



# Learning Prep School

*Policies and Procedures*  
*Student and Parent/Guardian Handbook*  
**2019-2020**

1507 Washington Street, West Newton, MA 02465, (617) 965-0764



2019– 2020 School Year

Dear Parents/Guardians:

Please take time to read the Policies and Procedures Student/Parent Handbook with your child. In accordance with Chapter 766 Rules and Regulations, parents must be aware of and in agreement with the rules and policies attendant to our student citizenship program here at LPS. The Handbook can be found on our website [www.learningprep.org](http://www.learningprep.org). Should you require a hardcopy of the Handbook for Policies and Procedures, please contact the school directly. One is also available for your review in the Main Office area upon request.

Learning Prep School staff asks that home and school work together in order to affect the maximum potential from all of our students. Our policies and procedures are carefully designed to provide the best overall experience to our entire community of learners. Parents and staff can be important partners in helping students successfully meet school expectations, thereby building lifelong skills useful in future academic, social, and career settings.

Sincerely,

Jennifer Thorell  
High School Principal

Amy Davis  
Elementary/Middle School Principal

Jennifer Kramer  
High School Dean of Students

Susan Smith Powers  
Elementary/Middle School Dean of Students

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### **LEARNING PREP SCHOOL PHILOSOPHY**

Learning Prep School is committed to expanding and enhancing our student's understanding of core content knowledge, as well as acquiring and refining the skills required to navigate challenges and avail themselves of the opportunities they will likely experience in life.

Teaching and learning is designed to develop self-confidence through inquiry, analysis, problem solving, and self-advocacy, enabling each student to have the competence and the confidence to accept responsibility for their own learning and their own actions. Providing an individualized language-based learning program in a safe, secure, and structured environment enables students to develop competency in oral and written communication. These competencies are integrated throughout the academic and life skills programs as well as within our social pragmatic work.

At Learning Prep School, we've observed that most students with complex learning profiles do not learn incidentally from the environment as many other students do. Our students often demonstrate deficits in the acquisition of language and in their ability to access competencies they've acquired. Their ability to understand social and non-literal meaning is often impaired as well.

LPS provides an individualized language-based program with specially designed instruction within a safe, secure and highly structured classroom setting. Our students are taught in small groups with similar functional language levels, compensatory needs and academic skills. In each class, students work on the same subject, at the same level, using a modified curriculum. Students and teachers work cooperatively and interact throughout the entire lesson. In this way, language is constantly stimulated and structured. Teachers use multi-sensory (i.e., visual, auditory and kinesthetic) teaching to reinforce learning and to accommodate a variety of learning styles.

Teachers tailor instructional materials to the reading levels of each group. In all classes, students work on reading, writing and communication skills while they learn basic subject content. Instruction ranges from teacher directed to independent activities. This fosters each student's responsibility for his or her own learning. The program actively engages the student in the learning process. Students reflect on their ability to learn and their style of learning, to recognize success and progress and to self-advocate. In addition, the faculty helps students' access prior knowledge in all learning situations and guides them to generalize, integrate and transfer new content and skills.

The LPS student has an individualized schedule of classes, not to exceed an 8:1 ratio, and related services. A typical day includes 5 core academic periods: English Language Arts/Reading Comprehension, Math, Social Studies, and Science. In addition to related services of speech/language therapy, occupational therapy, and counseling the students participate in Physical Education and a variety of electives. The high school program is organized to provide essential academics and a school-to-work based transitional work study program. Students are able to gain experience in the work world in addition to functional academic and social skills, preparing them for the transition to all aspects of adult life. LPS students are encouraged to fulfill their potential; for most, this means going on to post-secondary education; for some it means engaging in competitive work or continued vocational training after graduation.

A high priority at LPS is to provide a physically and emotionally safe learning and social environment for students. Many of our students have had negative experiences and benefit from developing trust in their own ability to take risks and self-advocate in an environment of acceptance, respect and accountability. This requires an emphasis on a student citizenship character education program that is defined by respect, relational trust, civility, courage, compassion, loyalty, and honesty, virtues that are integrated by articulation, common reads, modeling, and by seizing the opportunities to reinforce those behaviors through an integrated approach across the curriculum.

### **REFERENCES AND REMINDERS FOR PARENTS/GUARDIANS AND STUDENTS**

**Student Policies and Procedures:** We ask that before the start of the school year, every parent and student thoroughly familiarize themselves with the student policies and procedures in its entirety.

**Emergency Information:** Prior to the first day of school, all students must have a yearly updated Emergency Verification Form annually on file in the administrative support office.

Please note that parents/guardians are responsible for making the school aware of any change of information on the Emergency Information Form. Addresses, home and work phone numbers, the emergency contact person, and insurance policy numbers must be kept current.

**Change of Address:** If you move during the school year, you must inform the administrative support office of your new address.

**Evaluations:** Please advise your LPS Educational Team Facilitator if you have scheduled evaluations for your child in any of the following areas: Speech/Language, Occupational Therapy, Neuropsychological, Academic Evaluation, Psychological etc. It is requested that a copy of the evaluation report be submitted for staff review and to keep available in the student's folder.

**Counseling:** Your child will be assigned a counselor and you will be provided with a Conditions and Limitations of Confidentiality form as well as a Counseling Consent form. In addition, you will be provided with a Release of Information form so the counselor may be in touch with outside service providers.

**School Property:** Students are responsible for all school-owned property, including books, technology and other materials/equipment loaned to them.

**Daily Attendance:** Regular attendance and class participation is essential in order to benefit from the educational program. Parents/Guardians and students should thoroughly familiarize themselves with the attendance policy within the Policies and Procedures.

**Special transportation arrangements:** If students have a change in transportation and may be traveling with school peers, all parents involved with making the plans must notify the school office. If there is no notification, it will be assumed that the students are taking the regularly scheduled transportation. We cannot rely on verbal communication from students regarding transportation changes.

- **After School Programs:** Parents of students attending after school programs must keep the school office staff current on the transportation arrangements and any changes. This includes the need for notification to the office if a student will not be staying for a scheduled activity. Again, we cannot rely on verbal reports by the students to be the effective means of arranging or changing transportation.

**Student Personal Items:** The school will not take responsibility for items lost or stolen; students are solely responsible for their safekeeping. Students who bring money, personal items, or electronic devices to school do so at their own risk. Items that would be distracting during class time should remain in the student's backpack during the school day. This does not refer to small fidget items that are utilized by students in classes. The Administration reserves the right to determine what is appropriate regarding these items.

**Restraining Order Policy:** If a student or their family has involvement with a restraining order the following must take place:

- A copy of any pertinent restraining order should be submitted to the principal by a parent/guardian; the copy will be placed in the student's private records.
- Parents must also send a copy of a restraining order to the local police at:
  - Newton Police Department, 1321 Washington Street, West Newton, MA 02465

**School Calendar:** A current School Calendar is on the website. Please note the school hours: 7:53 a.m. to 2:23 p.m., Monday through Friday.

**Experimentation and Research:** The Learning Prep School is not involved in any type of experimentation and research. If, in the future, the school were to become involved in such experimentation, parents would be notified and a separate release form would be sent requiring their signature before their child would be allowed to participate.

**Fundraising:** Throughout the year, Learning Prep may participate in fundraising events and/or activities. No child or family is required to participate in fundraising.

**Social Justice:** Students at Learning Prep School may request administrative permission to support, solicit or distribute materials or literature that does not directly support LPS, but may be deemed an appropriate.

**Human Sexuality Curricula:** Learning Prep will also, when applicable, notify parents of upcoming curriculum that primarily involves human sexual education or human sexuality issues. After receiving such notice, if there are questions or concerns regarding the curriculum, parents are encouraged to contact their child's counselor. Program instruction materials for said curricula shall be made reasonably accessible to parents, guardians, educators, school administrators and others for inspection and review. Parents and guardians are afforded the flexibility to exempt their child from any portion of said curriculum through written notification to a school administrator. No child so exempted shall be penalized by reason of such exemption.

## **ATTENDANCE POLICY**

The laws and regulations of the Commonwealth of Massachusetts require regular attendance in school. Consistent attendance is absolutely necessary for students to receive the maximum benefit from their education.

**The Learning Prep School regards daily school attendance an essential school requirement:**

- Each student is expected to maintain 95% attendance for the entire school year. Excessive absenteeism may result in academic failure, may endanger a student's eligibility for participation in extracurricular activities, and may negatively impact a student's eligibility to participate in the work/study program.
- The administration discourages families from taking vacations outside of regularly scheduled school vacations. It is imperative that students are in class to receive direct instruction. While parents may be able to assist students while absent from school, when students are not present in class they cannot gain the knowledge and skills presented and as a result, find make-up work extremely difficult. Each extra vacation day will be treated as an unexcused absence.
- Although attendance in school is a requirement for course completion, Learning Prep School understands that serious illness and family crisis will occasionally necessitate a student's absence from school. When an absence of this nature occurs, the parent/guardian must submit a written request to the attendance coordinator asking that the absence be excused.

### **To Notify LPS of an Absence:**

- The school telephone number is 617-965-0764. The school FAX number is 617-527-1514. Parents/Guardians may email teachers using the teacher's first initial and last name @learningprep.org (e.g., **jthorell@learningprep.org**). Absences must be reported to the absentee line (attendance, transportation, early dismissals) at ext. 0 (for HS) or ext. 411 (for EMS) by 8:00 a.m. The school office is open between 7:15 a.m. and 3:15 p.m.
- An LPS staff member will call the parents of an absent student if a parent does not call in, or if the student calls to record the absence. **Until written documentation is received, an absence will be considered unexcused.**
  - **Documentation regarding an excused absence:**
    - Properly documented excused absences as determined by the administration will include:
      - Absence due to illness or medical appointment documented by parent note or physician's note (if the student has a communicable illness);
      - Court subpoena or summons;
      - Religious holiday documented by a parent/guardian note;
      - Attendance at a funeral;
      - Legitimate bus transportation problems documented by the resource room;
      - School approved on or off campus activity;
      - Driver's license appointment;
      - Testing/Evaluations (in or out of LPS);
      - College visit that cannot be scheduled on a vacation or holiday (approved by transition coordinator)
        - ❖ Note that students must be accompanied by a parent/guardian, or have a parent/guardian note, giving permission for a college visit. Also, the High School Principal or designee must approve the visit prior to its occurrence.
      - Administrative discretion.

