School Counseling: Ms. Stacy Glickman ext. 69128

Administrative Asst: Ms. Linda Prisco ext. 69128

Admin Asst. Reception TBD ext. 69197

& Registration

School Counselors: Mr.Scot Schaming ext. 69135

Ms. Stacy McFadden ext. 69190

Mr. Matt Medugno ext. 69196

Ms. Esther Kim ext. 69136

Social Workers: Mr. James Farnham ext. 69134

Ms. Martha Queenin ext. 69130

Ms. Claudia Vanegas ext. 69195

Mr. Stephen Babbitt ext. 69193

Community Service Coordinator: Ms. Liz Nicols ext. 69196

AP/SSD Coordinator Nicole Magliozzi ext. 69152

ALPHA Program

Ms. Joanne Loomer ext. 69194

Mr. Scott Maitland, Academic Support ext. 69174

Math Building

School Counselors:	Ms. Maggie Shih	ext. 69722
	Mr. Francisco Hernandez Salgado	ext. 69724
	Ms. Carrie Hamblin	ext. 69723

Science Building

School Counselors:

Ms. Stephanie Michael	ext. 69336
Ms. Emily O'Neil	ext. 69337

World Language Building

School Counselors:

Mr. Jeremie Bateman	ext. 69532
Mr Timothy McClelland	ext.69507

Ms. Brielle Palin	ext. 69533
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504 Coordinator:	Ms. Kristi Borges	ext. 69505
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Registrar's Office – Room 152

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

Registrar:	Ms. Karen Hurley	ext. 69126
Asst. Registrar:	Ms. Jane Aronson	ext. 69127

Community Service Programs

All Lexington High School students are **required to complete 40 hours of community service** in order to graduate. General information about this program is available through the individual School Counseling offices. Specific information can be obtained on the [School Counseling webpage](https://sites.google.com/lexingtonma.org/lhscommunityservice/home).

<https://sites.google.com/lexingtonma.org/lhscommunityservice/home>

Special Education Programs

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

Department Heads

English

Ms. Jane Day, Arts & Humanities Building	ext. 69254
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Ms. Suzanne Rooney, Secretary	ext. 69254
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Fine Arts

Ms. Alethea Roy, Arts & Humanities Building	ext. 69251
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Debra Hankins, Secretary	ext. 69250
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Mathematics

Mr. Kevin Kelly, Math Building	ext. 69726
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Ms. Heather Foley, Secretary	ext. 69725
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Performing Arts

Mr. Jared Cassedy, Arts & Humanities Building	ext. 69252
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Ms. Debra Hankins, Secretary	ext. 69250
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Physical Education and Wellness

Mr. Eamonn Sheehan, Arts & Humanities Building ext. 69192

Ms. Marjorie Bulger, Secretary ext. 69129

Science

Mr. Reggie Hobbs, Science Building ext. 69330

Ms. Patricia Lyons, Secretary ext. 69330

Social Studies

Ms. Kerry Dunne Arts & Humanities Building ext. 69254

Ms. Suzanne Rooney, Secretary ext. 69254

Special Education

Ms. Tracy Conte , Supervisor, Arts & Humanities Building ext. 69253

Ms. Elyse Amicangioli, Secretary ext. 69253

Ms. Kelly Chamberlin, Secretary ext. 63255

Evaluation Team Supervisors

Ms. Linda Bartlett ext. 69258

Ms. Kristine Lacey ext. 69263

World Languages

Ms. Amy Moran, World Languages Building ext. 69534

Ms. Heather Foley, Secretary ext. 69534

Special Personnel

Athletics

Ms. Naomi Martin, Athletic Director ext. 69901

Ms. Debra Psilopoulos, Secretary ext. 69901

Campus Monitors

Ms. Carolyn Dooley ext. 69152

Mr. Rynel Wise

ext. 69152

Food Service

Mr. Kevin Silvia

ext. 69107

Communications

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

Parent Portal via LHS website. This is the most important means of accessing information about your student. <https://ma-lexington.myfollett.com/aspen/logon.do>

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

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

The Musket – The student newspaper is published throughout the year and available on campus for free. Subscriptions are available for parents who want mail delivery. For further information, please contact Ms.Danielle Agresti dagresti@lexingtonma.org

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

[LHS Program of Studies](#) – Published online in the winter

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

LHS Student/Parent Handbook – Published online in September

LHS/PTO electronic mailing list

If you have email, you can subscribe to the LHS PTO electronic mailing list at <https://lhspto.org>

The Parent/School Partnership

Home/School Communication

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

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

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

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

Guidelines for Use of the Aspen Gradebook on the Family Portal

To assist students and parents/guardians in supporting academic growth and learning, the district is pleased to supplement attendance information with access to student progress and grade information. Progress and grade information will be updated at the midpoint of the quarter and in conjunction with report cards each quarter.

Please read the following guidelines carefully to ensure a smooth transition to this new resource for school/student/home communication.

Communication Protocol

In order to promote academic growth, social growth, and transparency, it is always valuable to include the student in all of the steps outlined below, including e-mail communication with teachers. A parent/guardian is expected to adhere to the following protocol in the order listed for concerns regarding student progress and/or grades:

1. Speak with the student about his/her progress in the course.
2. Consult and review the teacher's course expectations/grading policy.
3. Ask the student to contact the teacher directly if questions remain.
4. Contact the teacher if unanswered questions/concerns remain or need to be shared; a timely response can be expected within two school days.

Important Note: While checking student progress, please be mindful that some assignments take longer than others to grade, and it is always the goal of a teacher to provide meaningful feedback in a timely

manner.

Terms of Use:

1. I understand that the school district is providing additional access in Aspen to support academic growth and learning. Any use of the portal by a student or a parent/guardian that impedes respectful two-way communication or negatively impacts student well-being will result in suspended access for the account.
2. I understand that the high school will replace the general education mid-quarter progress report in Aspen with access to updated progress and grade information in course grade books.
3. I understand that the high school will provide progress and grade information in Aspen in conjunction with posted report cards.

III. Student Life

Lexington High School Schedule 6-day Rotation with 4 Lunch Periods

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:30–9:25 ⁽⁵⁵⁾ A ₁	8:30–9:35 ⁽⁶⁵⁾ E ₂	8:30–9:30 ⁽⁶⁰⁾ B ₂	8:30–9:25 ⁽⁵⁵⁾ A ₃	8:30–9:35 ⁽⁶⁵⁾ E ₄	8:30–9:30 ⁽⁶⁰⁾ B ₄
9:30–10:25 ⁽⁵⁵⁾ B ₁	9:40–10:45 ⁽⁶⁵⁾ F ₂	9:35–10:35 ⁽⁶⁰⁾ A ₂	9:25–10:25 ⁽⁵⁵⁾ B ₃	9:40–10:45 ⁽⁶⁵⁾ F ₄	9:35–10:35 ⁽⁶⁰⁾ A ₄
10:30–11:20 ⁽⁵⁰⁾ C ₁		10:40–11:30 ⁽⁵⁰⁾ H ₂	10:30–11:20 ⁽⁵⁰⁾ C ₃		10:40–11:30 ⁽⁵⁰⁾ H ₄
11:25–1:20 ^(60+20extra+lunch) D ₁ 1st: 11:20–11:50 2nd: 11:50–12:20 3rd: 12:20–12:50 4th: 12:50–1:20	10:55–12:50 ^(60+20extra+lunch) C ₂ 1st: 10:50–11:20 2nd: 11:20–11:50 3rd: 11:50–12:20 4th: 12:20–12:50	11:35–1:30 ^(60+20extra+lunch) G ₂ 1st: 11:30–12:00 2nd: 12:00–12:30 3rd: 12:30–1:00 4th: 1:00–1:30	11:25–1:20 ^(60+20extra+lunch) D ₃ 1st: 11:20–11:50 2nd: 11:50–12:20 3rd: 12:20–12:50 4th: 12:50–1:20	10:55–12:50 ^(60+20extra+lunch) C ₄ 1st: 10:50–11:20 2nd: 11:20–11:50 3rd: 11:50–12:20 4th: 12:20–12:50	11:35–1:30 ^(60+20extra+lunch) G ₄ 1st: 11:30–12:00 2nd: 12:00–12:30 3rd: 12:30–1:00 4th: 1:00–1:30
1:25–2:15 ⁽⁵⁰⁾ E ₁	12:55–2:00 ⁽⁶⁵⁾ H ₁	1:35–2:15 ⁽⁴⁰⁾ I Block	1:25–2:15 ⁽⁵⁰⁾ E ₃	12:55–2:00 ⁽⁶⁵⁾ H ₃	1:35–2:15 ⁽⁴⁰⁾ I Block
2:20–3:10 ⁽⁵⁰⁾ F ₁	2:05–3:10 ⁽⁶⁵⁾ G ₁	2:20–3:10 ⁽⁵⁰⁾ D ₂	2:20–3:10 ⁽⁵⁰⁾ F ₃	2:05–3:10 ⁽⁶⁵⁾ G ₃	2:20–3:10 ⁽⁵⁰⁾ D ₄

Understanding the When & Where of Your Lunch Block

Juniors and Seniors who are unscheduled during the lunch periods (D1, C2, G2, D3, C4 or G4) may elect to eat their lunch anytime within the lunch period. Students with open campus privileges may leave the campus for lunch.

For all scheduled students, their lunch block will be determined by two criteria: the course they are enrolled in during the lunch block and its room number.

Course & Department	Odd Room Numbers	Even Room Numbers (including Auditorium)
English (Grades 11-12) English as a Second Language Performing Arts Physical Education and Health Science Social Studies (Gr. 10-12 and all electives) Special Education Visual Arts	1st lunch	4th lunch
Academic Support Counseling Seminars English (Grades 9-10) Math and Computer Science Social Studies: World History I (Grade 9) World Language Study Halls (regardless of location)	3rd lunch	2nd lunch

At the onset of each semester, teachers of courses meeting D1, C2, G2, D3, C4 and G4 are encouraged to review the applicable lunch with students.

Where may students eat?

Students are strongly encouraged to eat outside when the weather is clement. When the weather is inclement, Commons 1, Commons 2 and the Gymnasium should be used. Students must maintain 6' distancing in these spaces. Students may not eat in stairwells or hallways. Both the bleachers and the floor may be used in the gymnasium.

LHS Google Calendar

Students and parents are encouraged to subscribe to the LHS block calendar in order to keep track of the their schedules. Instructions for adding this calendars can be found [here](#). Special schedules (ex: half days) are reflected in the google calendar. Delayed openings will be quickly reflected in the calendar on the morning of each instance.

I Block

In the 2020-2021 School year, I block is a feature of the fully remote schedule on Wednesdays. I Block provides every student time during the school day to access academic and social emotional support from educators across the school. I Blocks provide a systematic opportunity for students to access interventions and supports such as:

- Focused Extra Help/Skill Development
- Social Emotional Support
- Homework, Classwork and Make-up Work Completion
- Group Projects
- Peer Tutoring
- Enrichment Opportunities

ALL Students at ALL grade levels will be required to attend I Block and advisory when they occur.

Further Information and details about I Block can be found on the LHS website.

Bus Transportation and Behavior

Bus Conduct Regulations

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

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

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

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

1. Due to current public health restrictions, and in accordance with state and district guidelines:
 - a. Masks will be worn on buses at all times
 - b. Windows on buses will be kept open to circulate fresh air
 - c. Students will be assigned to a seat, and staff will mark their seat locations in advance
2. Pupils shall stand on the sidewalk or another designated place while waiting for the school bus. They shall respect other people's property, respect the right of other people to pass on the sidewalk and display manners that indicate consideration and safety for others
3. Pupils shall never approach a school bus until it has completely stopped and the door is opened. In boarding the bus, they should proceed in an orderly manner, single file. Younger students should board and alight first from the bus.
4. Pupils shall not open windows without permission. Do not throw anything out of the window. Do not put your hands, arms or any parts of your body out of the window at anytime. Do not open the rear exit emergency door unless there is an emergency or the driver directs you.
5. In crossing the roadway after alighting from the bus, cross only in front of the bus when the blinking lights are on and the stop sign is extended. Pass at least 10 feet in front of the bus and look for traffic in both directions before crossing the roadway. Never run beside a bus, chase after a bus or pick up anything that has fallen near the wheels of a bus.
6. The bus driver has full authority as well as responsibility for control of the conduct of pupils while they are on the bus. Pupils should not annoy the operator or distract his/her attention from driving. They should be treated with courtesy and respect at all times.
7. There shall be no pushing, striking or general fooling. Pupils are not allowed to use profane or abusive language. Pupils who witness the destruction of property have a responsibility to report such misbehavior to the driver or school authorities.
8. All Town paid and Fee-Based students are issued a bus pass that they must show to the driver each day upon entering the bus. The pass entitles students a school bus ride to and from school. In the event a student loses a bus pass, a duplicate pass may be obtained from the Transportation Office for \$5.00
9. A student who allows another student to use his/her bus pass or sells his/her bus pass is subject to having the bus pass privileges revoked.
10. Do not bring large art projects or instruments (e.g., cello), animals, pets, or large objects on the school bus. Under no circumstances should firearms, explosives, or weapons be brought onto a school bus. Lunch boxes, smaller musical instruments and small athletic equipment (those which can easily be transported on a student's lap or under the seat) must be kept out of the aisle.
11. Vandalism, destruction, or defacing of property will not be tolerated.

12. There is no smoking, eating or drinking on the school bus. The bus must be kept neat without litter.
13. A pupil who pays a fee for transportation and whose riding privileges are suspended because of violation of these rules will not receive a fee refund

Special Transportation of Students with Medical Problems

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

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

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

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

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

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

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

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

Public Bus

Student Charlie Cards are available for students in the METCO Office (Room 145).

Lexpress schedules and tickets are available in the Main Office.

Locker Room Policy

1. **Students are allowed in the locker rooms only for the purpose of participation in a physical education class or an athletic practice/game.**
2. During the school day locker room bathrooms may be used by students only during their physical education classes.
3. **If a student is found in the locker room at an inappropriate time, s/he will be asked to go directly to his/her Dean's office. The student will be subject to detentions and/or suspension from school.**
4. Any student caught going into someone else's locker or private property, without that student's permission, will be disciplined according to the LHS Student/Parent Handbook.
5. Cameras and cell phone use of any type are not permitted in the locker rooms.
6. Students will be assigned an individual locker which is located in the Physical Education changing areas. The locker is assigned to each student for all four years and **students will be responsible for securing their valuables in these lockers using personal locking devices while attending PE classes.** Students will be required to clean out their lockers at the end of each school year and leave the lockers in an open position for summer cleaning and maintenance.

Care and Use of School Property and Facilities

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

During the school day, students are expected to stay in authorized school spaces with adult supervision.

Students are encouraged to participate in extra-curricular activities at Lexington High School. Students who remain after school should be under the supervision of a staff member, or be participating in a supervised school-sponsored activity or project. Students are prohibited from remaining in the building or on school grounds without supervision, and such conduct may lead to disciplinary action. After school hours, students who are not participating in supervised school activities will be asked to leave the building.

Students who are not in class are not allowed to gather:

- In corridors, stairways, and foyers
- Directly outside any building
- In unsupervised classrooms, offices and conference rooms
- In any parking lots or at the end of Muzzey Street or to spend time in cars parked on campus
- In the gymnasium or in/behind the field house

Students may only eat breakfast or lunch at socially distanced seats in the Commons when they are not able to eat outdoors.

Personal Property and Valuables

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

Lost and Found

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

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

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

Open Campus Policy

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

Open campus is not a right; it is a privilege that is earned. Open Campus is granted by the student's Dean with the signed permission of the student's parents/caregivers, and can be reassessed by the Dean as needed. Attendance, academic progress, attitude, behavior, community service progress, outstanding school obligations, and disciplinary history (e.g. multiple suspensions, violation of substance use policy) are considered when making the determination of Open Campus.

In addition to leaving school grounds, students with Open Campus may use:

- The library
- Commons I and II and adjoining patios
- Band room if not scheduled
- The Quad (Any activities impacting student safety or student learning are prohibited)

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

- In corridors, stairways, and foyers
- Directly outside any building
- In unsupervised classrooms, offices and conference rooms
- In any parking lots or at the end of Muzzey Street or to spend time in cars parked on campus
- In the gymnasium or in/behind the field house

Students whose behavior is inappropriate or who gather in areas not allowed may face the loss of Open Campus privilege and may be subject to disciplinary consequences, up to and including suspension. The school faculty/administration, School Committee, and the Town of Lexington are not responsible for the supervision of students, nor for any injuries that may occur to students while participating in off-campus or any non-school sponsored activities.

Freshmen, Sophomores and Upperclassmen Without Open Campus

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

1st Offense: one-day suspension

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

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

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

Study Halls and Students Without Open Campus

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

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

Second-semester freshmen, sophomores, and students without Open campus may proceed directly to the Library with a signed pass from one of their subject matter teachers. (Multiple names on passes are prohibited.) Passes must be filled out legibly and completely, including the first and last name of the

student. Students must bring a stamped pass to their study hall teacher before the end of the period or to their Dean's secretary by 3:00pm. This must be done before the bell rings; failure to do so will result in detentions and/or denial of library privileges.

Student Traffic and Parking Rules and Regulations

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

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

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

Bicycles/Rollerblades/Skateboards/Scooters/Hoverboards

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

Lost/Stolen Chromebook

Lexington High School issues each student, at no cost, a Chromebook for use in school and for school-related assignments. If a student loses his/her/their school-issued chromebook or has it stolen, please follow the protocol outlined here: <https://sites.google.com/lexingtonma.org/device-policies/home>.

If after 2 weeks a student still cannot find his/her/their device, a form will be sent to parents/guardians that the [Chromebook needs to be replaced at cost, which will be prorated based on the age of the device](#).

Stolen Chromebooks will require students to file a theft report with the Lexington Police Department, after which the fee for replacement would be waived.

Lexington Public Schools Policy: Standards for the Acceptable Use of Technology in the Lexington Public Schools

1.0 Purpose and Acceptable Use

- 1.1 The Lexington Public School (LPS) district provides and maintains sophisticated computer systems and network resources to support the delivery of education and the administration of the district's operation. The computer systems and network resources include desktop workstations, laptops, handheld computer devices, applications, internal networks (both wired and wireless), servers, online databases, and access to outside networks, including the Internet, all of which are referred to hereinafter as "computing systems." This policy and guidelines apply to all users of LPS computing systems including students, staff, and, where applicable, guests and adult learners.
- 1.2 The policy defines the educational and administrative purpose of using computers in the Lexington Public Schools and applies to all LPS staff.
- 1.3 The technology mission of the LPS is to ensure access to appropriate technology in our educational community to support and enhance student learning, staff instruction, school communication and data management. The Lexington Public Schools fulfills this mission by offering an institutional network between the schools, as well as internet access to staff and students. Our goal in providing this service to staff and students is to promote the educational excellence by facilitating resource sharing, innovation, and communication.
- 1.4 LPS permits its staff to use the LPS computing systems for incidental personal use as long as the computing systems are not used in a manner that violates this policy and such use is limited to times before or after work hours, during non-assigned teaching or duty time, and lunch periods.
- 1.5 This policy describes acceptable and unacceptable uses of LPS computing systems, but these descriptions are not exhaustive lists of all acceptable or unacceptable uses. Any user who has a question regarding whether or not a particular activity is acceptable should seek guidance from the Building Principal or Superintendent.

2.0 Roles

- 2.1 The **Director of Educational Technology** (or designee of the Superintendent) will oversee and approve the programmatic direction, selection, and distribution of technology services and tools to support the overall goals of the district.
- 2.2 The **Director of Technology** (or designee of the Superintendent), working with the technology staff, will oversee access to all network and computer systems and will establish processes for setting up user access protocols, accounts, authorization of installation of all software and hardware architectures, required disk quota and usage on the system, backup, retention and archive schedules, virus protection, infrastructure configuration, security, web content filtering and other necessary activities to support the educational goals of LPS.
- 2.3 **Principals** (or designee of the Building Principal) will serve as the building coordinator for all computing systems and network related activities. The building coordinator, in partnership with the Director of Educational Technology (and the Director of Technology, as needed) and

applicable curriculum leaders, will coordinate building level technology activities. Together they will ensure that staff receives training in the use of all systems and this policy. They will establish a system to ensure that students using any computing resources receive appropriate supervision and understand how to use all systems responsibly.

2.4 Teachers, when using the Internet for instruction, are responsible for selecting materials that are relevant to curriculum objectives and are appropriate for students. Teachers are responsible for previewing all sites and resources to determine appropriateness to the classroom. Teachers also are responsible for modeling effective and appropriate use of technology and will assist students in developing skills to ascertain the reliability of information, distinguishing bias and quality of information as it relates to their research.

2.5 LPS will develop a coordinated web presence to provide information about the district. LPS will develop and inform parents of expected channels of communication.

3.0 Access to the System and Resources

3.1 Staff. LPS will provide this policy to new staff at the time of hire. Any staff member who signs the computing systems access agreement will have access, with the permission of his/her supervisor, to the following computing resources through their classrooms, offices, library media centers, and/or computer and mobile labs: email including conferencing and collaboration tools, web hosting, online subscription databases and information services, LPS servers for secure file storage, and all resources and tools found on the internet/world wide web. Resources may change as technology develops; these, too, however, will fall within the purview of this policy. Building Principals (or designee) will ensure that computing systems access agreements are signed and maintained.

3.2 Students. Students will have appropriate access to the Internet and LPS network through the schools' computers.

3.3 Other Users. Guest accounts may be established for, for example, temporary staff (e.g. long term substitutes, service vendor, interns, student teachers, community education instructors). A guest's access may be limited.

4.0 Disclaimer

4.1 LPS makes no warranties of any kind, either express or implied, that services provided through its computing systems will be error-free or without defect. LPS is not responsible for the accuracy or quality of the information obtained through the system. Users of LPS's computing systems assume full responsibility for their use of the system including, but not limited to, loss of data, interruptions of service, costs, liabilities or damages.

5.0 Ownership/Privacy

5.1 The LPS computing systems are the property of the LPS. As such, a user's activities and files are subject to inspection by the administration at any time. LPS has the right to monitor and log any and all aspects of its computing systems including, but not limited to, monitoring Internet usage, file downloads, and all communications.

5.2 Users should not have an expectation of privacy regarding any use of the LPS computing systems.

- 5.3** Email that is created or received by a public school employee is a matter of public record and may be subject to public production in accordance with the Massachusetts public records law.

6.0 Unacceptable Uses

- 6.1** LPS computing systems may not be used for political or social advocacy or solicitation. This prohibition includes fundraising or advocacy for any non-school organization or group.
- 6.2** LPS computing systems may not be used for entertainment, illegal purposes (or support of illegal activities), or commercial purposes such as, but not limited to, offering, providing or purchasing goods and/or services for personal use or gain. In addition, the computing systems cannot be used as a public access service or a public forum. As such the district reserves the right to place reasonable restrictions on the materials users can access or post through the LPS computing systems.
- 6.3** Users may not use the LPS computing systems to obtain or share information about staff, students or families for any non-school purpose.
- 6.4** Users are prohibited from copying copyrighted material without authorization from the copyright holder unless the copies are used for teaching (including multiple copies for classroom use), scholarship or research. If there is uncertainty as to the extent of copyright protection for Internet materials, users must obtain permission to use material from the copyright holder.
- 6.5** Users shall not attempt to gain unauthorized access to files or accounts using LPS computing systems or network.
- 6.6** Users shall not vandalize the LPS computing systems by, for example, causing physical damage, reconfiguring the computer system, attempting to degrade or disrupt the computing systems, or destroying data by spreading computer viruses or by any other means. Anyone who vandalizes the LPS computing systems may be responsible for the costs associated with hardware, software and/or system restoration. This covers equipment, materials, software and/or data.
- 6.7** Users shall not pretend to be someone else when sending or receiving electronic communications.
- 6.8** Use of another person's password or account is strictly prohibited.
- 6.9** It is unacceptable to attempt to read, delete, copy, or modify the electronic communications of other users or to interfere with other users' ability to send or receive communications.
- 6.10** Users shall not access, send, or forward materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, profane, or inflammatory.
- 6.11** Users shall not download or install any commercial software, shareware, freeware or similar types of materials on the LPS computing systems without prior approval and authorization from the technology department.

7.0 Internet Safety

- 7.1** Use of the Internet has potential dangers. Users are encouraged to read information that the Massachusetts Office of the Attorney General has published on Cyber Crimes and Internet Safety which is found on the Commonwealth of Massachusetts government website (www.mass.gov;

search “attorney general” to find website for Office of the Attorney General, where you will find “Cyber Crimes and Internet Safety” under “Community Safety” heading).

7.2 All users are granted individual accounts and agree to keep passwords secured. Users are responsible for their accounts, credentials, security codes, and passwords and will not share or allow others access to them. Users are responsible for keeping these secured and for reporting any suspected breach to the Building Principal.

7.3 Users will refrain from revealing private information (e.g. addresses, phone numbers) in any school-related electronic communications including email, web, or other network tools.

7.4 When accessing schools resources and data from any systems (including outside the LPS network), staff will use due caution to protect the privacy and integrity of student data.