**NOTE:** Any student who falsifies or forges an excused absence document is subject to suspension from school, and the affected absence will be declared as unexcused.

- In the case of a long-term health problem, daily calls are not necessary as long as the school nurse has been contacted as to the duration of the illness. When parents/guardians expect that their child will be absent from school for a period of time which exceeds ten (10) consecutive days, they should contact the community liaison and inquire about the availability of tutorial services.

**Absence due to Mental Health Concerns:** If a student is hospitalized for mental health reasons, the medical professionals overseeing their care must indicate when the student is stable enough to return to school. Such documentation must be submitted prior to re-entry. A re-entry meeting with the student, their parent(s)/guardian(s), and an LPS administrator must take place prior to the student's attendance in classes in an effort to plan an appropriate transition back into the program.

### **Late to School:**

- Late students should report to the main office to be checked in and receive a pass before going to their class.
- The first period of the school day starts at 7:53 a.m. All students who are not in their first period class by the 7:53 a.m. bell will be considered late to school. Tardiness caused by the late arrival of school buses/vans will be excused only with a time stamped pass from the main office.
- If a student who is driven by a parent arrives after 7:53 a.m., the student will be considered late for school. The student may be excused if a note, written by a parent/guardian explaining why the student was late, is received by the main office no later than the next school day.
- If a student's bus/van/parent is on time for school but the student is late for first period, the student may earn a detention for tardiness.
- Consistent tardiness may require a meeting with the Principal, student and parent/guardian.
- Driving to school is a privilege. Arriving late to school will be considered an unexcused tardy and could mean the loss of driving privileges.

### **Early Dismissal:**

- Students may not be dismissed from school early without notification by a parent/guardian provided to the main office no later than 8:00 a.m. Students needing to leave school and return later in the day may only do so for legitimate medical or legal appointments and will also need parent/guardian notification to the main office by 8:00 a.m.
- Some requests may be verified by a call from school to the parent/guardian before the student can be released (This

makes it imperative for parents to keep the school aware of any changes in home or work phone numbers).

- All classes missed due to an early dismissal will be recorded as unexcused unless the reason for the dismissal is properly documented and complies with the categories of absences that can be excused.
- For safety and liability reasons, LPS may not grant exceptions to this policy.
- Student Dismissal from School Due to Illness:
  - If the nursing staff decides to send a student home due to illness, the nurse will contact and inform the parents and:
    - The student will stay in the nursing office until a parent arrives;
    - The nurse will be notified when the parent has arrived and bring the student to the resource room for dismissal;
    - Parents should go directly to student resources to pick up their child.

#### **Inclement Weather:**

- School cancellations or a delayed start will be communicated through a phone message, the LPS website as well as a posting on all major TV stations.
- If, in the course of the school day, LPS makes the decision to close school early due to bad weather, it will request that the cabs return to pick up students early; most cab companies comply with the request.
  - Please note: If a cab company cannot return, parents/guardians will need to pick up their child.
- All parents/guardians will be contacted and informed that their child will be arriving home early.
- No student will be released early without parent notification.
  - A voice mail message is considered parental notification unless specified in writing in the student's file;
  - Written permission by parents is required for an older student to be left at home on their own or for a student to be dropped off in an alternative location.
- In the case of parents who transport students:
  - Parents will be notified of an early dismissal and will be asked to pick up their child.
    - Please note: It is the parents' decision to bring a student in the morning or to pick up early on a stormy day, regardless of LPS' decision to hold classes.
    - Parents should use discretion in deciding if the student should attend school on a stormy day.
- LPS staff will stay until all the students have been picked up.
- When Transportation Companies or Communities make decisions with regards to Inclement Weather:
  - Area community staff or parents may make the determination that local weather conditions dictate that it is not advisable for students to be transported to LPS due to unsafe travel conditions; in this situation, a student will not be penalized for being marked as absent.
  - A cab driver, while traveling to LPS in the morning, may determine it is the safest option for them to turn around and return students to their homes. In this case, it is the sole responsibility of the cab driver or company representative to:
    - Notify the parent that students are returning home;
    - Notify LPS that the students will not be in school that day;
    - Cab drivers must stay with the student until they have gained entry into the home; if a student cannot gain entry into the home, the cab driver is responsible for that student until the parents have been reached.
  - If a cab arrives at LPS and the cab driver decides to transport the students back to the community, LPS staff will notify the parents that students will be leaving school early.

**Make-up work:** An absence, excused or unexcused, does not release the student from the obligation of making up the school work missed according to the teacher's requirement. Teachers will provide opportunities for work to be made up, to the extent this is possible. It should be noted that a student's effort to make up missed work may be given serious consideration when extenuating circumstances cause absence from class.

**Requests for make-up work:** If a student will be out of school for a period of three (3) days or more due to medical reasons or family emergency, parents may request that teachers send work home.

#### **Consequences of Absenteeism:**

- Poor attendance may negatively affect a student's potential for success in their classes; therefore, warning reports will be issued mid-way through each marking period to alert parents/guardians to attendance problems. If a student is absent for more than ten (10) consecutive days, LPS is obligated to notify the community and the student may be removed from



enrollment at LPS.

- When a student misses class due to disciplinary issues, the teacher records an unexcused absence for each class missed.

**Consequences for Truancy:** When a student is absent and both the parents and the school agree the student should be in attendance, the student will be considered truant. Truancy may result in a meeting with appropriate parties.

**Appealing an absence record:** Parents/students may appeal an attendance record. In order to do so, parents/students must submit a written request to meet with the Principal. It must be received within ten (10) school days of the parent's/student's receipt of the most recent report card.

## **GRADING POLICY**

### **Elementary School:**

- Elementary students are ungraded.

### **Middle School:**

- Term grades are based on several factors reflecting student performance:
  - Completion of classwork
  - Active class participation
  - Completion of quality homework
  - Behavior and attitude
  - Weekly quizzes, unit tests, etc.
- **RAPP Grades**  
Each week all Middle School students received a RAPP (Responsibility, Attitude/Participation and Progress) grade in each academic class. Parents are encouraged to review the RAPP grades, discuss with students and seek clarification from staff.

### **High School:**

- Grades are based upon a consideration and averaging of all of the following factors:
  - Scores/grades on tests, quizzes, assignments, and projects - 50%
  - Completion/quality of homework assignments - 25%
  - Class participation/citizenship/behavior/notebook system - 25%
- Weekly tests/quizzes are given to form a basis for objective grading.
  - To avoid overloading and cramming, weekly tests/quizzes may be scheduled as follows (the only exceptions would be for: a) work/study students due to their bi-monthly schedule; b) absences; c) holidays; d) make-ups/retakes e) non-standard interruptions to the school day, such as assemblies):
    - Tuesday – Science
    - Wednesday – Math
    - Thursday – History
    - Friday – Language Arts and Literature
- Mandatory midterms and final exams will be administered in every academic class (language arts, literature, math, and history) for all 11<sup>th</sup> and 12<sup>th</sup> grade students; for other grades, they will be given at the teacher's discretion. Midterms will be given at the end of the second term, and finals at the end of the fourth term. By giving these exams to students, regardless of their MCAS status, we will be able to ensure that we are preparing students for similar experiences in schools and programs attended after graduating from LPS and that we are providing strong reinforcement of students' current learning.
- Please note the following:
  - Class time and participation are a significant part of the students' education. Therefore, the grading policy must give weight or importance to attendance, participation, citizenship/behavior and attitude, as well as scores on quizzes and homework.
  - In the high school, transcripts are formulated and forwarded to post-high school programs as well as to the sending communities.

Learning Prep School  
Policies and Procedures

- Letter and number grade equivalents are as follows:

|            |              |
|------------|--------------|
| 100 = A+   | 78-79 = C+   |
| 95-99 = A  | 75-77 = C    |
| 90-94 = A- | 70-74 = C-   |
| 88-89 = B+ | 68-69 = D+   |
| 85-87 = B  | 65-67 = D    |
| 80-84 = B- | 60-64 = D-   |
|            | Below 60 = F |

**Middle and High School Midterm Reports:**

- Midway through each term, all teachers will evaluate their students and will communicate to the student and their parent/guardian any areas in need of improvement. Midterm notices are mailed to parents/guardians approximately halfway through each term for the purpose of alerting parents/guardians to concerns for:
  - Students who are failing or in danger of failing during the first half of the term;
  - Students who are not working to their potential;
  - Students who have not made the effort to make up missed work;
  - Students who have attendance issues;
- Parents/Guardians with concerns about student progress are encouraged to contact teachers directly.
- Reports are mailed within two weeks of the close of each marking period. Parents/Guardians should contact the school if they do not receive these regular reports of a student's progress.
- Specific dates indicating the end of each grading period appear on the school calendar.

**Grade/Progress Reporting:**

- The school year is divided into four (4) marking periods (terms). Reports reflect student progress toward individual IEP annual goals.
- Quarterly progress reports are sent to parents and sending communities.
- Student performance is represented by letter grades that correspond to a numeric percentage (see above).
- Teacher comments will address the students' goals and benchmarks according to their IEP.
- All electives shall award a grade of pass or fail each term. No grades are awarded for delivery of related services.

**Failing a class:**

- A student may fail a class for any one of the following reasons:
  - An average of 59 or below on tests, quizzes and assignments;
  - Consistent failure to complete homework assignments;
  - Conduct that doesn't represent our LPS citizenship protocol;

**Incomplete Grades:**

- LPS Policy governing the protocol attendant to establishing a grade of "Incomplete" at the end of a quarter, semester, or school year.
- If, in the professional judgement of the teacher, a student has not successfully completed the assignments required to earn a grade in that class for that grading period, the teacher will assign an "Incomplete" for that grading period (quarter, semester, school year).
- Once a student receives an "Incomplete", he/she has a maximum of 10 school days to submit all outstanding assignments for that class to the teacher. Subsequently, within five days of receiving those assignments, the teacher will review and assess that work and assign a grade (evaluation) for that class.
- 

**LPS Honor Roll:**

- High Honors are awarded to High School students who maintain a letter grade of (A) in all courses.
- Honors are available to Middle and High School students who maintain a letter grade of (B-) or better in all courses.

## HOMEWORK

### Homework Policy:

- The EMS assignment notebook (or a designated system) is to be kept in the front of the student's binder. HS homework will be assigned through Google Classroom and pushed out by the teachers to the students.
- Staff will provide time at some point during the period for students to copy the assignment from the board:
  - Staff circulate to each student to ensure that assignments have been copied and to answer questions;
  - Staff initial each assignment to signal the assignment has been copied correctly;
    - Please note: if no homework is assigned, this will be indicated on the board, copied into the notebook, and initialed by the teacher.
- Homework is reviewed in class the day it is due; this helps with the following:
  - Reinforces class material;
  - Helps teacher assess students understanding of material;
    - Please note: We discourage parents/guardians from giving too much help with homework. If the student comes to class with missing homework because they do not understand the work, the teacher can assess the issue and properly address it
  - Homework is not assigned during religious holidays
    - If a student/family celebrates a religious holiday that is not reflected on the school calendar which requires an excuse from homework, please inform the principal.
  - Students are expected to complete homework even when they have other commitments
  - Chronic homework difficulties will impact the students' term grades.
  - Staff do require the completion of book reports and long-range research projects. These assignments are accompanied by specific, written time lines and expectations. All of this information is presented and reviewed in class as the assignment is worked on both in school and at home. The final product must be representative of the student's ability and effort. Staff appreciate the support of parents with regard to homework and welcome communication around this issue.

### Homework During Testing:

- Students taking MCAS do not have homework the night before MCAS tests commence and during the days of the testing in all academic areas. Staff should take this into consideration when setting dates for long term projects. Students may be excused from weekly tests during testing dates.

### Missing Homework:

- Completion of homework assignments is mandatory; if homework is missing or incomplete, students miss a great deal of instruction the following day.
- After three (3) missing homework assignments and for each subsequent missing assignment, a letter is sent out to inform parents.
- Excessive noncompliance may result in making up the missing assignments.
- A meeting with the principal may be necessary if there is excessive missing homework.

### Importance of Homework:

- Homework refers to work assigned by a teacher to be completed outside of class time.
- Is it our belief that homework serves many purposes, including (but not limited to):
  - To improve academic and vocational performance;
  - To help students organize their time;
  - To extend learning and critical thinking beyond the school day;
  - To develop individual responsibility, decision making skills and independence;
  - To provide additional time for the application of skills;
  - To keep parents involved and informed about the curriculum and skills being developed;
  - To provide useful information to teachers as to what students are able to complete independently.

**As the effectiveness of any policy depends upon the cooperation of all concerned, we share the following responsibilities:**

- **Students:**

- Record assignments daily (use of a homework assignment notebook is mandatory);
- Gather material necessary for the completion of the assignment;
- Ask for clarification or help if assignment is not understood;
- Complete assignments on time;
- Should expect to have homework each night;
- Plan adequate time for long-term assignments.
- **Teachers:**
  - Provide a thorough explanation of how to do an assignment;
  - Grade each assignment;
  - Vary the types of assignments given;
  - Ensure that homework assignments are meaningful;
  - Provide ample time for long-term assignments;
  - Communicate the value of homework and the percentage that homework contributes to the overall grade.
- **Parents:**
  - Establish homework completion as a priority;
  - Communicate with teacher(s) if there are homework-related questions;
  - Provide a quiet place, adequate time and materials to complete homework without interruption (i.e., TV, phone, etc.);
  - Assist with time management outside of school to insure enough time is allowed to complete homework;
  - Encourage consistent daily routines;
  - If a student reports that assignments are completed, see that they read or engage in another academic pursuit;
  - Avoid completing homework assignments for or with the student in order to allow teachers to accurately evaluate student capabilities.

### **LPS BINDER SYSTEM**

#### **The Organizational Binder:**

- The binder system is perhaps one of the most important organizational methodologies for our students and it is essential that each student bring this binder to school every day. The system encompasses a variety of important skills throughout the day. Organized binders are designed to:
  - Build student independence;
  - Provide a communication link between and among students, staff and families;
  - Provide a record of materials covered;
  - Serve as a reference of materials for student use in school and when completing homework assignments;
  - Test papers may be kept in each section to use as a study/reference tool and to provide communication regarding progress.

All necessary binder materials are initially provided by Learning Prep School.

#### **Responsibility**

- It is the student's responsibility to keep their binder organized, however:
  - Initial setup of the binder will be completed by the students with staff support as needed;
  - Time is set aside to check the binders for organization and neatness

### **LEARNING PREP HIGH SCHOOL GRADUATION REQUIREMENTS**

In accordance with the Administrative Advisory SPED 2002-4 REVISED: Special Education Students in Out-of-District Placements – Participation in MCAS Testing and High School Graduation Standards, the following procedure will be followed prior to graduation:

Under the special education law, a student with a disability who requires special education is entitled to receive publicly funded special education until they turn twenty-two or attains a high school diploma or its equivalent, whichever comes first. General Laws c. 71B, s.1. Starting with the high school graduating class of 2003, satisfaction of the requirements of the competency determination – performance at the level of 220 or better on the grade 10 MCAS in English language arts and mathematics – is a condition for high school graduation or receipt of a high school diploma. General Laws c. 69, s.1D. These two laws provide the framework for the award of the high school diploma to students who are receiving publicly funded education in an out-of-district special education program, as follows:

- At least one year in advance of a probable graduation date, the sending public school district has the responsibility to convene a Team meeting for annual review of the IEP. At this meeting, the public school must indicate whether the student is expected to meet high school graduation standards and communicate the likelihood of graduation to the parent at the meeting and in the IEP that is proposed for the student. For students in out-of-district placements, the Team meeting at which this discussion takes place should include a representative of the out-of-district program so that there is a common understanding among the public school, the out-of-district program, the parent, and the student, of the likelihood of graduation.
- However, by choosing to send a student to an out-of-district program, the public school district is accepting the out-of-district program as sufficient to meet local requirements that are necessary for graduation in addition to competency determination.
- Beginning with the high school graduating class of 2003, the granting of a “high school diploma” for students served in out-of-district placements signifies, at a minimum, the successful completion of the state competency determination through the MCAS grade 10 testing program in English language arts and mathematics.
- The Team will determine how the student is able to participate in MCAS testing, with or without accommodations, or, if appropriate, in the Alternate Assessment. This determination is not based on the approval of the school, but the needs of the student.
- As in the past, any school, including a public school, an educational collaborative, a private special education school, or other out-of-district education agency may issue a *certificate* to a publicly funded student. The certificate may recognize achievement, attendance, course completion, or participation. Learning Prep School gives certificate of completions.

**In order for a publicly or privately funded student to earn a certificate of completion,** the student must earn a minimum number of 120-130 credits:

**Required courses:**

- 4 years of History – 24 credits
- 4 years of Literature – 24 credits
- 4 years of Language Arts – 24 credits
- 4 years of Math – 24 credits
- 3 years of Science – 18 credits
- 1 year of Work/Study – 4 credits
- 4 years of Health & Student Issues – 8 credits
- 2 years of Career Education – 4 credits
- 4 years of Consumer Skills – 8 credits
- 4 years of Physical Education (amount per year may vary)

According to Massachusetts General Laws Ch. 71 Section 3. Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of such students. Instruction in physical education may include calisthenics, gymnastics and military drill; but no pupil shall be required to take part in any military exercise if his parent or guardian is of any religious denomination conscientiously opposed to bearing arms, or is himself so opposed, and the school committee is so notified in writing; and no pupil shall be required to take part in physical education exercises if a licensed physician certifies in writing that in his opinion such physical education exercises would be injurious to the pupil.

**In order for a publicly or privately funded student to earn a Learning Prep School Diploma**, the student must earn a minimum of 120-130 credits (see above) and earn a scaled score of at least 240 on the grade 10 MCAS ELA and Mathematics tests, or earn a scaled score between 220 and 238 on these tests, or earn a score of Needs Improvement on a competency portfolio, and fulfill the requirements of an Educational Proficiency Plan (EPP).

**DESE Compliance/Testing:**

- LPS curriculum adheres to the Massachusetts Common Core Frameworks;
- LPS complies with the DESE's requirements for the administration of MCAS testing.

**Students may not earn a certificate of completion or diploma for the following reasons:**

- Failing a course (all students will have received a written warning notice prior to failure); resulting in insufficient credits;
- Formal notification will be made to a student and to their parents by the principal in a timely manner.

## **SCHOOL COMMUNITY POLICIES AND PROCEDURES**

### **ELECTRONIC DEVICES POLICY**

#### **Electronic Devices**

Learning Prep School believes that electronic devices are useful tools for 21st Century. Utilizing these tools will help support student learning and enhance teacher instruction. In order to fully implement the School's mission and to achieve its academic, social, and civic expectations, Learning Prep School supports the responsible use of electronic devices. As a student's education is a partnership between home and school, we ask parents and guardians to help us administer this policy by not calling or texting the students between school hours. Students must concentrate fully on their studies and not be distracted by electronic devices. Students may access a school phone in the Main Office where messages may also be left.