8.0 Data and Control

8.1 LPS has the right to re-image any computer as necessary.

8.2 LPS is responsible for the provision, installation and maintenance of all software and maintaining proper licensure.

8.3 No personal data or files should be stored on the local machine, which is the property of LPS.

8.4 The school district provides all users with network accounts and storage. It is the users’ responsibility to insure that all files and data are stored on the network servers. The District conducts regularly scheduled backups to prevent against loss or corruption. However, the school district cannot guarantee that all information can be recovered in the event of a catastrophic failure.

8.5 The district maintains a disaster recovery plan to insure against loss of data and or services.

8.6 Responsibility for backing up any handheld or mobile device issued to a school district user falls upon the user. The District is not responsible for providing backups for these devices.

9.0 Hardware/Software

9.1 Any and all equipment issued by LPS for use by any user must be treated with due care. We are all responsible for ensuring equipment is not damaged or stolen. Abuse, damage or improper use should be reported immediately to the Building Principal and the Director of Technology.

9.2 Any LPS owned (or leased) computer or device (including but not limited to laptop computers, netbooks, iPod, projectors, digital cameras, handheld devices, etc.) that are to be taken off the building premises may be checked out of the library (with standard lending agreements in place) or loaned from the building or district office when (and only when) there is a signed agreement in place which specifies responsibilities and care for the device.

9.3 Any and all issues or problems related to any hardware, software, system or network must be reported to the technology department using the LPS reporting system.

9.4 LPS does not support equipment brought in from the outside by any user.

9.5 A user who wishes to use outside equipment (i.e. equipment not owned or provided by LPS) on school premises must complete an application form before bringing such outside equipment onto school premises. In addition, the Director of Technology must give advance written permission before any outside equipment is used on school premises. Student users also must obtain advance written permission from their Building Principal and parent/guardian.

9.6 Users understand that the district accepts no liability or responsibility for outside equipment brought into the system.

9.7 The District reserves the right to confiscate or disable any outside equipment that interferes with the operation of the network, systems, or provided services.

9.8 LPS is not responsible under any circumstances for damage to, or loss of, equipment brought in from the outside.

10.0 Violations

10.1 Access to LPS's computing system is a privilege not a right. LPS reserves the right to deny, revoke, or suspend specific user privileges and/or to take disciplinary action up to, and including, suspension, expulsion (students), and dismissal (staff) for violations of this policy.

10.2 LPS will advise appropriate law enforcement agencies of any illegal activities conducted using LPS's computing systems. LPS also will cooperate fully with local, state and/or federal officials in any investigation related to any illegal activities conducted through the LPS computing system.

Curriculum and Instruction

Access to Electronic Media

The Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner.

Safety Procedures and Guidelines

The Superintendent or designee shall develop and implement appropriate procedures to provide guidance for access to electronic media. Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the Internet, email, and other District technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet;
- Safety and security of minors when they are using electronic mail, chat rooms, and other forms of direct or electronic communications;
- Preventing unauthorized access, including “hacking” and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and
- Restricting minors’ access to materials harmful to them.

Permission/Agreement Form

Students and parents/guardians must sign and return a form acknowledging they have reviewed the rules and guidelines for accessing district technology resources. At the elementary level, the form will contain the necessary rules. At the secondary level, the rules will appear in the student handbook and be posted online.

Employee Use

Employees shall use electronic mail as outlined in the Lexington’s Standards for the Acceptable use of Technology (File: IJNDB).

Employees shall not use a code, access a file, or retrieve any stored communication unless they have been given authorization to do so. (Authorization is not required each time the electronic media is accessed in performance of one’s duties.) Each employee is responsible for the security of his/her own password.

Responding to Concerns

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

Audit of Use

The Superintendent or designee shall establish a process to determine whether the District’s education technology is being used for purposes prohibited by law or for accessing sexually explicit materials. The process shall include, but not be limited to:

1. Utilizing technology that blocks or filters Internet access for both minors and adults to certain visual depictions that are obscene, child pornography, or, with respect to computers with Internet access by minors, harmful to minors. This technology is also to provide usage reports to aid the school in monitoring the safe use of the Internet.
2. Complying with all federal and state regulations for Internet Safety.

LEGAL REFS: 47 USC §254

LHS Respectable Use Policy

The Lexington Public School community encourages creativity, critical thinking, collaboration and communication through the use of technology so all can learn and excel.

In our work together, we will treat everyone with compassion and caring, both online and offline. We will be intentional in choosing when to disconnect and when to be part of an online community. We will embody what it means to be a positive citizen online as well as in person.

Respectful

- I will be kind and respectful online
- I will take care of my device and keep it charged and secure
- I will use my device and the internet appropriately
- I will stand up for others online and offline and foster a cohesive school community

Responsible

- I will keep my passwords safe **and only share them with my parents/legal guardians**
- I will use email responsibly
- I will use acceptable and appropriate tools
- I will report to a teacher or staff member when I see something inappropriate

Honest

- I will only hand in work that I have created myself and properly give credit to sources
- I will only access my own accounts
- I will only represent myself online
- I will not share my work with other students unless approved by the teacher

Digital Citizenship

As a school community, we expect students to be aware and understanding of the following standards. The school community values the concept of digital citizenship; a philosophy that expects students to be aware of, understand, and adhere to the following standards in a digital age:

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

Smoking on School Premises Prohibited

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

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

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

MUTCD approved signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

LEGAL REF: M.G.L. 71:37HH

Food

Due to current public health restrictions, and in accordance with state and district guidelines, students are encouraged to eat outdoors. When this is not possible, students may eat, socially distanced, in Commons 1, Commons 2 and the Gymnasium (lunch only).

Breakfast and lunch will be available to students (either pre-ordered using the Choosi app - link below) or as grab-n-go.

-  Welcome Back to School SY22Parent Newsletter (1).pdf
- LHSChoosiApp: <https://app.getchoosi.com/app/#/public-menus?code=250684001001>

Along with Grab-and-Go stations off the quad and main entrance, Commons I and Commons II serve lunches and a variety of snacks and are open during all lunch blocks. Students may also purchase limited lunch items and snacks from the Grab-N-Go area 10:30am to 3:00pm. Breakfast is served from 7:00am to 7:40am every day in Commons I. Students are expected to finish eating their breakfast by the first bell at 7:40am. Late arrival to school is not considered an excuse to remain in the commons area to eat breakfast.

Food deliveries to students from off campus vendors during regular school hours are not permitted. Students who order food delivery during the school hours will be referred to their Deans and subject to discipline.

Lunch tickets are available to students who qualify under federal regulations. The necessary forms are available from the Coordinator of Food Services (781-861-2320 ext. 69107); they should be returned to the Central Office at 146 Maple Street, Lexington MA 02421.

School Committee Policy on Posters, Flyers and Collections

Posters

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

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

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

Flyers and Notices

Flyers or notices will not be permitted to be sent home by children except with Principal approval and only when they are "school-sponsored" or "system-sponsored". "School-sponsored" will permit school distribution only. "System-sponsored" requires permission of the Superintendent and will permit system-wide distribution. Notice of the distribution should be received at least three days in advance.

Collections

1. No Collections of any kind will be allowed in the schools except those which may be a part of the educational program of the Lexington Public Schools or with Superintendent's approval.
2. No organizations except those qualifying under "school-sponsored" or "system-sponsored" will be permitted to sell tickets to students during the school day, and only with special permission, of the Superintendent of Schools. This selling of tickets shall be handled by the personnel of those organizations during a specific period of the school day, general recess, and the noon hour, in a definite location.

IV. Student Opportunities

School Clubs, Activities, Teams, Interest and Service Groups

The High School offers a variety of activities outside the classroom to encourage the total development of students. A complete list of existing clubs and activities can be found on our school website or via [this link](#). If none of these clubs suit your interests and you would like to propose a new club, [here](#) are the instructions. See Dean Canniff in room 305 or email ncanniff@lexingtonma.org if you have questions.

Fundraising Policy

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

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

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

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

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

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

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

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

Please note that all donations must be approved by the School Committee. Please see the Associate Principal for assistance.

National Honor Society

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

1. Specifically, to receive an invitation to apply for NHS membership at LHS, students must have a specified grade point average (GPA) of 3.5 by the end of their sophomore year. Students with "Incomplete" (I) on their report cards may be disqualified from initial selection because of the incomplete's adverse effect on their GPA.
2. Students will be asked to complete a Student Activity Information Form listing their community service, extracurricular, and leadership activities. In addition, they will be asked to provide one recommendation from an adult. This adult can be a teacher, coach, mentor, or someone who has worked with the student; the adult cannot be a family member or friend.
3. National Honor Society is primarily a community service organization. After becoming a NHS member, students must complete forty (40) hours of community service work. Twenty (20) hours must be completed by April of their junior year and another twenty hours by April of their senior year. Community service work should reflect consistent dedication to the community. For our purposes, service activities are those which are done for or on behalf of others (not including immediate family members), for which no compensation (monetary or other) has been given. Twenty hours of community service must be completed and properly documented before a student can be inducted in NHS.
4. Character is also a strong consideration for induction. Students are assumed to have met the qualification of character unless there are any serious violations of school rules or public law or documented incidents of academic dishonesty. The adult recommendation will be considered as proof of good character.
5. Interested students should demonstrate leadership. On the Student Activity Information Form, students will be asked to list all elected or appointed leadership positions held in school, community, or work activities. **Only those positions in which a student was directly responsible for directing or motivating others should be included.** For example, elected student body, class, or club officer; committee chairperson; team captain; newspaper editor; work area manager; or community leader. Students will also be asked to verify their leadership experience by obtaining an adult sponsor signature. The Student Activity Information Form must be typed. Handwritten forms will not be considered. In order to remain a member of NHS, participants must continue to demonstrate the qualities of scholarship, service, character, and leadership which led to their invitation to participate. They must also regularly attend NHS meetings and participate in NHS sponsored service activities during the course of their membership.

For further inquiries, please contact Dr. Parul Kumar pkumar@lexingtonma.org

Student Governance

LHS School Council

The Lexington High School School Council was established as a result of the joint efforts of the Lexington Education Association and the Lexington School Committee. Later, Massachusetts state laws were enacted which require the existence of the Council and specify its role which is to act in an advisory capacity in matters that relate to the operation of our school. Our Council is composed of the Principal, teachers, students, parents and members from the community at large.

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

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

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

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

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

Lexington High School Student-Faculty Senate

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

Meetings

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

Membership

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

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

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

Elections

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

Scope and Jurisdiction

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

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

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

Eligibility Requirements for Participation in All School Activities

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

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

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

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

Eligibility for Athletics

All information about athletic teams, eligibility requirements, physicals, and fees may be obtained by calling the Athletic Director's Office (781-861-2320, ext. 69902).

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

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

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

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

Students must pay the user fee: \$325 per sport, \$650 per family (maximum). The user fee may be waived for extenuating financial circumstances. The parent must speak with the Athletic Director for information and confirmation.

All information about athletic teams, eligibility requirements, physicals, and fees may be obtained by calling the Athletic Director's Office (781-861-2320, ext. 69902). Athletic schedules can be obtained in the Main Office and from the LHS home page.

Lexington High School Dance and Event Policy

Note: due to current public health restrictions, dances and other events with large groups of students will only be held if they are deemed safe by the Superintendent of Schools, Lexington Board of Health and LPS Coordinator of Nursing. Additionally, they must be approved by the LHS Principal.

1. **Dances will be supervised by Lexington High School staff members** arranged by the activity's or club's faculty advisor, who will clear the date with Dean Canniff. A list of chaperones must be submitted to Dean Canniff one week in advance of the event.
 - All administratively chaperoned (AC) events will take place on campus. The Sophomore cruise, Junior Prom and Senior Prom are excluded from this provision.
 - If a club or organized school group wishes to sponsor an AC event in order to raise money for a charitable cause, the club will either work jointly with a class council/advisor or present the request to the administration for approval. All requests should be sent to Dean Canniff and be accompanied by the name of the designated recipient of the funds.
 - Following all AC events, the advisor and student leader(s) of the organizing club and/or class council are requested to attend the next meeting of the Student/Faculty Senate's Climate Committee to report on the event (successes and areas of improvement).
 - The administration will determine the number of AC events based on the number and nature of the requests. All school-sanctioned events must be pre-approved by the administration.
2. **All school policies are in effect.** Students who attend Lexington High School dances, proms, Battle-of-the-Bands and all other school activities of this type must agree to abide by the policies stated in the *Student/Parent Handbook*.
3. **Students will attend all activities drug and alcohol free.** Any student in violation of the Lexington High School Substance Use Policy will be removed from the dance, their parents will be immediately notified and the student will be sent home. If a parent is not available, to protect the safety of that student, he/she will be placed in the custody of the Lexington Police Department. Following a due process hearing the student will be subject all consequences stated in the *Student/Parent Handbook*.
4. **All events will begin at 7:00pm and end at 10:00pm.**

5. **Tickets will be sold in advance. No tickets will be sold at the door.**
6. **A student who leaves the event may not return.**
7. **The doors will close 30 minutes after the beginning of the dance.** No admittance after that time. Exceptions may occur if prior arrangements have been made with the Principal, the Dean or the faculty advisor supervising the event.
8. **Dances are for Lexington High School students only.** On rare occasions exceptions to this rule may be granted by the Principal or a Dean with prior notification and written parental permission. Guests 21 years of age or older may not attend a prom.
9. **Freshmen dances may only be attended by freshmen students.** On rare occasions exceptions to this rule may be granted by the principal or a Dean with prior notification and written parental permission.
10. **Sophomore dances including the Sophomore Cruise may only attended by sophomore students.** On rare occasions exceptions to this rule may be granted by the Principal; or a Dean with prior notification and written parental permission.
11. **Attendance at Lexington High School dances and other such events is a privilege, rather than an entitlement. In order to retain this privilege, students are expected to conduct themselves in a respectful and appropriate manner at all times.** Students in violation of this policy will be removed from the activity, and a parent will be asked to come to the activity to pick up his/her child.

Breathalyzer Testing Procedures and Protocol

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

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

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

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

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

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

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

If a student is suspected of being under the influence of alcohol or is suspected of having consumed alcohol based on any of the indicators listed above, the administrator may administer a breathalyzer according to the following protocol.

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

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

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

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

V. Attendance Policy and Procedures

Statement of Philosophy

We the faculty, staff, and administration believe attendance is paramount to the academic, civic, and social success of every student at LHS. Especially now, as we learn in different ways and connect more virtually, it is important to use class time to connect, whether in person or virtual, and to learn together. Excellent attendance demonstrates a student's commitment to his/her education and to the school and classroom communities. In this collaborative partnership, all students, parents, and staff play an active role in supporting, understanding, and upholding the attendance policy.

Statement of Purpose

Our goal is to maximize every student's learning and in order to support that goal, all students are required to attend classes regularly and punctually and to be well prepared. Given current conditions, we know that students will sometimes be absent from class due to illness, unusual and important family matters, religious observances, and/or school-sponsored activities. Especially now, we encourage an abundance of caution when you feel ill and encourage virtual participation whenever possible if you are feeling able. Since class experiences, interaction, and learning cannot be duplicated, we are concerned about students who miss class, are tardy, have a pattern of absences on test days, and even those with excessive excused absences. Chronic tardiness and absences affect the whole class. Medical documentation may be required to clear students to return to school and/or to excuse repeated absences.

Parent Responsibility

Parents are required to complete the [Lexington High School Absent Form](#) by 10:00am to report their child out for all or part of the day. If a student will arrive late or be dismissed early for a planned appointment, a phone call or email to the Dean's office is required for notification. *Please, no paper notes.* The student should notify the Dean's secretary or the Campus Monitors upon arriving late or at the start of the day if they need to leave early. **Notification submitted after the fact to excuse past absences/tardiness will not be accepted.** Parents are expected and encouraged to use the Aspen Portal to view their child's attendance, and to engage in frequent discussions with their child regarding class and daily attendance. For extended absences, the Dean may require a meeting prior to the student resuming classes.

Student Responsibility

Students will take responsibility for being aware of their attendance with regard to this policy and for taking steps to remedy errors they find, including communication with their teacher and Dean's assistant

(see below). Attendance (excused and unexcused absences and tardies) will be reported on Report Cards. The student will communicate with his/her parents/guardians regarding attendance as well. The Attendance Verification Report will be published on Aspen twice per quarter. **Students are able to view attendance on a frequent basis in the Aspen Portal and are encouraged to do so.**

Student attendance is also available on a daily basis on [the Aspen Family Portal](#). Go to URL:

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

Reporting an Absence

Any time a student is sick and not able to attend class, or unable to attend an in-person learning day for students in the hybrid model, his/her parent or guardian is required to complete the [Lexington High School Absent Form](#), linked here and available on the LHS homepage.

Timely completion of this form is especially important this year to protect the health and safety of both individuals and the school community. Parents/guardians will receive an automated notification if a student has an unexcused absence in 3 or more classes in a day. Parent or guardian must provide updated contact information at the start of the school year, and instructions to update your information can be found on the [ASPEN portal page](#) in the “For Families” section of the district homepage.

The parent/guardian should contact the Dean’s Administrative Assistant in advance to excuse late arrivals or early dismissals only. All other absences must be reported through the Lexington High School Absent Form.

The Deans and their Administrative Assistants are:

Mr. Scott Kmack

Mrs. Dianne Murphy, ext. 69111

Mr. Jaffrie Perrotti

Mrs. Carol Sampson, ext. 69720

Ms. Rebecca Wilusz

Mrs. Marlene Couture, ext. 69530

Mrs. Nicole Canniff

Mrs Robin Davidian , ext. 69332

Ms. Crystal Hunter

TBD Secretary ext. 69170

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

Parents or guardians will also be notified if there is a pattern of unexcused absences. A meeting will be scheduled with the student’s Dean, the parent or guardian, and the student to develop an action plan to improve the student’s attendance. Parents or guardians are encouraged to contact school staff and work collaboratively with them to address the reasons that the student is missing school.

Excused and Unexcused Absences/Tardies

An **Excused Absence/Tardy** includes:

1. Verified illness or injury (parent/guardian communication via the [Lexington High School Absent Form](#) indicating the reason for absence; or doctor's note)
2. necessary quarantine as outlined by state and school regulations (see [Daily Symptom Checklist](#))
3. Bereavement/family funeral
4. Major religious observations
5. Extraordinary family or personal circumstances (excused at the discretion of the dean)

An **Unexcused Absence/Tardy** is any absence or tardy that is not covered by the aforementioned definition of "Excused Absence/Tardy". Examples of an unexcused absence may include, but may not be limited to:

- Unverified absences (parent/guardian communication with dean's office that **does not** indicate a reason for absence)
- Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor or other medical professional
- Students who arrive 15 minutes or more late to class will be admitted and marked absent/tardy in the attendance record.
- Student does not check in at Dean's Office or Main Entry campus monitoring station immediately upon arriving late
- Student does not check in at Dean's Office or Main Entry campus monitoring station to provide notification of dismissal
- Cutting class
- Truancy
- Family vacations and other non-emergency family situations

Planned Extended Absences

We strongly discourage planned extended absences, including family vacations/trips when school is in session. This is especially true this year as students would miss already reduced class time with peers and teachers. This is also in accordance with Massachusetts Law which requires compulsory attendance for students under the age of 16. In addition to compromising the state law, extended absences interrupt the educational process of each course; make-up work cannot replace or reverse time on learning that is lost when students are not in class.

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

- The student must fill out an Anticipated Absence Form (signed by the parent or guardian) and in doing so, should contact individual teachers regarding assignments.
- Parents/guardians will also need to complete the [Lexington High School Absent Form](#)
- The student has the obligation to secure the missing work and appropriate due dates from his/her teachers prior to departing from school. While the student is to have at least as much

time to make up work as the number of days of class absence, he or she should make every effort to complete as much of the assigned work as possible by his or her return to school.

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

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

Important Note:

- Unless this form has been filed in advance of the extended absence, teachers are not required to provide make-up work or opportunities.

Late Arrival to School

When a student is late to school, s/he must check in with the Dean's Office or Main Entry campus monitoring station prior to going to class.

- The tardy must be excused by a parent by phone call or email indicating the reason for tardiness on the same day as the late arrival
- Whether being excused by a phone call or email, a late-arriving student must always report to his or her Dean's office or Main Entry campus monitoring station prior to going to class

Examples of excused tardiness include: illness, family emergency, emergency medical appointments, late school bus, and religious observance.

Examples of unexcused tardiness include: oversleeping (for any reason), personal transportation problems (once per quarter will be excused), missed school bus, weather, and prom-related activities.

If a student does not follow the steps outlined above, any missed classes will be considered unexcused and included in the attendance data on report cards.

Dismissal from School

When a student is planning to be dismissed from school, s/he must check in with the Dean's office or Main Entry campus monitoring station at the start of the day, and upon his/her return to campus if applicable. Under no circumstances should a student be dismissed from school without proper notification.

- The dismissal must be excused by a parent/guardian with an email or phone call to the Dean's office, explaining the reason for dismissal.

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

Dismissal emails or phone messages must include the following information:

- a. Reason for the dismissal
- b. Time of dismissal
- c. The means of transportation to be used by the student
- d. A phone number where the parent/guardian may be reached

Any 18-year-old student who has completed the "Declaration as an Adult at School" form and process, may excuse themselves from class and must do so under the following conditions:

- Late arrival to school: check-in with their Dean's Administrative Assistant or Main Entry campus monitoring station
- Dismissal from school: notify their Dean's Administrative Assistant, Main Entry campus monitoring station, or Dean prior to leaving campus, they must leave campus immediately, and notify the Dean's Administrative Assistant upon their return if applicable
- Dismissal for a medical appointment: proper documentation must be provided from the medical office, verifying "attendance" at the appointment

*Attendance/dismissal emails and phone messages are held to the same standards as those for parent/guardians.

Short-Term Absences

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

- Excused Absences: exam taken and work due receive the grade earned.
- Unexcused Absence: exam taken or project turned in will earn credit up to a maximum of 55%, unless the student has completed an Extended Absence Form in advance.

- If a student does not make up the exam or chooses not to turn in work due by confirmed due date, the student will receive a failing grade.

Make-Up Work – Extended Absence

During an extended absence, students are strongly encouraged to work with their counselor regarding make-up work and communication with teachers. The student should contact individual teachers regarding assignments and include their counselor in that communication. The student is responsible for securing the missing work and working with their counselor to meet appropriate due dates from his/her teacher upon returning to school. The student is to have at least as much time to make up work as the number of days of class absence.

Attendance Policy

Students will have access to a quarterly attendance report via the Aspen portal. This report will reflect the total number of absences (excused and unexcused) in each course for the given quarter. [For information on what qualifies for an absence, see the above section *Excused and Unexcused Absences/Tardies*.] If a student has 5 or more absences in a course in a quarter, this report will indicate that with an N, which could result in the loss of credit.

If all absences in a course are **excused**, the N is waived and no further action is required. (As a reminder, additional documentation may be required to excuse further absences if there is a pattern of absenteeism, extended medical absences, or a significant increase in absences.)

If a student has an N in one or more courses, and any of the absences are **unexcused**, students must complete an Attendance Appeal in order to avoid credit loss.

- Students should complete an appeal form, which can be picked up at their dean's office, during the final week of a quarter.
- The deadline for submitting an appeal to the Dean is 3:00 p.m. of the first school day following the end of the term. (4th Quarter for all students, the deadline will be 3:00 p.m. on the last day of classes.)
- Appeals will be reviewed by the deans. Students will be notified of determinations by email prior to report cards being posted for the quarter. The decision of the dean committee is final.

If a student's appeal is unsuccessful, an N will appear on their report card for the quarter. The letter grade earned (A, B, C, etc.) for the quarter will be recorded in the report card comment section and used to calculate the final course grade. Ns are not assigned as final grades and do not appear on transcripts.

In a year-long course, the first N does not impact course credit. Additional quarter Ns will result in credit loss. In a semester course, the first N will result in credit loss. Students who lose credit should consult with their counselor and Dean to determine the need for credit recovery.

Students will not be allowed to change or drop classes to avoid an N. Those who do change classes for legitimate reasons will have their attendance record follow them to the similar class.

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

What If The Teacher Is Absent?

Substitutes are typically provided for all classes. Individual classes will meet as scheduled. Students are to report to the room as scheduled to receive information.

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

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

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

VI. Code of Conduct

School Guidelines

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

A student whose safety or learning at school is jeopardized by other students is expected to report the matter to a trusted adult at school such as a teacher, counselor, social worker, nurse, dean, etc.

A student who engages in, or contributes to, any behavior which disrupts the safe and orderly environment of the school is subject to disciplinary action. Thus, the following are merely examples of conduct which is prohibited: missing classes, study halls, or other assigned activities without acceptable excuse; truancy; smoking anywhere on campus; gambling; theft; fireworks; loitering in unauthorized areas; throwing dangerous objects; disregarding school rules and/or not following reasonable requests from adults; vulgar or obscene language or gestures; vandalism; hazing; bullying; harassment; the disrespectful use of social media, improper use of technology; use or possession of weapons; use or possession of alcoholic beverages, drugs, narcotics, or other controlled substances; and, failure to fulfill terms or conditions of previously assigned disciplinary action.