#### **Students must display proper etiquette and use as follows:**

- **Students' use of electronic devices is permitted in class with teacher instruction only.**
  - All devices must connect to the LPS Student Network for filtered Internet access
  - Elementary and Middle School student electronic devices must be SHUT DOWN and OUT OF SIGHT during class, unless a teacher gives clear and direct permission for their use due to an academic reason. Devices must be put away prior to entering the building.
    - If a teacher notes that a student's use of electronic devices is proving to be continuously disruptive, the teacher has the right to refer the student to the dean of students where the first offense of this policy will be put into effect.
- **Students may responsibly use electronic devices:**
  - before and after school when on campus
- **Students' inappropriate use of electronic devices includes, but may not be limited to:**
  - taking or disseminating unauthorized photos or videos; or uploading any digital material
  - using electronic devices in the bathrooms, or other areas with an expectation of privacy.

***Note: Students are reminded of the possible legal consequences of violating personal privacy and related laws, including bullying and harassment.***

#### **First Offense:**

The device will be confiscated by the dean of students or another administrator and turned into the Dean's Office. The student will be able to claim the device from the dean of students, or designated administrator, at the end of the school day. A parent/guardian will be informed of the incident by telephone or email as a first offense and violation of the school's electronic device policy.

**Second Offense:**

The device will be confiscated by the dean of students or another administrator and turned into the dean's office. The student will be able to claim the device from the dean of students, or designated administrator, at the end of the school day. The student will have now earned a detention, which will be served the next school day. A parent/guardian will be informed of the incident by telephone or email and a second offense and violation of the school's electronic device policy and the consequence that will take place.

**Third Offense:**

The device will be confiscated by the dean of students or another administrator and turned into the dean's office. After the third offense and violation of the school's electronic device policy, the student will not be allowed to claim the device at the end of the school day. A parent/guardian will be contacted once the incident has occurred by either a telephone call or email of the third offense. At this point in time the parent/guardian will be informed that LPS will hold the electronic device until they come to the school to meet with an administrator, or assigned staff member, to discuss the continuous violation of the school policy by their child/student. The parent will be informed that the consequence will be a day of in-school suspension. At this time the parent/guardian, LPS staff member and the student will discuss an alternative plan to assist in the prevention of another violation of the school's electronic device policy by that student.

**Use at home:**

- We recommend parents supervise their child when using the internet. This is an area in which students need a great deal of structure.
- Use of inappropriate websites, e-mail, and instant messages that occur at home are not the school's responsibility.
- We encourage parents and students to have open conversations regarding inappropriate communication through e-mail, instant messaging, personal web pages or blogs outside of school.
- Learning Prep School's only obligation is to make sure that these unfortunate situations do not affect the students and their ability to learn in school. Refer to Bullying Prevention and Intervention Plan for guidelines.

**Note:**

- LPS is not responsible for lost or stolen devices.
- As with all personal property brought onto school premises, electronic devices are subject to search and seizure with reasonable suspicion that the device has been used in any way that violates school rules or laws.

**ACCEPTABLE USE POLICY FOR TECHNOLOGY**

The Learning Prep School encourages the use of digital technology for completing educational assignments and professional responsibilities. The primary purpose of providing digital technology within the school is to support the educational goals and objectives of Learning Prep School.

The use of these electronic resources shall be consistent with the purpose, mission, and goals of the Learning Prep School and used for educational and professional purposes. The purpose in providing these services is to facilitate access to information and resources, promote educational excellence, and enhance communication between schools and the community.

It is expected that all digital technology users will respect the rights of others, and will act in a way that reflects proper ethical and legal standards at all times.

The following acceptable use policy (AUP) applies to all staff, students, LPS community members, and guests who use the school's digital technology or who access our networks. Any violation of the terms spelled out below may result in loss of full access to school digital technology and/or disciplinary/legal action.

**TERMS AND CONDITIONS**

**A. Access to Network Resources**

Staff, students, and members of the LPS community may be given access to the school's network resources. This access, including account and password, must not be shared, assigned or transferred to another individual.

Access to the school's network resources may be suspended or terminated if terms and conditions of this AUP are violated. Prior to a termination of access to the school's network resources, the user will be informed of the suspected violation and given an opportunity to present an explanation. The user may request a review hearing within seven (7) days of notification if the user feels that such action is unjust. After the review, access may be terminated if the LPS administration denies the appeal.

Each student must have a signed Parent/Guardian Permission Agreement before access is granted to the school's network resources. A signed agreement must be renewed on an annual basis. The parent(s) or legal guardian(s) can withdraw their approval at any time, upon written request.

#### **B. System Security**

Computer users may not run applications or files that create a security risk to the school's network resources. If users identify a security problem, they must notify appropriate administrators immediately. Any user reasonably deemed to be a security risk, or discovered to have a proven history of problems with other computer networks, may be denied access to the school's network resources. Users should immediately notify the IT Director if they believe that someone has obtained unauthorized access to their private account.

#### **C. Respecting Resource Limits**

Staff, students, and community members will not post chain letters or engage in spamming. Spamming is sending messages to a large number of people, or sending a large number of messages to a single person, with the intent of annoying users or to interrupt the system. The system administrators reserve the right to set a limit on disk storage for network users.

#### **D. Illegal Activities**

The school will cooperate fully with local, state, or federal officials in any investigation related to illegal activities.

It is prohibited to sell or purchase goods and services without prior approval of the appropriate administrator. Attempting to gain unauthorized access to the school's network resources or go beyond authorized access is prohibited. This includes attempting to log in through another person's account or accessing another person's files. Vandalism will result in cancellation of privileges to the school's network resources. Vandalism is defined as any malicious attempt to harm or destroy data or equipment on any computer network. It is prohibited to use the school's network resources with the intent of denying others access to the system. Advertising will be permitted on the school's network resources with the prior approval of the appropriate administrator.

#### **E. Intellectual Property (Copyright)**

No copyrighted material is to be placed on the school's network resources without written permission from the copyright owner. All users of the LPS network resources must agree not to submit, publish, or display any type of material that violates this AUP.

#### **F. Software**

Software having the purpose of damaging the LPS network resources or other systems is prohibited. Users may be required to use a LPS approved Internet browser or other software to access the computer network resources.

#### **G. Language**

Polite and appropriate language is expected at all times. Abusive messages are prohibited. Harassment is prohibited. Harassment is



conduct which is sufficiently severe, persistent, or pervasive that it adversely affects, or has the purpose or logical consequence of interfering with a user's educational program, or creates an intimidating, hostile, or offensive environment. Behavior that continues after an individual is informed of its offensiveness may constitute evidence of an intent to harass. If told by a person to stop sending messages, the sender must stop.

#### H. Liability

The Learning Prep School does not warrant the functions or services performed by the school's network resources. Resources are provided on an "as is, as available" basis. Opinions, advice, services and all other information supplied by third parties is for informational purposes only. It is not guaranteed to be correct. Users are urged to seek professional advice for specific individual situations. Any software available from the school's network resources is not guaranteed as to suitability, legality, or performance by the Learning Prep School. Staff, students, and community members agree to indemnify and hold harmless the Learning Prep School for any liability arising out of any violation of this AUP.

#### I. Electronic Mail and Real-Time Conferencing

It is not the intention of the system administrators to inspect or disclose the contents of electronic mail or computer files sent by one user to another, without consent from either party, unless required to do so by the Learning Prep School, local, state, or federal officials. Electronic mail is not private. As with written communication, users should recognize there is no expectation of privacy for electronic mail. Users are expected to remove e-mail messages in a timely manner. All users must promptly report inappropriate messages received to a teacher, supervisor, or the system administrators. Students should not reveal personal information such as addresses, phone numbers, passwords, or financial information to others. Private information may not be posted about another person. A cancelled account will not retain electronic mail. The system administrators reserve the right to terminate access to the school's network resources if this AUP is violated while using real-time chat features, including video conferencing.

#### J. Incidental Personal Use of Technology Resources

Technology resources may be used by the LPS personnel for personal purposes provided that the use does not interfere with the school's ability to carry out business, does not interfere with the employee's duties, does not subject the school to increased costs or risks, and does not violate the terms of the Acceptable Use Policy.

The use of computer network technology resources shall be consistent with all Learning Prep School policies and regulations.