Possible consequences include but are not limited to: contact with parents by mail, telephone or conferences; after-school detention; completion of educational assignments; completion of steps to repair harm and rebuild relationships; loss of open campus privileges; loss of parking privileges; temporary or permanent removal from classes; short term or long term in-school or out-of-school suspension; expulsion (i.e. permanent exclusion). In some instances, students may be given an opportunity to complete additional educational programming and/or community service to the school or community in lieu of disciplinary action.

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

Class Guidelines

Disciplinary matters at Lexington High School are handled at the most immediate level possible.

Teachers deal with situations as they pertain to their classes, such as tardiness, poor attendance and misbehavior in class. Dean's deal with repeated unexcused class absences and chronic or particularly serious disciplinary matters. Staff members who are aware of disruptive students should take the

appropriate action, including immediately reporting matters which cannot be appropriately handled in the classroom to the school administration.

It is the school's expectation that all students will behave in a respectful manner which meets the classroom teacher's expectations. When student behavior is inappropriate and a student does not respond appropriately to the teacher's requests, the teacher may refer the issue to a Dean, or ask the student to go directly to their Dean's office. Failure to report to your Dean's office when directed could result in more serious or additional consequences.

Electronic Devices

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

Students are reminded that they should follow the Lexington Public Schools Student Internet Use Policy when using any electronic devices on campus or on the school network.

Electronic Device Use during the School Day

(8:30 am – 3:10 pm)

- Students may use their personal electronic devices during their lunch in the Commons or Quad, taking care that they are socially distant and not in a high traffic area.
- Students may use their electronic devices silently if in study halls as long as such use does not distract from educational purposes.

Devices must be used respectfully and should only be visible during the times and locations listed above or at the discretion of the classroom teacher for educational use. **Students should NOT be using any electronic devices while walking in halls or on stairs!**

Enforcement and Penalties

All staff including teachers, administrators, and support staff monitor student adherence to the electronic device policy. Educators will use their discretion in granting permission for use of electronic devices in the classroom/I Block for educational purposes. Electronic devices should not distract from the learning environment. Educators have discretion to use a range of strategies including taking the device for the period, contacting parents, and consulting with the dean.

The consequences for students found to be in violation of the policy will be as follows:

- The student's electronic device will be confiscated and turned over to a building Administrator, to be returned to the student at the end of the school day or returned only to the student's parent or guardian (depending on the circumstances). It is possible that the student will be prohibited from bringing an

electronic communication device to school for a specified period of time or will be required to fulfill a phone suspension for a period of time.

•Students with repeated violations of this policy may be subject to additional consequences, consistent with the Code of Conduct.

Lexington High School Policy Prohibiting Bullying, Harassment, Sexual Harassment, Hazing, and Discrimination

Bullying

Lexington High School (LHS), in partnership with parents, guardians, and the community, and in keeping with the Lexington Public Schools core value of We All Belong, believes that a positive, safe, and civil environment in school is necessary for students to learn and achieve. Bullying is conduct that can disrupt a student's ability to learn by preventing that student's full engagement with their education. Moreover, bullying compromises a school's ability to educate its students in a safe environment. The Lexington School Committee, therefore, prohibits acts of bullying or cyber-bullying throughout the Public Schools of Lexington. *(Reference School Committee Policy: JICFB: Bullying Prevention and Intervention Plan)*

Bullying is a repeated pattern of behavior directed at a victim that results in the following:

- Physical or emotional harm or reasonable fear of harm;
- Damage to personal property;
- A hostile environment at school for the victim; or
- Disruption of the education process or orderly operation of a school.

Bullying can take many forms, including verbal statements, writings, emails, text messages, on-line postings, and physical acts or gestures. It can be carried out by more than one student.

See Anti-Bullying policy on LPS website for more information and reporting process.

Harassment

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

Harassment in school occurs when a student's or an adult's behavior or inappropriate language creates a hostile, offensive, or intimidating school environment. A hostile, offensive, or intimidating school environment may be created by the following:

- Degrading, demeaning, insulting, or abusive verbal statements, or writings of a sexual or racial nature, or related to a student's race, color, religion, national origin, ethnicity, gender, gender identity, sexual orientation, or disability;
- Graffiti, slogans, or other visual displays which contain racial, ethnic, or religious slurs or insults based on the student's gender, gender identity, sexual orientation, or disability;
- Treatment of a student in a more or less favorable way because the student submitted to or rejected sexual advances or requests for a social relationship; and
- Unwelcome sexual advances, including same-gender harassment.

Reference: Massachusetts Student Anti-Discrimination Act (M.G.L. c. 76, s 5), Title II of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964 and title IX of the Education Amendments Act of 1972.

Sexual Harassment

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

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

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

Hazing

The term "hazing" shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced

calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

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

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

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

Discrimination

Every student is entitled to equal educational opportunities. A student may not be subjected to discipline or more severe punishment for wrongdoing nor denied the same rights as other students because of his or her race, color, religion, national origin, ethnicity, gender, gender identity, sexual orientation, or disability, including in:

- Course registration
- Counseling and course instruction; and
- Extracurricular activities and athletic programs.

Students may not be denied registration in public schools on the basis of their own citizenship or immigration status, or that of their parents or guardians

Under state and federal law, students with disabilities are protected from discrimination and are eligible for reasonable accommodations or modifications in the school environment so that they may enjoy equal access to educational opportunities. (*Reference School Committee Policy: JI: Student Rights and Responsibilities and JB: Equal Educational Opportunities*)

LHS Reporting Procedure for Alleged Bullying, Harassment, Sexual Harassment, Hazing, or Discrimination

LHS aims to provide an environment in which all students understand the reporting process for alleged instances of bullying, discrimination, harassment, sexual harassment, hazing, or sexual assault.

Students:

Should find a trusted adult in the building and/or submit a bullying/harassment reporting report form (found online or available from your dean and/or counseling offices). The school will act on the information it has been given.

- Share what information he/she comfortable sharing (*Who, What, When, Where*)
- If the student chooses not to share certain details (such as someone's name), he/she has that right

LHS Personnel:

Upon receipt of a report (verbal or written) around alleged **bullying, discrimination, harassment, or sexual harassment** involving a student will:

- Share the report with a dean at LHS.
- Deans share information with the LPS Director of Equity and Student Supports
- Deans then investigate the alleged incident(s) if it/they occurred on campus or a school-based event and/or interfere(s) with a student's right to a safe learning environment.
- The dean puts into place interventions depending on the information shared initially and garnered from the ensuing investigation. Interventions could include both supportive interventions, education, and agreements as well as disciplinary consequences and will always involve a parent phone call. Further interventions could include police involvement.

Upon receipt of a report (verbal or written) around alleged **sexual assault** involving a student will:

- Share the report with a dean at LHS.
- Deans then report the incident to the police and it becomes a police investigation. Interventions could include both supportive interventions, education, and agreements as well as disciplinary consequences (if applicable) and will always involve a parent phone call.

Title IX of the Education Amendments of 1972

The Lexington Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of sex. The Lexington Public Schools is also committed to maintaining a school environment free of harassment based on sex, including harassment based on gender, sexual orientation, gender identity, pregnancy or pregnancy status. The Lexington Public Schools' policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of Lexington Public Schools or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator(s) identified below or the Principal. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the *District's Title IX Sexual Harassment Grievance Procedures*, available on the district website. Reports of discriminatory harassment not constituting sexual harassment as defined under

Title IX of the Education Amendments of 1972, will be initially addressed through the *District's Title IX Sexual Harassment Grievance Procedure* and may, if dismissed under that procedure, be investigated in accordance with the *District's Civil Rights Grievance Procedures*, available on the district website.

Upon receipt of a report of sexual harassment, the Title IX Coordinator will: (1) promptly and confidentially contact the complainant to discuss the availability of supportive measures; (2) inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint; (3) consider the complainant's wishes with respect to supportive measures; (4) if the school district does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and (5) explain to the complainant the process for filing a Title IX Formal Complaint.

Inquiries about the application of Title IX may be directed to the District's Title IX Coordinator and/or the Assistant Secretary of the U.S. Department of Education, Office for Civil Rights.

The District's Title IX Coordinator is:

Johnny Cole, Director of Equity & Student Supports
146 Maple Street, Lexington, MA 02420
jcole@lexingtonma.org
(781) 861-2580 x68052

LPS Policy on Use of Drugs and Alcohol on School Premises

Purpose and Scope

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

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

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

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

LEGAL REF:

M.G.L. c. 71, §37H & 37H ½ (students-controlled substances)

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

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

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

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

Drug-Free Workplace Act of 1988

Drug-Free Schools and Community Act Amendments of 1989

Substance Use Policy

Drugs and alcohol undermine the safety and educational mission of the school and are treated as a serious violation of community values and expectations.

Students are strictly prohibited from actions involving drugs and alcohol during school hours, on school property, or at any school-sponsored activity or event. Such prohibited activities include but are not limited to:

1. Attempting to purchase
2. Using or have used
3. Possession
4. Intention or attempting to sell or distribute
5. Selling or distributing
6. Possession of drug paraphernalia
7. Knowingly in the presence of those in possession.
8. Knowingly in the presence of those who are using.

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

Students who violate this policy will be subject to disciplinary action up to and including expulsion as set forth in Code of Conduct – School Guidelines and as set forth in the Eligibility Requirements for Participation in All School Activities.

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

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

Students Who are Suspected of Being In Violation of the Substance Use Policy

When a student is suspected of being in violation of the Substance Use Policy, the following procedures will be followed:

1. The student will be referred to the Dean or other Administrator. In most cases, the school nurse will medically assess the student.
2. If the situation warrants, parents will be notified and requested to take the student home.
3. Provisions related to search and seizure and student discipline will also be followed.

Substance Use Outside of School

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

Students who are found to be engaged in substance abuse or other risky behavior at any time will be referred to the Student Support Team. A member of the Student Support Team will assess the circumstances and meet with the student (and where appropriate, his or her parent) to recommend a course of action to help the student.

Athletics

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

Policy/Rule

During the season of practice or play, a student shall not, regardless of quantity, use or consume, possess, buy/sell or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, VAP pens and all similar devices); marijuana (including synthetic); steroids; drug paraphernalia; or any controlled substance. This policy includes products such as “NA or near beer,” inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the purposes of altering one’s mental state. 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 their doctor.

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

Penalties

First Violation

When the Athletic Director/Principal or Principal's Designee confirms that a violation has occurred, (following an opportunity for the student to be heard), the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All fractional parts of an event will be truncated; i.e., all fractional parts of an event will be dropped when calculating the 25% of the season.

Second and subsequent violations

When the Principal or Principal's 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 totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. All fractional parts of an event will be truncated; i.e., all fractional parts of an event will be dropped when calculating the 60% of the season.

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

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

Teacher and Administrative Disciplinary Procedures

Students will be afforded appropriate due process prior to disciplinary consequences being imposed. The student should be informed of the charges against him/her and given an opportunity to present

his/her account of the events. For discipline involving exclusion, the procedures set forth in the following sections will be followed.

Suspension/Expulsion from School

The following are merely examples of conduct that may lead to suspension or expulsion from school. If students engage in any behavior that is inconsistent with an appropriate educational environment, whether or not specifically listed here, they could be subjecting themselves to disciplinary action.

1. Interfering with a teacher conducting a class
2. Forging or misusing passes
3. Truancy
4. Failing to fulfill consequences, such as not appearing for building detentions
5. Unsafe operation of any form of motor vehicle on school grounds or repeated illegal parking
6. After a warning by a Dean or the Principal, repeated actions that have been identified as inappropriate for a student at Lexington High School.
7. Being present during, and having knowledge of, drug or alcohol use during school hours, on school property, or at a school-related event
8. Possession/use of incendiary devices, water guns, laser pointers or similar items
9. Card playing during school hours and/or gambling at any time
10. Causing or attempting to cause damage to school property, stealing or attempting to steal school property, and stealing or attempting to steal food from the cafeteria or vending machines
11. Causing or attempting to cause damage to private property, or stealing or attempting to steal private property.
12. Extreme acts of disrespect, including but not limited to using offensive language, intimidating, harassing, hazing, spitting at, bullying, or causing physical harm to others.
13. Fighting (self-defense is not permitted if it goes beyond grasping to restrain another person).
14. Intentionally defying the valid authority of supervisors or administrators, including refusal to identify him/herself to a staff member when requested
15. Smoking/Vaping or using tobacco and/or nicotine products in school buildings or on school grounds
16. Possession of drug paraphernalia (eg. pipes, vaporizers)
17. Setting a fire
18. Possessing, using, or threatening to use weapons/potential weapons
19. Violation of the Substance Use Policy
20. Misuse of computer access privileges and/or unauthorized tampering with computer files
21. Failing to surrender a cell phone/audio or other electronic device or any incendiary device to a faculty member or administrator when asked
22. Throwing objects (such as rocks, snow, food, water balloons, etc.) which could cause injury or damage to a person or property
23. Operating a vehicle on pedestrian walkways, lawns, or in the Quad area
24. Leaving school grounds without Open Campus privileges

25. Engaging in any behavior which causes a disruption to the safe and orderly environment of the school
26. Interfering with the appropriate use of school emergency equipment, including but not limited to fire alarms, fire detectors, sprinklers, security cameras, security camera housings, fire extinguishers, or AEDs (Automatic External Defibrillators)
27. Repeated Honor Code violations

A student may be expelled for the following behaviors:

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

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

Suspension and Exclusion

Suspensions

Suspensions may be short term or long term. Short term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Long term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

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

During the course of any suspension, a student may be ineligible to participate in any school-related activities, including athletic activities. The student and his/her parents are expected to meet with a

school administrator prior to the student's return to class. During the course of an out-of-school suspension, a student may not be on school premises.