### **STUDENT RECORDS POLICY AND CONFIDENTIALITY**

#### **Regulations Pertaining to Student Records:**

- The State Board of Education has adopted regulations pertaining to student records. The development of these regulations, which have the force of law, was mandated by state laws enacted in 1972 and 1974. The regulations apply to all public elementary and secondary schools. (This includes publicly funded Chapter 766 Private Schools). They are designed to insure parents' and students' rights of confidentiality, inspection amendment and destruction of student records and to assist school authorities in their responsibilities for the maintenance of school records.
- The regulations apply to all information kept by a school committee on a student in a manner such that they may be individually identified. The regulations divide the record into two sections: the transcripts and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational process. This information includes name, address, course titles, credits and grade level completed. The transcript is kept by the school system for at least sixty (60) years after the student leaves the system.
- The following is a summary of the major parent and student rights regarding student records, as provided by the regulations pertaining to student records:
  - *Maintenance and Destruction of Student Records:* The permanent record/transcript only will be maintained by the school system for sixty (60) years following the student's graduation, transfer, or withdrawal from the school system. The temporary record shall be destroyed no later than five (5) years after the student transfers, graduates

- or withdraws from the school system.
- *Access to Records by Authorized School Personnel, Parents, and Eligible Students:* Student records can be accessed by authorized school personnel, parents, eligible students, and clerical personnel for clerical purposes. Even when parents are separated or divorced, they share equally in the right to access their child's records, unless one parent presents the school with a court order prohibiting the other parent to such access. School personnel should also be mindful of the fact that authorized school personnel excludes staff who have no contact with the student. Those persons are considered third parties and can only access student record information after receiving informed written consent from the parent or eligible student.
  - *Release of Records:* Parents must submit a specific request in writing for documents to be sent to any given specific organization, program, doctor, etc. In addition, the Learning prep School will release no information that it has received from any other agency without the written permission of that agency and the parents.
  - *Parents Access to Records:* Parents of students and students 18 years of age and older have open access to cumulative files in the administration office. Authorized school personnel from the responsible school system have the same right of access to those records as is provided by regulations with regard to public school student records.
  - *Rights of Students at Age 18:* When students reach the age of 18, they are presumed to be adults and may exercise their rights independently of their parents, except the right to preclude parents from inspecting the student record. If the student over 18 intends to exercise his or her rights independently, the student must make such requests in writing to the school principal or superintendent, who shall honor such requests.
  - *Conditional Attendance Based on Receipt of a Complete School Record:* School committees are now authorized, under the Massachusetts Student Record Regulations, to require that all students transferring into the local school system provide the school system with a complete school record prior to enrolling in school.
  - *Teachers Personal Notes and Protocols:* Personal notes and logs maintained by school personnel are considered "personal", and are not subject to disclosure to the parent or student, so long as they are not shared with other school personnel. Once these records are shared with other school personnel, they become part of the student's record regardless of where they are kept. Protocols developed by evaluators in connection with educational evaluations are treated in the same manner.
  - *Authority of School Districts to Transfer Records to Other Public School Systems.* School systems are now authorized to send student records directly to a public school to which a student seeks or intends to transfer, without the consent of the eligible student or parent, provided that the school the student is leaving gives notice, by letter to all parents, that it follows this practice.

### HEALTH CARE POLICY

Our health policy is based on Preventative Health Care. With your cooperation, following this policy closely can minimize the spread of illness among our students.

#### Parent Consent and Required Notification

Parents are provided with the following forms annually:

- **Emergency Medical Form:** This form is necessary in case of accidents and other emergencies. Be sure to sign your name and date on the second page of the card. Your child will not be accepted at the Newton Wellesley Hospital Emergency Room without this signature.
- **Consent for Restraint Form:** This is required by the Department of Elementary and Secondary Education. More detailed information regarding restraints is in the Student Rules and Policies under our Restraint Policy.
- **Photography/Filming Form**
- **Confidentiality of School Health Records- Student Medical Alert Consent Form**
- **Medication Permission Forms:** The signature of parent and physician/licensed prescriber is required for the dispensing of any medicine.
  1. Medication Permission Form
  2. Medication Permission Form for Over the Counter Medication (Gives us permission to dispense Tylenol, Advil etc.)

### **Medical Records:**

- Please complete all medical information forms and permission slips and return to LPS before the first day of school. Students without properly completed medical forms on file before the start of the school year (or the start of their enrollment in our program) will not be allowed to continue the school year until this information is on file in the administrative support office [M.G.L. c. 76, § 15].
- In order to keep medical records current, please notify the nurse of any changes during the school year, including changes in medication. Often children have reactions to medications which can alter their behavior and routine, therefore it is helpful for the nurse/staff to know if your child is taking medication at home or if/when there are any changes in medication.
- The school nurse shall be responsible for monitoring medical information obtained from the parents.
- The nurse will be aware of records dealing with immunizations, physical examinations, allergies, communicable diseases, medical histories, etc., and shall share information with appropriate staff as necessary for the well-being of the students.

### **Student Health Policies and Procedures**

#### **If your child becomes ill at school:**

- At school students sometimes present with a range of complaints, from potentially life-threatening situations to more common problems like colds and coughs; they may also need advice, support, or just time out from stress. They may be sent to the nurse's office during school hours for health assessment and care for any of these reasons or something else.
- When assessing a student, the school nurse needs to obtain both *subjective* data (the history of the complaint) and *objective* data (information about signs of an illness, e.g., temperature). In addition, the initial person seeing the student must skillfully explore the presenting symptoms by analyzing the complaint. Information on the location, frequency, duration and severity, quality, quantity, setting, associated symptoms, and factors that make the symptom better or worse will guide the assessment.
- After assessment has occurred the nursing staff will decide what is best for the student. Options might be (but are not limited to): having the student rest in the health office and either returning to class, calling parents if student is to be sent home, suggesting follow-up with the health care provider, or calling emergency services.
- A student will be sent home if the school nurse determines that they are too ill to stay until the end of the day. If a parent/guardian is working and cannot come to pick up the student and no other arrangement can be made, they will remain in the nurse's office or student resources and made as comfortable as possible until dismissal.

#### **If your child is ill at home:**

- In order to prevent the spread of illness, students should stay home if they have the following symptoms:
  - **Fever:** Has a temperature of **100.5** or higher. Students must be fever free for 24 hours before returning to school.
  - **Cold:** Active stage: a constant cough, productive cough, and/or continuous thick nasal discharge (yellowish/greenish).
  - **Diarrhea:** Frequent episodes (2 or more times) of loose, watery, or bloody stools. Students may return to school 24 hours after last episode of diarrhea.
  - **Vomiting:** One or more occurrences of vomiting within a 24 hour period. Students may return to school 24 hours after the last episode of vomiting. (If vomiting occurs in school, student may be sent home at nurse's discretion.)
  - **Rash:** Any rash of unknown cause, blistered, or with discharge/drainage needs to be evaluated by a health care provider. Your child will be sent home if a rash is noticed during school hours in order to be evaluated by their health care provider. Students need to be rash free, or have a health care provider's note, stating they are not contagious before returning to school.
- We encourage you to give your child adequate time to recuperate from illnesses or injuries.

#### **Exclusion Policy for Suspected Communicable Conditions (Contagious Illness):**

- All contagious health conditions need to be reported IMMEDIATELY to the nurse so that the proper persons can be notified and appropriate policies can be implemented. Any student who is suspected of having a contagious health condition may be restricted from school at the discretion of the school nurse.
- A student will not be permitted to attend school until the condition has been resolved.
- A note from the student's health care provider will be required in order for the student to re-enter school.
- If a student presents with a contagious illness in school they will be sent home immediately.

- The following is a list of conditions that must be treated before returning to school:
  - **Impetigo:** Students may return to school after 24 hours of antibiotic treatment.
  - **Chicken Pox (Varicella):** Students may return to school six days after rash appears and when all blisters are crusted over and dry.
  - **Head Lice/Nits:** LPS has a NO NIT policy.
  - **Strep Throat:** Students may return 24 hours after beginning antibiotic treatment.
  - **Conjunctivitis (Pink Eye):** Signs and symptoms of pink eye include red, itchy eyes, often accompanied by yellow discharge. Pink eye needs to be seen and treated by a physician. Students may return with a health care provider note after having received 3 doses of prescription eye ointment or 4 doses of prescription eye drops.

### Injuries:

- If a student has been injured at home, the student should be treated at home either by you or your health care provider.
- Students that have physical restrictions/injuries (such as casts, crutches, slings, braces, or splints) and/or activity restrictions (excuses from gym class, work/study, occupational therapy, daycare, horticulture, food service, etc.) will need a written note from their health care provider allowing them to return to school and describing exact limitations of activity during the school day.
- The student must present the health care provider's note to the nurse(s) before returning to classes. Parent/guardian needs to call the nurse or counselor to discuss schedule changes as soon as possible.
- Crutches: Students may attend school on crutches if they have a note from the health care provider stating the reason they need crutches, their anticipated length of use in school, and that they are able to safely use crutches in the school environment. No student will be able to use crutches in school without this information.
  - When initially returning to school the student must report to the nurse's office to be evaluated using their crutches and will be provided training if deemed necessary.
  - PLEASE CALL THE NURSE PRIOR TO STUDENT RETURNING TO SCHOOL!

### Emergency Injury or Illness:

- Parents will be notified immediately of any major injuries or illnesses.
  - In a life-threatening or potentially disabling emergency, students will be transported by EMS to Newton Wellesley Hospital immediately for emergency medical treatment.
  - In the case of a non-life-threatening emergency, after the nurse administers first aid and assesses that a student needs to be further evaluated at the hospital, either a parent/guardian can take him/her or a nurse/staff member will escort the student. The staff member escorting the student will bring the signed emergency form from the student's chart. The hospital will then call the parent/guardian before administering aid. In this case the parent/guardian can meet the student/staff member at Newton Wellesley Hospital.

### Annual Screenings:

Each year students are screened for a variety of health conditions. According to the *Massachusetts School Health Manual*, by detecting previously unrecognized conditions or preclinical illnesses as early as possible, population-based screening enables timely intervention and remediation, which can limit potential disability, medical costs, and negative impact on scholastic performance. Parents/guardians will receive written notification if their child is unable to successfully complete a screening along with a referral to their health care provider for follow up. Parents/Guardians of students screened for BMI will receive letters as well.

According to Massachusetts State Regulations, the following screenings will be performed based on the student's age.

- 2<sup>nd</sup> Grade --- vision and hearing
- 3<sup>rd</sup> Grade --- vision and hearing
- 4<sup>th</sup> Grade --- height/weight/BMI, vision and hearing
- 5<sup>th</sup> Grade --- vision and scoliosis
- 6<sup>th</sup> Grade --- vision, scoliosis and hearing
- 7<sup>th</sup> Grade --- height/weight/BMI and scoliosis
- 8<sup>th</sup> Grade --- scoliosis
- 9<sup>th</sup> Grade --- vision, scoliosis, and hearing
- 10<sup>th</sup> Grade --- height/weight/BMI

Completed health screening referral forms need to be returned to the nurse as soon as possible. Accurate and timely follow up to these screenings ensures the best result for your school age child.

If a parent does not want their child screened at school, written documentation from their child's health care provider stating that screenings have been performed over the last year, including results and follow up if necessary. This form must include the health care provider's signature. A note from the child's parent/guardian needs to be included as well.

### **Immunizations:**

- According to Massachusetts state law (stated on the back of the Health Examination Form) and LPS policy, documentation of the following immunizations and screenings **MUST** be submitted **PRIOR** to the first day of school:
  - **Hepatitis B - 3 doses**
  - **DTaP/DTP, DT/TD - 5 doses**
  - **Polio - 4 doses**
  - **HIB – 4 doses**
  - **MMR -- 2 doses**
  - **Varicella (chicken pox) - 1 dose vaccine or documented case of the disease from your health care provider**
  - **Lead Screen - with documented results**
  - **TB test or health care provider documentation of low risk classification**
- Those students entering grade 7 (ages 12-13) in the fall **MUST** have documentation of the following immunizations **PRIOR** to attending the first day of school:
  - **Hepatitis B - 3 complete doses;**
  - **Tetanus (TD) Booster - 1 dose. New state requirements expect a TD booster every 5 years (previous requirements were every 10 years);**
  - **Varicella Vaccine - if given before age 13, 1 dose; if given after age 13, 2 doses complete OR a health care provider documented case of the disease.**

### **Physical Exam:**

- All *returning* students must have a physical exam from the current calendar year and up to date immunizations on record. (Please complete the enclosed Health Examination Form.)
- All *new* students must present documentation of required immunizations and a physical exam from the current calendar year before they will be allowed to attend Learning Prep School. (Please complete the enclosed Health Examination Form.)

### **Medication Policy** – for both prescription and over-the-counter medication:

- Medication to be given at school must be accompanied by a Medication Permission Form and/or over-the-counter Medication Permission Form signed by both a licensed health care provider and parent/guardian. For short-term medications such as antibiotics, the prescription bottle is accepted as a licensed health care provider's order, however the Medication Permission Form or a written statement by the parent is also required.
- Medication must be supplied by the parent/guardian in the original pharmacy container. (Please ask your pharmacist to provide a second container and send only the amount of medication needed for school.) This label must contain the following information: the student's full name and age, medication name, licensed health care provider's name, date of prescription and prescription number, dosage, route and time of administration at school.
- Medication is locked in the nursing office and administered by the school nurse only. In the event of a field trip/or emergency requiring the use of an Epi-Pen for a student with a diagnosed allergy, a designated, trained staff member may administer medication.
- For your child's safety and the safety of other students, students are not allowed to carry medication at school or to transport medication to and from school.
- Medication must be hand-delivered to the school nurse by a parent/guardian or a responsible adult. Medication must be in the original pharmacy container, which needs to be in a sealed envelope addressed to the school nurse. If another responsible adult is delivering your child's medication to school, please call ahead and notify the school nurse at ext. 410.
- When a licensed health care provider deems it necessary for a student to have immediate access to medication (Epi-Pens and inhalers), the parent/guardian will provide an order from a licensed health care provider stating that the student has been advised of proper use, side effects, and policies of the Epi-Pen and inhaler use in school.
- All medication orders must be renewed at the beginning of each school year.
- It is the parent/guardian's responsibility to contact the school nurse should a prescribed medication be changed in any

way during the school year. Also, a new licensed health care provider's order will be needed documenting the specific medication change.

- The parent/guardian may retrieve the medicine from school at any time. Medicine will be destroyed if it is not picked up by the close of the school year.
  - Please note: For the safety of our students, LPS has written the school policy to be in compliance with Massachusetts General Law, therefore this policy will be strictly enforced.

**\*\*\*Amendment Regarding Carrying of Inhalers\*\*\***

**Section 54B of Chapter 71 of the General Law** has been amended by adding the following paragraph: "Notwithstanding any general or special law or regulation to the contrary, no school district shall prohibit students with asthma or other respiratory diseases to administer prescription inhalers in accordance with department or public health regulations concerning students' self-administering of prescription medications."

**Students will not receive any medication during school hours unless there is compliance with the aforementioned Health Care Policy. ALL MEDICAL FORMS need to be in NO LATER than the first of August for the new school year.**

**WELLNESS POLICY**

Learning Prep School is committed to providing school environments that promote and protect children's health, well-being and the ability to learn by supporting and teaching healthy eating and physical awareness and activity.

Learning Prep School will engage students, parents, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring and reviewing school-wide nutrition programs and physical activities. We will continuously strive to have qualified professionals deliver such programs.

The School shall endeavor to provide health and nutrition education, as well as physical education in an effort to foster lifelong habits of healthy eating and physical activity for all students in every grade level.

**Monitoring and Evaluation:**

The food service department, with assistance from the nursing staff and executive director, shall create a school health committee to help implement, monitor, review and evaluate school nutrition and physical activity policies and practices and to make periodic recommendations to the school committee on revisions to said policies, or to policies that pertain to other important school health issues. The committee shall also serve as a resource to individual schools within the system for implementing said policies. The school health committee shall include, but not be limited to, individuals from the following groups:

- ✓ *Parents of School Aged Children* ✓ *Teachers*
- ✓ *Students* ✓ *School Health Professionals*
- ✓ *School Food Service Professionals* ✓ *Physical Activity and Education Providers*
- ✓ *School Administrators*

**Nutrition Standards:**

The child nutrition program shall comply with all federal, state and local requirements and is accessible to all students. Food Safety and Security Guidelines shall be adhered to for all foods served in schools. The child nutrition program, an essential educational support activity, shall aim to be financially self-supporting.

It is suggested that the "Massachusetts A La Carte Food and Beverage Standards to Promote a Healthier School Environment" by Action for Healthy Kids (AFKH) is used as a guideline for all a la carte, snack, vending machines and school stores. The uses of non-food celebrations/recognitions for birthdays are encouraged.

**Nutrition Education:**

Learning Prep School shall aim to integrate nutrition education throughout the curriculum spectrum of math, science, language

arts, and history. The school shall aim to assist families and the community with nutrition education and nutrition educational materials, as well as promote health education to teachers, nurses, administrators, staff, PTA's and other various school committees. Learning Prep School will support parents' efforts to provide a healthy diet and regular physical activity for their children.

**Physical Activity:**

The Learning Prep School aims to provide opportunities for all students to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity and understand the short and long-term benefits of a physically active and a healthy nutritious lifestyle. Teachers, administrators and other school/community personnel should not use physical activity (i.e., running laps, pushups) as punishment. Withholding opportunities for physical activity (recess, physical education class) as punishment will be discouraged.

**Evaluation and Monitoring:**

**Evaluation**

The committee shall meet at least once per semester in order to carry out its responsibilities. The committee shall elect officers annually. Said officers shall ensure that minutes are taken at each council meeting. Said minutes shall be forwarded to the executive director for review.

This committee shall make all efforts to:

- (1) Encourage support for all wellness activities from administration and the school committee;
- (2) Encourage school councils and the Parent Council to become involved with their parents regarding nutrition;
- (3) Encourage administration to sponsor professional development for teachers who are willing to integrate nutrition into their curriculum, but need guidelines; and
- (4) Education and encourage staff to be concerned with the growing nutrition problems within our community.

In order to carry out its primary responsibilities as set forth above, Learning Prep shall continue to develop a school wellness policy evaluation plan. The plan shall establish criteria that will be used to judge the implementation of the wellness policy and its success or failure. The plan must establish standards of performance for said criteria that must be reached for the policy to be considered successful and must also set forth the methods that will be used to gather any and all information necessary to indicate system performance on the criteria relative to said standards.

Said criteria shall include, but not be limited to, the following:

- (1) A requirement that all students receive a course in health and student issues yearly to educate and address individual issues regarding health and nutrition;
- (2) A requirement that students of all levels be assessed annually which demonstrates that they have a basic knowledge of health education; and
- (3) A recommendation that all students enlist in food service and physical education throughout their high school experience.

In order to help defray any costs that may be associated with the implementation of Learning Prep School's wellness policy, the committee shall assist appropriate health professional employees in researching, recommending and applying for wellness-related grants that may be available through the state government, federal government, businesses and non-profit agencies. The committee shall also assist the executive director in the development of events designed to focus attention on school wellness issues.

**Monitoring**

It shall be the responsibility of the executive director to ensure school-wide compliance with established nutrition and physical activity wellness policies. The principal, or their designee, shall ensure compliance with those policies and will report on the school's compliance status to the executive director.

The food service supervisor shall ensure compliance with nutrition policies within the school food service areas and shall periodically report on this matter to the executive director. In addition, Learning Prep School will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the school has not received a SMI review from the state agency within the past five (5) years, the school will request from the state agency that a SMI review be scheduled as soon as

possible.

The executive director, working in conjunction with the school health committee, shall develop a summary report every two (2) years on school-wide compliance with the system's established nutrition and physical activity wellness policies and overall wellness progress which is based on input from individual schools within the system. That report shall be provided to the school committee and shall also be distributed to the Parent Council, school principal and school health services personnel.

**Ongoing Assessment of Individual School Environment and Policy Compliance:**

In order to preserve the integrity of the Learning Prep School wellness policy, assessments shall be conducted within the system every two (2) years. The assessments shall be designed to gauge policy compliance, assess progress and determine areas in need of improvement. As part of that assessment, the building principal, or their designee, working in conjunction with the school health committee, shall review implementation of nutrition and physical activity policies, the provision of an environment that supports healthy eating and physical activity, and the implementation of nutrition and physical education policies and program elements. The assessment shall also be used to identify and prioritize wellness needs within the school.

The results of the school assessment shall be compiled at the school health committee and forwarded to the executive director for their use in developing their biennial wellness report.

**FEDERAL BREAKFAST/LUNCH AND MILK PROGRAM**

**Lunch Requirements - Federal Form:**

The Learning Prep School participates in the federal breakfast/lunch and milk program, and all relevant forms are on file at the school.