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

In-School Suspension

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

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the dean for the purpose set forth above, if such a meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension. (see Long-Term Suspension)

Short Term Out-of-School Suspension

Except in the case of an Emergency Removal (see below), prior to imposing a short term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H ½,

an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in a hearing.

1. Notice: the written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:
 - a. The disciplinary offense
 - b. The basis for the charge
 - c. The potential consequences, including the potential length of the student's suspension
 - d. The opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
 - e. The date, time, and location of the hearing
 - f. The right of the student and the student's parent to interpreter services at the hearing if needed to participate

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

2. Efforts to Involve Parent: the administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. Format of Hearing: the administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
4. Decision: The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing. There is no appeal.

Long-Term Suspension

Except in the case of an Emergency Removal, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple

offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include all of the components for a short-term suspension in Section II above, plus the following:
 - a. In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
 - b. The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 - c. The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 - d. The right to cross-examine witnesses presented by the school district;
 - e. The right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
 - f. The right to appeal administrator's decision to impose long-term suspension to the Superintendent.
2. Format of Hearing: the Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:
 1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 2. Set out the key facts and conclusions reached;
 3. Identify the length and effective date of the suspension, as well as a date of return to school;
 4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
 5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language.
 - a. The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an

extension of time for filing the written notice for up to seven (7) additional calendar days; and that

- b. The long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

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

Expulsion

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

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

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

Students are also subject to long term suspension/expulsion by the principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H ½

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H ½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion.

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

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the

Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

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

When considering a suspension/expulsion of a student charged with/convicted of a felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H ½. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

Exception for Emergency Removal

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

The administrator will immediately notify the Superintendent in writing of the removal and the reason for it, and describe the danger (or disruption) by the student.

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

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section III above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days,

unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.

- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

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

Appeal to the Superintendent

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

The following apply:

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

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

Make-Up Work for Suspended Students

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

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

Extracurricular Activities

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

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

Rationale

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

Search or Seizure of Property

Weapons; controlled substances; matches, lighters, lighter fluid or any other incendiary device; and other items inappropriate to a school setting are not to be kept in school lockers. Students should not assume a legitimate expectation to privacy within their lockers. (See Right to Privacy) Lockers assigned to students remain the property of the Lexington Public Schools and are subject to search by school officials at any time. Students are responsible for the contents of the lockers issued to them. These searches may be conducted without warning. Personal locks should not be placed on a locker without the permission of the Dean. Improperly placed personal locks will be removed.

Furthermore, students are not to have in their possession, on their person or in their personal belongings, weapons, controlled substances, matches, lighters, lighter fluid or any other incendiary device, or other illegal, inappropriate items. School officials may search the students and his or her personal belongings such as clothing, backpacks and purses, as well as any automobiles on campus, so

long as the school official has a reasonable suspicion that a search will produce evidence of a violation of school rules or violation of law.

Discipline of Students with Special Needs

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

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

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

In the event a student possesses uses, sells or solicits a controlled substance or possesses a weapon, or seriously injures an individual at school or a school function, a school may place a student in an interim alternative education setting for up to 45 days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days. Hearing officers may also order the placement of a student in an appropriate interim setting for up to 45 days upon determination that the current placement is substantially likely to result in injury to the student or others.

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

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

Additional information regarding the procedural protections for students eligible for services under laws providing for services for students with disabilities can be obtained from the Special Education Office at LHS (781-861-2320, ext. 69253).

Discipline of Students Not Yet Determined Eligible for Special Education

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

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

Legal Reference

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

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

- a. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.
- b. Any student, who assaults a teacher, teacher’s aide or other educational staff or administrator on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Principal.
- c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing, provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing

before the principal. After said hearing, a Principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (a) or (b);

- d. And student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

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

Suspension/Expulsion for a Felony Charge or Conviction

Massachusetts General Laws Chapter 71, section 37H ½ provides that:

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

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

within five calendar days of the hearing. Such decision shall be the final decision of the town with regard to the suspension.

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

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

3. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76. Upon expulsion of such student no school or school district shall be required to provide educational services to such student.

VII. Other Policies and Procedures

Emergency Response Guidelines and Terms

Our community aims to provide a common understanding of a variety of possible emergency responses at LHS. The key is to stay alert, listen carefully to all instructions, remain calm, use common sense and be aware of our unique campus. Please note in all the scenarios referenced below, school leadership will work to communicate timely information in clear and direct language and with specific guidance as soon as possible.

Shelter-in-Place: a temporary strategy used when an outdoor hazard exists, typically environmental. Members of the school community will be moved to a safe area.

Example: A tornado is headed towards LHS.

Secure-and-Hold: a temporary protective action in response to an ongoing situation outside of the school building. Exterior doors are locked and movement may be permitted within impacted buildings.

Example: A bank robbery in Lexington Center and the suspect is at large.

Lockdown: a temporary protective action taken when there is a potential issue or threat on campus. Members of the school community seek refuge in the nearest secure classroom, office or other room. Movement is restricted. Exterior doors are locked.

Example: An unknown individual is demonstrating a concerning pattern of behavior in the main hallway.

Evacuation: an action taken in a prolonged situation. Members of the school community are moved to a predetermined location outside of school grounds while the situation is assessed.

Example: There is concern about the safety of the roof due to excessive snow accumulation.

A.L.I.C.E.: ALiCE is an acronym for 5 non-sequential options that can be utilized as an empowering approach for responding to a violent critical incident (e.g., a dangerous person).

- **Alert:** This is anything that alerts you to a possible dangerous person/dangerous person.
- **Lockdown:** If evacuation is not a safe option, lock and barricade entry points. Prepare to Evacuate or Counter if needed.
- **Inform:** Anyone can communicate real time information on dangerous person location. Use clear and direct language using any communication means possible.
- **Counter:** As a last resort, distract the dangerous person, move toward exits while making noise, throwing objects, or swarming.
- **Evacuation:** Run from danger when safe to do so. You may use non-traditional exits if necessary.

Field Trips

For the 2021-2022 school year LHS will continue to operate under [DESE Guidance](#) developed in 2020. To the maximum extent possible, all field trips shall be virtual events. Circumstances may change over the course of the school year to allow for more traditional, off-site field trips.

*In the short term this handbook section should be understood in the context of in-school **or** virtual events that require the release of a student from his/her/their regularly scheduled classes in order to attend. It also applies to virtual trips that take place outside of the school day as part of an LHS class, organization or club.*

Lexington Public Schools field trips are intended to allow students experiences that provide them with insight, information, or knowledge that might not be learned within the classroom. As it is widely

acknowledged that not all students learn in the same way, field trips; allow students the opportunity to expand their learning in ways different from those typically available in the classroom.

A field trip is student travel away from school premises (or in-school excusal from regularly scheduled classes) that is approved by the school district through established procedures for the purpose of curriculum-related study, co-curricular activities, or for interscholastic programs. All school policies in the Student/Parent Handbook are in effect while participating in a field trip.

Types of field Trips:

1. **Curriculum-related:** a classroom-associated learning experience to afford students the opportunity to gain insight, information or knowledge, such as, but not limited to, a walk on adjacent conservation land, a visit to a historic site or museum, or attendance at a cultural performance.
2. **Co-Curricular:** school-sponsored experiences associated with school groups that normally meet outside regularly scheduled classes, such as, but not limited to, clubs, student organizations, or academic-related teams.
3. **Interscholastic:** in-district or out-of-district events in which students participate as representatives of the Lexington Public Schools, such as, but not limited to, athletics, cheerleading, and the performing arts.

Duration of Field Trips

1. **Day Trips**
 - a. A one-way distance from the school that does not exceed 100 miles and
 - b. Overnight travel is not involved
2. **Long-distance and Overnight Trips**
 - a. A one-way distance from the school that exceeds 100 miles or
 - b. Overnight travel is planned between the hours of midnight and six a.m., inclusive, or
 - c. An overnight stay is planned
 - d. The trip is within the continental United States
3. **International Trips**

A multi-day program beyond the borders of the continental United States

Procedure

[The teacher will obtain permission for the trip from the Associate Principal.](#)

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

It is expected that all students in a class scheduled to go on a field trip will go. Any exceptions to this policy will require sponsor approval. Exceptions can be made if the students pay for the trip or if the

parents refuse to sign the parental permission slip or there are extenuating circumstances. If there is a safety or disciplinary concern, the student's Dean may prohibit a student from attending a field trip or excursion.

Child Abuse and/or Neglect Policy

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

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

Student Records: Non-Custodial Parent

As required by Massachusetts General Law chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Elementary and Secondary Education Regulations. The school district will follow the law and the regulations developed by the Massachusetts Department of Elementary and Secondary Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents").

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

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

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

LEGAL REF.: M.G.L. 71:343D; 71:34H

603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents

20 U.S.C. §1232g Family Education Rights and Privacy Act (FERPA)

Restraint of Students Policy

I. Background of Policy

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

II. Purpose and Scope

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

The Lexington School Committee's goal is to work in partnership with the Massachusetts Department of Education to ensure that every student participating in the Lexington Public Schools program is free

from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution to prevent or minimize harm to any student as a result of physical restraint.

III. Application

Methods and conditions for Implementation

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

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

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

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

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

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

Staff Training

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

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

Reporting Requirements and Follow-Up

In instances where a physical restraint (1) lasts more than five minutes or (2) results in injury to a student or staff member, the school staff must report the physical restraint to the principal or a designee.

The principal/designee must maintain an ongoing record of all such reported instances, which will be made available in accordance with state and federal law and regulations. The principal/designee must also verbally inform the student's parent or guardian of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided. The report must also include information regarding opportunities for the student's parents or guardians to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matter.

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

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

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

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

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

Complaints

To file a complaint regarding a restraint, please contact:

Ellen Sugita, Director of Special Education

Lexington Public Schools

146 Maple Street

Lexington MA 02420

781-861-2580 ext. 68074

References

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

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

VIII. Academic Procedures

Lexington High School Academic Integrity

As a community of learners, we value the efforts and contributions of each member, and we hope to instill appreciation and respect for the learning process. The concept of Academic Integrity holds all members of the LHS community to a standard of accountability that honors individual honesty and expects that all community members will take responsibility for their own work and appropriately acknowledge the contributions of others.

Lexington High School has a challenging program that strives to prepare all students to be knowledgeable and capable citizen after graduation. We seek to create a community in which the strength of academic achievement coexists with the strength of character, such that each member is invested in sustaining honorable behavior and mutual respect.

Academic Integrity Expectations

The high school maintains a position of intolerance for any violation of academic integrity and maintains an absolute expectation that students will take full responsibility for their own work. Such violations have both immediate and long-range effects that undermine the integrity of the individual and the standards of the community, particularly as outlined in the LHS Social and Civic Expectations (See

Section I of Student/Parent Handbook. While it is possible for a student to learn from and recover from a mistake, it is our hope that each student will understand, in advance, how to avoid a mistake by demonstrating consistent academic integrity.

Academic Integrity Violations

Any and all giving or receiving of inappropriate assistance that significantly alters or replaces a student's own work is considered an Academic Integrity Violation. Examples of academic integrity violations may include but are not limited to the following:

- Communicating with another student during an examination or quiz;
- Copying (or allowing a student to copy) one's assignment for classwork, homework or during an examination or quiz;
- Using unauthorized notes or devices for classwork, homework or during an examination or quiz;
- Obtaining, removing, accepting, or sharing a copy of and/or information about an examination or quiz without the knowledge and consent of the teacher;
- Unauthorized sharing or supplying a student with a document, project, notes, or assignment
- Changing answers and seeking credit on an assignment or examination after the work has been graded and returned
- Altering a teacher's grading system;
- Unauthorized use of an electronic translator to look up any phrases or conjugated verbs to complete an assignment;
- Coaching, editing, or revising of graded work by either a parent, student, or tutor without the explicit permission of the teacher.
- Plagiarism (see definition below)

A student found to have committed an Academic Integrity violation may receive reduced credit or a zero for the entire assignment and may not qualify for make-up of the assignment (subject to the teacher's discretion). Repeated Academic Integrity violations will result in additional disciplinary consequences up to and including suspension.