**Food and Nutrition:**

LPS will provide written menus for each week and shall maintain copies of menu plans for typical weeks. Menus shall be developed by staff possessing an understanding of the nutritional needs of students and that follow the state guidelines.

LPS offers breakfast and lunch to provide for one-third to one-half of the daily nutritional needs of students in accordance with the "Food and Nutrition Board, National Academy of Sciences, National Research Council Recommended Dietary Allowances" in one regular meal and one or more snacks.

Food is purchased through various vendors and the Commodities Program. All items are stored in-house in locked storage cabinets. All perishable items are either refrigerated or frozen. All lunches are prepared in-house with menus provided to students on a weekly basis. All foods are served under a strict sanitation code.

Breakfast and lunch are available at no cost.

**LPS PLAN AGAINST BULLYING**

The state of Massachusetts has written a law that says there is no bullying allowed in schools. Every school in Massachusetts needs to follow these rules. Learning Prep has always believed in a safe learning environment. We want all students and staff to feel safe while they are at LPS. This means safe physically (no hitting, pushing, etc.), safe emotionally (no teasing, name-calling, etc.) and safe academically (no teasing about one's learning difficulty). We believe that if a student feels safe, they will be able to learn and feel good at school. All staff at LPS feel that it is important to prevent and address all forms of bullying and other harmful and disruptive behavior that can interrupt student learning. Learning Prep School expects that all members of the school community will treat each other in a polite way and with respect for differences. We will look into all reports and complaints of bullying, cyber bullying and retaliation as soon as they are reported. We also will act to end the bullying behavior and help the target feel safe again. The safe learning environment includes all places such as: classes, therapy areas, after school programs, extracurricular activities and field trips.



The following vocabulary words have been provided by the Department of Elementary and Secondary Education and will be used at Learning Prep. It is against the rules for anyone, including a student, staff member or adult to bully or intimidate a student through behavior or communication (talking) as defined below:

**Aggressor** is a student or staff member (includes teachers, counselors, OT, speech therapist, cafeteria worker, nurse, maintenance worker, volunteer) who does the bullying.

**Bullying:** Bullying means the severe (extreme) or repeated (happens more than once) use of written, verbal (talking) or electronic communication (computer, cell phone, iPad, etc.) or a physical act or gesture by one or more students or staff members that causes:

- Physical or emotional (feelings) harm to the other student or damage to their property;
- Placing the other student in reasonable fear of harm or damage to property;
- Creating a hostile environment at school for the bullied student;
- Infringing on the rights of the other student; or
- Disrupting the education process so much that the student can't learn or doesn't want to go to school

Bullying may include indirect or direct and repeated: tripping, hitting, shoving, spitting, punching, pinching, blocking a door or passageway, leaving others out, spreading hurtful or untrue stories, abusive name-calling, threats or trying to scare someone, threats to control another student or their friendship with someone else, disrespect for a student's family members, disrespect for the property of others and/or the disrespect of someone's race/ethnic group/religion/gender or sexual orientation.

**Cyberbullying** is bullying through the use of a cell phone, the Internet or a social networking site. It includes but is not limited to email, instant messages, text messages, and internet postings. Cyberbullying also includes making a web page or blog in which the creator pretends to be another person, if the information posted meets the definition of bullying.

**Hostile Environment** is a situation in which ongoing bullying causes school to be full of intimidation, teasing or insults that are bad enough to change the conditions of a student's education or cause them to not want to go to school.

**Retaliation** is any comment or action directed against a student who reports bullying who provides information during an investigation of bullying, or who witnesses or has reliable information about bullying. This means that saying things like: "What did you say about me", "You better not tell on me", "I am mad at you for telling", or "You're a snitch" are absolutely not allowed and the student will earn consequences for saying this to someone who has reported someone as a bully.

**Staff** includes, but is not limited to, teachers, administrators, counselors, therapists (OT and Speech teachers), school nurses, custodians, after-school program teachers and support staff. Staff includes anyone that works or volunteers in school.

**Target** is the student who is being bullied. It is important for students to make it clear to others (parents, counselor, teacher) when someone is bullying them.

What bullying is not: It is important to understand that conflict is not the same as bullying. Arguing, verbal abuse (not repeated), ignoring, roughhousing, being mean and fighting, while against the rules and forms of conflict are not necessarily bullying. Bullying is characterized by intention (when someone wants to hurt you), repetition (happens over and over) and a power imbalance. Not every conflict meets these criteria. Whether it is a case of bullying or conflict, all incidents should be reported to LPS staff.

#### **How to Report Bullying:**

- An LPS staff member needs to report immediately to the dean of students or designee any bullying or retaliation that the staff member becomes aware of or sees. If the dean of students is accused of bullying behavior, the principal will do the investigation.
- Bullying reports can be made by staff, students, parents/guardians, or others, and may be oral (told to someone) or written. If you tell a staff member, the staff member will write it on an Incident Report Form for Bullying ("the form"). Reports may be given over the phone to the dean of students or a counselor and will then be recorded in writing. Parents, guardians and students may ask for help from a staff member to write up a report. Reports may be made anonymously (nobody knows who the reporter is) by voice mail to the dean of students or by downloading "the form" from the LPS

website and sending via U.S. Mail. However, no consequences (detention, suspension) will be given to an alleged bully if the report is anonymous.

- The Incident Report Form for bullying is available in the resource room, through the transportation coordinator, the Elementary/Middle School office, the dean of students' offices and is also posted on the LPS parent website.

### **Investigation and Safety**

- All reports are given to the dean of students or designee who immediately makes sure the identified target feels safe and/or is protected from more bullying. The target will be given a "safety plan" including a person to check in with as needed (identified by the target; usually the individual counselor), change in schedule if needed, regular check-ins for safety by the dean of students, as well as figuring out whether the alleged aggressor (bully) needs more supervision. The report will then be fully investigated including interviewing the target, and any possible staff and student witnesses. The dean of students or designee will keep information private during the investigation process and write down information from the investigation. The dean of students will do everything possible to protect students who report or witness bullying or retaliation and also to protect students who give information during an investigation.
- The target's (victim) counselor follows-up with the student on an ongoing basis to make sure they feel safe and notifies the dean of students if needed.
- Investigations of bullying reports will follow school policies and procedures for investigations. If needed, the dean of students or designee will talk to a lawyer or policeman about the investigation. If a crime has been committed, the designee is required to call the local police department.

### **Responding to a Report of Bullying by School Staff**

- All LPS teachers/workers are expected to be respectful and to correct student behavior in an appropriate way. The employee handbook says that all staff needs to interact in a respectful and professional way with all students, staff and administrators. This includes establishing rapport and appropriate boundaries with students as well as using professional language at all times. Each employee needs to follow the school's policies and procedures and to maintain proper standards of behavior at all times. The LPS employee handbook says which behaviors are not allowed. This includes but is not limited to the following: mistreating an LPS student as well as failure to use and follow school policies and procedures (Bullying Prevention and Intervention Plan). If a teacher or employee breaks these rules, they will be disciplined. Reports of bullying by staff will be thoroughly investigated. If any bullying is substantiated, discipline may include: written warning, suspension with or without pay, and/or discharge. If the staff person remains at LPS, education and additional supervision will be provided in order to avoid any further incidents.
- At LPS, the bullying of a student by a staff member is not allowed. The investigation of a staff member will follow the same procedures as any investigation. Therefore, the dean of students/designee will complete the following: safety plan for the alleged target, calling the parent/guardian about the investigation, full investigation as well as follow up after investigation is completed. It is important to note that all LPS staff needs to understand the importance of the investigation. It is important and necessary for the alleged staff aggressor, alleged student target and any potential witnesses to tell the truth. It is also important for staff and students to understand that retaliation against a reporter/target is not allowed and will result in consequences.

### **Determination/Notification**

- The dean of students or designee will decide if bullying happened based upon all of the facts and circumstances. If, after the investigation, bullying or retaliation has been found, the dean of students or designee will take needed steps to prevent it from happening again and will make sure that the target is not kept from participating in school or benefiting from school activities. The dean of students or designee will decide what needs to happen so the target can attend activities and school without feeling scared/worried. Parents or guardians will be called about the results of the investigation. If bullying or retaliation has been identified, the dean of students or designee will notify parents/guardians of what action is being taken to prevent it from happening again. If the student is worried about something happening again, a plan will be made by the student's counselor and the dean of students to help the student feel safe and supported in school.
- Depending upon the circumstances, the dean of students or designee may talk to the student's teachers and/or counselor, and the target's or aggressor's parents or guardians, to see if any social, emotional or learning needs that may have contributed to the bullying behavior and to decide if additional education is needed.
- Upon determining that bullying or retaliation has happened, the dean of students or designee will call the parents or guardians of the target and the aggressor to notify them of the decision or action which will be taken. There may be circumstances in which the dean of students or designee contacts parents or guardians prior to any investigation. At any point during an investigation, if the dean of students or designee has a reason to believe that the target's parents may file

charges (call the police), the dean of students will call the local police department. If the dean of students or designee finds out that a student knowingly made up a bullying or retaliation situation, that student could earn consequences (detention, suspension). The dean of students or designee will also work with the student and their counselor to make sure the student understands the seriousness of a false bullying report. Parents/guardians will be notified.

#### **Consequences for Aggressor (Bully)**

- If the dean of students or designee decides that consequences are appropriate, consequences will be determined on the basis of the identified facts, how severe the bullying was, the age of the student(s) involved, and the need to balance taking responsibility with the teaching of appropriate behavior. Discipline will be consistent with the LPS Bullying Prevention and Intervention Plan and with the school's code of conduct and may include incident report (ES), detention, in-school suspension or out of school suspension.