Plagiarism

Plagiarism is the act of taking and using another's published or unpublished work or ideas and passing them off as one's own. This definition includes written work, computer programs, drawings, artwork, and all other types of work that are not one's own. The responsibility of each student is to identify and to cite the sources of the words, ideas, and facts presented in a paper or similar project and to follow the rules of citation. The mechanics for citing sources will vary from course to course and teacher to teacher. In sum, a student should be able to state honestly, ***"The words and ideas presented in this paper are my own unless otherwise indicated."***

Scheduling of Students

The student scheduling process and available courses are detailed in the [LHS Program of Studies](#) which is released on the school website in February. Students are recommended for certain courses by their teachers (for incoming ninth graders: math, science and world language). There is a Placement Review process available to students who wish to take a different course or level from the one recommended by their teacher. In March, students use the X2 Aspen portal to request elective courses to complete their schedules. Each student will meet with their School Counselor for individual academic advising to ensure that the student's course requests are balanced and appropriate. Student schedules are generated by computer, reviewed by the Counseling Department, and available via the Student Portal in August.

Course Changes

Lexington High School's master schedule is created based upon the course requests of all students. The course request process helps determine teacher assignments, courses offered or not offered, room assignments, and the number of sections of each course.

Because the course request process is a cooperative venture between the student, family, and school, it is expected that students will honor their course commitments even if they represent an academic challenge. When students do request to change courses, these guidelines apply:

- All course changes require school approval, which is dependent on available space and other factors. Some changes may be impossible, or possible only if other changes are made in the student's schedule.
- Student-initiated course changes are not routinely allowed beyond the first 12 days of a course.
- If a student drops a course after twenty-five school days of enrollment, a grade of W will appear on the transcript.
- When a student changes to a new course, at the school's discretion, grades from the original course may be transferred to the new course and will be considered in determining quarter grades and final grades.
- Changes to a different teacher are not allowed unless a student has a compelling reason and it is determined that the serious nature of the circumstances warrants a change.

"W" Grades

This grade indicates the student withdrew from a course in which he/she was enrolled for 26 (or more) school days. This grade does not appear on official LHS transcripts sent to schools, universities and employers but is used internally to reflect a student's course history.

Transfer of Grades Related to Course Change

When a student changes to a new course, at the school's discretion, grades from the original course may be transferred to the new course and will be considered in determining quarter grades and final grades.

School Policy for Course Work Taken Outside of LHS

Course Work for Enrichment or Placement

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

Students Placed Out-of-District

Students placed in Out-of-District placements are entitled to an LHS transcript so long as that student is eligible to receive a diploma or certificate of attendance from LHS. Students must request the LHS transcript in writing from the LHS registrar and allow at least two weeks for processing. LHS will not independently send transcripts to post-secondary schools under this section without prior authorization of the student. For more information, please contact the Registrar's office.

High School-Level Course Work Completed During Middle School

Students who successfully complete a Lexington High School course during middle school will not receive LHS credit.

High School Credit for College Coursework

A student may be granted LHS credit for courses taken at colleges/universities, such as dual-enrollment courses, only under the following circumstances:

- a. When a student has exhausted all appropriate course opportunities in a given department, under limited circumstances and with prior departmental approval.
- b. When needed as credit recovery for graduation, with prior Dean approval.

Transfer Students' Credits

Students who transfer from other high schools will be granted LHS credit for courses for which they have received credit at their previous schools. Transfer grades will show a letter grade and "Transfer" to denote that the grade was received from an outside institution (e.g. English – Transfer). **Grades for those courses are not calculated into the LHS GPA.** A copy of the previous school's transcript will be submitted along with the LHS transcript for purposes of college admission. The Counseling Department will work with transfer students to determine credits based upon previous academic records.

Important Notes:

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

Consent is not required for LHS to forward a transferring students records to a new school. Lexington High School will forward student records once a request has been made by the student, parent/guardian, or transferring school. The School Counseling Department will work with transfer students to determine credits based upon previous academic records.

School Committee Policy on Homework

Homework is work assigned by educators and completed by students outside of classroom time that supports and enhances learning of the curriculum. It should reinforce, supplement, and/or extend learning in ways that help enrich the school experience.

The purpose of homework may vary according to curricular needs, as determined by the educator. Homework can be used to reinforce concepts or skills, prepare for classroom work/discussion, initiate thinking about new ideas, practice skills or apply principles in novel situations, promote critical thinking, encourage reading; develop communication, foster independence, or serve other learning goals.

Homework is not required, but when it is assigned, educators will create homework that is:

- **Meaningful** and **valuable** to the learning goals of the curriculum
- **Necessary** and **relevant** to classroom learning and/or real-life experiences
- **Manageable** for students to complete with reasonable time and effort
- **Developmentally appropriate** for students in terms of time, scope and expectations

In addition, homework should:

1. Have a clear purpose which is communicated to students
2. Allow students and educators to gain a sense of a student's understanding and provide opportunity for constructive feedback
3. Be returned by educators in a manner that provides students with timely and meaningful feedback
4. Accommodate students with specific learning needs or individualized education plans

All Lexington schools shall adhere to the following requirements:

1. Homework will not be assigned to be completed during legal or religious holidays recognized by the School Committee and listed on the approved LPS calendar. This applies to all students.
2. Homework will not be assigned to be completed during school vacations that occur within the academic year.
3. Following an excused absence, a student will be allowed a reasonable amount of time to submit homework missed due to the absence.

The Superintendent or designee shall ensure that an effective homework plan is implemented at each school site consistent with School Committee Policy IKB.

Electronic Submission of Work

There will be no deadlines on non-school days. Deadlines will not be set for later than 9:00 p.m

Homework Policy Implementation Guidelines

 **No Homework Calendar 2021-2022.pdf**

Introduction

As outlined in the Homework Policy approved by the School Committee on June 29, 2017, Lexington Public Schools defines homework as work that supports and enhances the learning of the curriculum. Educators use their professional judgment to ensure that homework assigned is meaningful, manageable, and developmentally appropriate. Educators recognize the variety of student learning styles and working pace, and take this into consideration when designing and assigning work. Within and across classrooms at a given grade, homework assignments may appear to be different in order to address individual student need.

Cumulative demands of homework, especially for students at middle school and high school who regularly have homework assigned by multiple educators (who are not always able to coordinate with

each other) can create unmanageable situations for even diligent learners. Changes to our district homework policy were informed by feedback from all stakeholders, and a general concern around student wellness.

Homework is not required, but when assigned, educators, students, and parents will follow this guide to ensure that the homework policy is effectively implemented.

Definitions of Types of Homework¹

Homework may take a variety of forms. The descriptions below are examples of the types of homework your child may be assigned during the year. Please note that the list below is not an exhaustive one, and that the homework assignments often encompass multiple types and a variety of purposes.

- **Reading:** There is vast, conclusive research that reports a direct correlation between the amount of time students spend reading and their growth as learners. Although reading may be assigned as homework, it is also an essential life-long habit that helps students develop their vocabulary, improve fluency and comprehension, increase background knowledge, and expand the content to which they are exposed. Beyond reading for homework, we recognize the importance of reading for enjoyment and encourage all students and families to read for pleasure.
- **Completion:** This is work that helps students keep up with the classwork by allowing students the opportunity to finish work outside of the school day.
- **Practice:** This is work that reviews and reinforces skills and concepts taught in class. It helps students practice newly acquired skills to develop proficiency and confidence.
- **Preparation:** This is work that helps students develop confidence, encourages the acquisition of background information, supports executive functioning skills, and prepares students to more fully participate in upcoming lessons, projects, or assessments.
- **Extension:** This is work that helps students take what they learn in class and connect it with real life. It requires students to transfer specific skills and concepts to new situations.
- **Creative:** This is work that helps students integrate multiple concepts and promotes the development of critical thinking and problem solving skills. This work gives students opportunities to “investigate and respond to an authentic, engaging, and complex question, problem, or challenge” (source: Buck Institute, www.bie.org).

Due Dates for Assignments Abutting School Vacations

When educators feel it is necessary to assign homework that has a due date near a school vacation (Thanksgiving, December, February, and April breaks), they must allow students adequate time to complete the assignment excluding the break period. Educators will adhere to the following guidelines when assigning the work and choosing a due date:

- Short term assignments (typically a one-night assignment) must be assigned at least two days/class periods before break and may not be due the first day back from the break.
- Long term assignments must be assigned at least 5 days before the school break and not due at least until the 3rd day back after the break.

Source: Needham (MA) High School

¹ Portions of the above definitions have been excerpted from the following sources: Toronto (Canada) School District, Wellesley (MA) High School, and Needham (MA) High School, as cited in Needham High School Handbook; Zervas Elementary School Handbook (Newton, MA); Buck Institute for Education, Project-Based Learning (www.bie.org).

Homework Missed as a Result of Absence

Upon return to school from an absence, students—with the support of educators and parents—will develop a plan to complete make-up work within a reasonable amount of time. Assignments and due dates will be determined at the discretion of the educator, but will allow the student a minimum of two days to complete homework missed due to absence.

Roles and Guidance for Educators, Students, and Parents

Educators will:

- Adhere to Lexington Public Schools' "No Homework" dates
- Post homework in classrooms and/or online before the school day is over and ensure that students know their homework assignment before leaving class
- Coordinate dates for tests or long-term projects with other educators when possible
- Communicate promptly with students, and when appropriate, with parents, when students are struggling to complete assignments
- Make assignments that are given over a weekend to be equivalent in length to a daily assignment
- Differentiate homework where needed
- Break long-term assignments into "chunks" and provide frequent check-ins
- Provide appropriate and timely response to all homework assignments
- Give clear, concise directions; allow time for students' clarifying questions during class time
- Ensure that students who are absent know how they may make up homework

Students will:

- Record the directions for homework and learn where educators post assignments
- Ask questions, as necessary, to clarify directions for assignments
- Establish a routine for completing assignments and keeping materials in order
- Complete assignments neatly, on time, and accurately, to the best of their ability
- Plan time for the completion of long-term assignments
- When making course selections, consider ability to realistically complete assignments in a healthy manner

Parents will:

- Provide a suitable place for study
- Help students develop routine home study habits
- Limit assistance on assignments to ensure that the student's work is his/her own
- Encourage students to notify educators if they are experiencing difficulty completing assignments
- Be aware of long-term assignments and assist students in learning to budget their time accordingly

- Assist students in making wise and healthy course and course level choices

The Lexington School Committee Homework Policy approved on June 29, 2017 and the language in the implementation guidelines above replace all previous language relative to homework in all LPS student handbooks.

Additional Homework Expectations

Posting of Electronic Student Homework Resources:

As student homework assignments are to be communicated during the class period and/or posted online before the school day is over (see School Committee Homework Policy above), there are and will be times where the resources students need to complete the assignment(s) will be posted electronically by the teacher. In those cases where students depend on teacher posted work, the following guidelines apply:

- Teachers will assign homework during class time and will post to teacher websites by the end of the school day (3:10pm).
- Teachers will share any necessary resources for completion of the assignment by 4:00pm on the day the work is assigned.

School Cancellation (Snow Day) Homework Expectations:

Whether the Superintendent calls a snow day prior to a school day or on the morning of, teachers will not assign additional homework in conjunction with snow days. Students will be responsible for those assignments already planned and communicated. Teachers will be flexible with students who may have experienced power outages during any period of inclement weather.

Assessment Policy

The Assessment Policy aims to assist in managing student stress resulting from multiple major assessments and to foster and to promote self-advocacy skills amongst the student population.

Definition:

- This policy requires that teachers be flexible with students who have 3 or more major assessments in a single day. (Teachers need to reschedule for the student but not the whole class.)
- This policy applies, but is not limited to quizzes, tests, essays, presentations and/or projects: assessments of significant weight to a student's grade and mastery of the subject.
- This policy does not apply to nightly homework.

Policy: There will be no formal testing/assessment schedule, but students with an overload may approach the teacher who has assigned the third assessment as soon as possible. The approached

teacher must make arrangements for that student to complete the assessment on an alternative date (within 2 days of the original scheduled date- I Block should be strongly considered).

Students will:

- Make the teacher aware of the situation as soon as possible, not on the day before (or day of) the assessment.
- Arrange with their teacher a time to make up the major assessment.
- Go to their counselor or dean for advice if they are not comfortable approaching their teacher individually.

Educators will:

- Forecast major upcoming assessments (in class and on their respective websites).
- Demonstrate flexibility when students have multiple major assessments on the same day.
- Assign only one major assessment during each of the last two weeks of the quarter.

Grading Policies and Procedures

Grading

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

We believe that grades should serve several goals:

1. They should record and communicate achievement within an instructional level.
2. They should serve as an incentive for students to work and achieve to their level of ability.
3. They should differentiate among students on some clearly established and educationally meaningful basis.
4. Final exams will count no less than 10% but no more than 20% of a final course grade. Final exams of sections of the same course must have a minimum 80% common content.

Defining Letter Grades

Grade: A

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

Grade: B

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

Grade: C

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

Grade: D

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

Grade: F

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

Grade: I

This grade indicates that the student must complete some assignments in order to receive a grade for credit. In the comments section of the report card, the teacher will explain the reason for the I and set a timetable/deadline for the completion of the work that falls within the succeeding academic quarter. (For example, the teacher deadline for incomplete work in Quarter 1 must fall within Quarter 2, etc.) All unresolved incompletes from the previous quarter will be changed to the grade the student has earned based on his/her incomplete assignments.

Grade: P

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

Grade: N

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

Grade: X

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

Grade: W

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

Grade: Q

This grade indicates that the student audited the course and is not receiving credit.

Guidelines

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

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

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

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

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

Grade Point Average

The Lexington High School transcript shows the LHS GPA.

The LHS GPA is recalculated at the end of each academic year and is reflected on students' transcripts. It is also reported on the final report card. Each grade is multiplied by the number of course credits. These products are added. This sum is divided by the total number of credits. The LHS GPA is unweighted by course level.

Lexington High School does not rank students. The grade point average is based on a four-point scale and includes all subjects in which a student has received a letter grade.

Grading Scale {4 Point Scale/Letter Grade}

4.33 = A+	3.33 = B+	2.33 = C+	1.33 = D+
4.00 = A	3.00 = B	2.00 = C	1.00 = D
3.67 = A-	2.67 = B-	1.67 = C-	0.67 = D-

< 60 = F

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

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

Grades and Reports to Parents

To assist students and parents/guardians in supporting academic growth and learning, the district is pleased to supplement attendance information with access to student progress and grade information. Progress and grade information will be updated at the mid-point of the quarter and in conjunction with report cards each quarter.

Please read the following guidelines carefully to ensure a smooth transition to this new resource for school/student/home communication.

Communication Protocol

In order to promote academic growth, social growth, and transparency, it is always valuable to include the student in all of the steps outlined below, including e-mail communication with teachers. A parent/guardian is expected to adhere to the following protocol in the order listed for concerns regarding student progress and/or grades:

1. Speak with the student about his/her progress in the course.
2. Consult and review the teacher’s course expectations/grading policy.
3. Ask the student to contact the teacher directly if questions remain.
4. Contact the teacher if unanswered questions/concerns remain or need to be shared; a timely response can be expected within two school days.

Important Note: While checking student progress, please be mindful that some assignments take longer than others to grade, and it is always the goal of a teacher to provide meaningful feedback in a timely manner.

Terms of Use:

1. I understand that the school district is providing additional access in Aspen to support academic growth and learning. Any use of the portal by a student or a parent/guardian that impedes respectful two-way communication or negatively impacts student well-being will result in suspended access for the account.
2. I understand that the high school will replace the general education mid-quarter progress report in Aspen with access to updated progress and grade information in course grade books.
3. I understand that the high school will provide progress and grade information in Aspen in conjunction with posted report cards.

Addressing a Failing Grade

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

Retention of Final Exam and Appeal Period for Grades

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

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

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

Graduation Requirements

The Lexington School Committee approved the following graduation requirements in March of 1996. The required course credits in each discipline/department are referred to as course distribution requirements.

1. Credits required each year:

Freshman – 28; Sophomore – 27; Junior – 27; Senior – 26.

2. Students must earn 104 total credits and fulfill minimum course distribution requirements. In addition, students must perform 40 hours of approved community service.

3. Required courses: Students will study English, Math, Science and Social Studies during each of the four years. (Exception: In senior year, students may apply for the Senior choice option. If approved, they may take alternate electives in place of either mathematics, social studies or science while maintaining a full year of courses in the other two.)

Refer to Program of Studies for complete list of requirements.

4. Course Distribution Requirements

By graduation time, a student should have accumulated the following number of credits in each department as indicated:

English: 16 Credits

Fine and Performing Arts: 8 Credits

Foreign Languages: 8 Credits

Mathematics: 16 Credits

Physical and Health Education: 8 Credits

Science: 18 credits

Social Studies: 16 Credits

Exception: those who opt for Senior Choice

Important Note: In order to participate in the graduation ceremony, students must meet all graduation requirements and be current with all obligations (e.g. returning all school property, paying fees).

Physical Education Credit Requirements

All students must pass 12 out of 16 quarters of Physical Education during their four years of attendance at Lexington High School. Therefore, all graduating students should have a minimum of six credits in

Physical Education, each quarter accounting for .5 of a credit. These six credits can be obtained through the participation in a regularly scheduled Physical Education class. Failure to fulfill these requirements will result in the student not graduating.

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

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

The following prorated system will be used for transfer students:

Seniors: pass 3 of 4 quarters unless transferring passing grades for their freshman, sophomore, junior years; then they must pass 2 out of 4.

Juniors: pass 6 of 8 quarters

Sophomores: pass 9 of 12

Physical Education: Excused Absences

Medical Excuses

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

Physical Education: Make-Up Policy

Make-up work will be allowed only to achieve class objectives missed as a result of excused absences and must be initiated by the student using the following procedure.

1. A student may enter any Physical Education class for make-up with the approval of the teacher in charge.

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

Physical Education: Grading Procedure

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

IX. Student Registration and Testing

Registration

Students planning to attend Lexington High School must reside in the town of Lexington. Along with required school forms, they must submit an original birth certificate, a Visa (if not a US citizen) and proof of residency as outlined on the LHS website. They are also required to have a physical examination, along with state-mandated vaccinations, prior to entrance to school. Any physical examination up to 12 months prior to entrance will suffice. All children entering Lexington are required to be immunized against DTaP/DTP, Tdap, Polio, MMR, Measles, Hepatitis B, Varivax and a completed Tuberculosis Test submitted if needed. Any student who is not a fit subject for immunization should have a note from a physician to that effect.

In accordance with Massachusetts law, a student who is transferring from another local school system must provide the Lexington Public Schools with standardized test scores and complete school records from the prior system. The record must include, but is not limited to, any incidents involving suspension or violations of criminal laws or any incident report in which the student was charged with any offense for which he/she might be suspended. (M.G.L. c71, §36L)

For more information, please go to the following website for new students:

<http://lps.lexingtonma.org/Page/1719>

Leaving School

A student who plans to move, leave school early, or withdraw from Lexington High School for any reason should secure the proper forms from his or her building secretary and return the completed forms to the building secretary signifying that all materials have been returned and all course work/credit arrangements have been completed. The completion of these forms allows student records to be readily discharged for various agencies, schools and other parties. Upon request, the Lexington Public Schools will forward student records to a school in which the student seeks or intends to enroll.

Temporary Withdrawal from School

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

Testing

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

Students will participate in the MCAS during their sophomore year at LHS. The MCAS is a graduation requirement and is administered in English Language Arts, Mathematics, and Science. Students must earn a score of proficient or advanced on the MCAS to meet Massachusetts Competency Determination Requirement. LHS will develop plans to ensure that all students meet the proficiency requirement prior to graduation.

College Board Tests

SAT Reasoning Test – Formerly SAT I – Scholastic Aptitude Test

SAT Subject Tests – Formerly SAT II: Subject Tests

Lexington High School is a College Board Testing Center. Students who register to take the SAT Reasoning Test or the SAT Subject Tests may receive a free comprehensive guide designed to expand their

understanding of and familiarity with the test. The booklets entitled *Taking the SAT* and *SAT Subject Tests: Preparation Booklet* include sample questions, along with a scoring key. SAT applications are available online and in all Guidance areas.

Preliminary Scholastic Aptitude Tests (PSAT) are administered for juniors, and PSAT 10 for sophomores. The PSAT is a qualifying exam for the National Merit Scholarships.

ACT

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

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

Special Testing Arrangements for Students with Disabilities

A student with documented disabilities can request special test administration by contacting his or her School Counselor, special education liaison, or SSD Coordinator. Requests for testing accommodations need to be submitted with sufficient time to review eligibility criteria according to section 504, chapter 766 and/or the Individual with disabilities Education Act (IDEA).

X. Student Rights

Right to Education

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

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

designed to provide all children unable to function in the regular education program due to a disability with an education plan suited to their special needs.

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

Equal Educational Opportunity

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

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

Military Recruitment

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

Freedom of Assembly

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

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

Freedom of Religion

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

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

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

Freedom from Corporal Punishment

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

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

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

Patriotic Ceremonies

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

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

Freedom of Expression

The First Amendment provides, "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of

the people to peaceably to assemble, and to petition the government for a redress of grievances.” Not only is Congress prohibited from infringing upon rights guaranteed by this amendment, but also state officers and employees, school directors, superintendents, principals, and teachers. The chief purpose of the First Amendment is to encourage a free expression and exchange of ideas however unusual, unpopular, distasteful, or radical, without threat of punishment or reprisal. This free expression and exchange is vital to education in a democracy.

Therefore:

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

Students also have the right to be free from dress codes, subject only to the responsibility to observe reasonable standards of health, safety and cleanliness (Dress that raises safety concerns includes wearing clothing or accessories that impede facial recognition, such as masks, or that contain offensive or discriminatory language)

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

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

Lexington Public Schools Annual Notice/ The Family Education and Privacy Act/ Massachusetts Student Records Regulations

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records Regulations (“Regulations”) together provide parents and eligible students (those who have reached that age of 14 or who have entered ninth grade) certain rights with respect to the student’s education records. A general overview of those rights is provided below. Parents and students may obtain a complete copy of their rights under the Massachusetts Student Record Regulations by contacting Dr. Christine Lyons, Assistant Superintendent for Curriculum, Instruction and Professional Learning at (781) 861-2580.

- a. **The right to access the student’s education records.** Parents or eligible students should submit their request for access to the school principal. Access is generally provided within ten days of a request. However, Massachusetts General Laws c. 71, §34H (“Section 37H”) law provides specific procedures that must be followed prior to release of records to a parent who does not have physical custody of a child. Information about these procedures can be obtained from Dr

Christine Lyons, Assistant Superintendent for Curriculum, Instruction and Professional Learning at (781) 861-2580.

- b. The right to request amendment of the student's education records. Parents or eligible students should direct their request to the principal, clearly identifying the part of the record they wish to have amended, and why.
- c. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Massachusetts regulations authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests in the records. Such school officials include professional, administrative and clerical staff who are employed by or under agreement with the Lexington Public Schools and who need access to a record in order to fulfill their duties. Such school officials may also include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with regard to the use and maintenance of education records. The Lexington Public Schools also discloses student records without parent/eligible student consent to officials of other elementary or secondary schools in which a student enrolls, or seeks, intends, or is instructed to enroll upon receipt of a request from such school officials, so long as the disclosure is for purposes related to the student's enrollment or transfer.

In addition, the Lexington Public Schools has a practice of releasing directory information without consent. Directory information consists of the following: the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of athletic teams, class participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student objects the release of any of the above information, the parent/eligible student may state that objection in writing to the school principal. Absent receipt of a written objection within the first two school weeks of the school year or student's start date, the directory information will be released without further notice or consent.

As required by law, the Lexington Public Schools routinely releases the name, address and telephone listing of secondary school students to military recruiters and to institutions of higher learning upon request. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the school principal. Absent receipt of a written objection for the parent or eligible student within the first two school weeks of the school year or student's start date, this information will be released without further notice or consent.

- d. The right to file a complaint concerning alleged failures by the Lexington Public Schools to comply with the regulations and laws governing student records. Complaints may be filed at the Massachusetts Department of elementary and Secondary Education, 75 Pleasant Street Malden, MA 02148. In addition, complaints relative to federal statutes and regulations governing student records may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SE, Washington DC.

Parental Notification Relative to Sex Education

In accordance with General Laws Chapter 71, Section 32A, the Lexington School committee has adopted this policy on the rights of parents and guardians of students in relations to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year. REF.: Dept. of elementary and Secondary Education

Lexington High School Campus Guide & Traffic/Parking Maps:

Lexington High School Vehicle Directional Map