#### **Bullying and Retaliation Prohibited**

Bullying in any form or for any reason is absolutely not allowed. In addition, saying something or doing something against a student who has complained about a bully or who has helped in an investigation of a complaint under this policy is also not allowed and will not be tolerated by Learning Prep School.

#### **Acts of Bullying, which include Cyber-bullying, are Prohibited:**

- (i) on school grounds and property immediately around the school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, while student is waiting to be picked up for transport to or from school or through the use of technology or an electronic device owned, leased, or used by Learning Prep, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by Learning Prep, if the acts created a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Students whose behavior breaks these rules will be given consequences, which may include detention (incident report in Elementary School), in-school suspension, out of school suspension and if needed, police notification. If, during a bullying investigation or at any other time, it is found that a student is being or has been discriminated against by another student, a staff person, or an administrator, under the anti-discrimination statutes that are enforced by the Office of Civil Rights, a report will be made to the Office for Civil Rights and Learning Prep School will further investigate and bring consequences to any individual found guilty of discrimination (saying/doing something against someone because of their race, religion, gender, ethnicity, sexual orientation, etc.). All students and staff are responsible for following the current rules put in place by the state of Massachusetts.

#### **ANTI-HAZING M.G.L. c. 269, S S 17 through 19**

- Section 17 Hazing; organizing or participating; hazing defined

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

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

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

- Section 18 Failure to report hazing

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

- Section 19 Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report

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

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full-time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

The disciplinary policy adopted with regard to the organizers and participants of hazing is explained in the section of suspension.

### **STUDENT CITIZENSHIP**

School communities are a microcosm of the larger macro community, the society in which we all live. Humankind has long recognized that we must establish parameters that enable us to live together harmoniously (laws, rules, & regulations). Schools must do the same. In a democratic society, these parameters of accepted behavior define the essence of good citizenship. In essence, if you abide by and promote these expectations, these laws, you are considered a person of integrity, a person likely to contribute to the common good. Again, this expectation and this definition of good citizenship applies to school communities, as well.

At the heart of all successful schools is a healthy, vibrant culture that embraces this approach to advance the personal integrity of each member of the community, staff, as well as students. The foundation for this work is character education. The core principals are embedded in a code of conduct that delineates the core values of the school. These five core values include respect, honesty, caring, compassion, and responsibility. These values are advanced through common reads, by integration throughout the educational program, and by modeling. At LPS we are dedicated to this work, to applying the same intense focus to the affective needs of our students that we bring to their cognitive needs.

Each student is expected to cooperate and contribute to the running of the school and respect the rights of others. Acceptable and appropriate behavior includes the student's observance of all school and classroom rules. Decisions regarding consequences are at

the administration's discretion with parent and community contact.

A major focus of Learning Prep's program is acknowledging student success and positive citizenship within the school environment.

### **ELIGIBILITY REQUIREMENTS FOR STUDENTS HOLDING STUDENT OFFICES**

Students who are class officers, members of the student council, SADD or yearbook committee, must consistently display positive behavior, have excellent attendance, and maintain acceptable scholastic grades.

- **Behavior:**
  - No more than six (6) detentions per quarter;
  - No suspensions;
  - No alcohol, drugs, weapons.
- **Attendance**
  - No more than three (3) unexcused absences per quarter;
  - Excessive tardiness
- **Grades**
  - All grades must be kept at a C- or above.

### **PARTICIPATION IN INTERSCHOLASTIC SPORTS/ACTIVITIES IN A SENDING COMMUNITY**

A contract will be drawn up by the principal and signed by the student. A copy of the contract is to be placed in the student file at Learning Prep School and a copy sent to the principal of the sending school. The contract addresses:

#### **Rules for Participation in Interscholastic Sports at a Sending Community:**

- In order to assist with scheduling, students who plan to try out for any sport in their sending community must notify the principal in writing at the end of the school year preceding the year they wish to play.
- Participation will be at the discretion of the Learning Prep high school administration and the sending community high school program. For students who make their team, rules are established in conjunction with the MIAA:
  - **Behavior:**
    - No more than six (6) detentions per quarter;
    - No suspensions;
    - No alcohol, drugs, weapons.
  - **Attendance**
    - No more than three (3) unexcused absences per quarter;
    - An absence will be reported to the coach prohibiting the student from participating that day.
    - Excessive tardiness
  - **Grades**
    - All grades must be kept at a C- or above to continue participation in a sport;
    - When a student has been accepted on a team, the student is to obtain a schedule of practices and games for the season and submit it to the principal. This schedule should be submitted in advance when possible;
    - Transportation to and from practice is the responsibility of the parent or the community and not of Learning Prep School.

### **STUDENTS DRIVING TO SCHOOL**

Students requesting to drive to school are required to follow the procedure below:

- Students complete a student parking application from the high school principal, which will be approved or denied by the administration;
- Upon approval, student will receive a registered student parking permit to be displayed on the dashboard;
- Student will park in designated space assigned;
- Parking privileges may be revoked at the discretion of the administration;
- There is limited student parking available on school grounds; 12<sup>th</sup> graders are given priority for these spaces;
- Student vehicles must be registered with the principal and transportation coordinator;

- Students are not permitted to transport any other students to school, unless written permission from driver's parents and passengers is submitted to the resource room and the principal;
- Upon arrival, the student's car is to be parked and the student is to report to school immediately;
- All cars are off limits to all students until the close of school or dismissal by an administrator, unless otherwise granted permission by the principal;
- Students who arrive late or are dismissed early must report to the main office upon arriving or leaving.

### **DRESS CODE**

#### **Dress code expectations:**

- Going to school is like going to work; thus, the students are expected to maintain an appropriate appearance.
- Shirts such as tube tops, low-cut shirts, and belly shirts are not allowed. The arm-holes of the shirt must be cut high enough so that the sides of the torso are not exposed.
- Short-shorts are not allowed.
- Clothing promoting alcohol, tobacco, or drugs is not allowed.
- Clothing with lewd slogans or provocative pictures is not allowed.
- Clothing that represent the devil, skulls/crossbones, or death, is inappropriate.
- Students may be asked to change, turn shirts inside-out, or be sent home if they cannot follow dress code.
- Hats are not allowed in school buildings, except for Student Council-sponsored events.
- Detentions may be earned for repeated offenses.
  - Please note: there may be additional dress code requirements for participation in pre-vocational exploratory and physical education classes. These requirements will be provided by the individual instructors, as needed.
- The administration reserves the right to determine what is appropriate regarding the dress code.

#### **First Occurrence:**

- Staff will warn the student and remind them of the above dress code policy.
- A counselor or the Dean of Students will call to inform parents and/or guardians.
- The student may be asked to change clothing.
- The student will meet with the Dean of Students to discuss the above.

#### **Second Occurrence:**

- Student will earn a detention and be reminded of the above dress code policy.
- A counselor or the Dean of Students will call to ask parents and/or guardians to provide a change of clothes be left at school for their student.
- The student may be asked to change clothing.
- The student will meet with the Dean of Students to discuss the above.

#### **Third Occurrence:**

- Student will earn another detention and will receive a warning for a half-day in school suspension as well as being reminded of the above dress code policy.
- A counselor or the Dean of Students will call to inform parents and/or guardians that if the infractions continue their student will be issued a half-day in school suspension.
- The student will be asked to change clothing.
- The student will meet with the Dean of Students to discuss the above.

### **ELEMENTARY SCHOOL BEHAVIOR SUPPORT SLIP**

Behavior Support Slips serve as the same function as detentions at other levels. Behavior Support Slips are designed as a communication tool between parents and staff. At the elementary level many of our students are still acquiring the skills of expected student behavior. Behavior Support Slips are always processed with the student and expected behaviors are reinforced in counselling. If a specific behavioral infraction occurs, a Behavior Support Slip will be sent home. Interventions/consequences

will be acknowledged on the form. Parents should review the Behavior Support Slip with their child, sign and return the form to the Dean of Students the next day.

### **MIDDLE AND HIGH SCHOOL DETENTION**

- Upon violation of a school rule, a student may earn a detention:
  - Detentions will accumulate throughout each marking period;
  - At the beginning of each marking period each student's detention record is zero.
- A student who has earned a detention will be notified verbally by the staff member involved, and written notification will be provided to administration.
- The student will receive notification and serve the detention the next available day in school.
- Detentions are served during the school day with a detention facilitator. Food, beverages, bathroom breaks, etc., which provides for student well-being will not be withheld
- Students who earn five (5) or more detentions in a term may lose the right to attend some school functions for the term, at the discretion of the administration; students and parents will be notified of such decisions.
- Middle school detentions are sent to parents via mail and a copy is given to the counselor
- High school parents will be notified of three or more detentions. When a student has earned 5 or more detentions, the district which is funding the student's placement (when applicable) will be notified. A copy of all detentions for the term will be included in each term's progress report:
  - Please note: any 12<sup>th</sup> grader who earns excessive detentions during the school year may jeopardize their right to participate in commencement;
  - See the Work Study Rules for additional information regarding consequences for infraction of rules for Work Study students.

#### **If a student wishes to appeal/ discuss a detention, the procedure is as follows:**

- The detention will be investigated after the detention is served;
- If the detention is ultimately revoked, it will be stricken from the student's record;
- The final decision will be discussed with the student

**Mediation:** A structured mediation session is a frequently used to discuss/share information, identify the problem and the steps needed to solve it. Mediation is identified as a positive communication forum and should not be represented to students as a negative experience. Students may find the process difficult but receive needed staff support to see the benefits. If a conflict is substantiated as a pattern of bullying, face to face mediation will not occur

#### **Offenses that are subject to a behavior support slip/detention include but are not limited to:**

- being in an unsupervised location
- late for class
- leaving class without permission
- not reporting to homeroom
- using the paging system
- disregarding staff directives
- horseplay
- inappropriate internet/computer usage
- disrupting class; being sent out of class
- chewing gum
- eating in class
- cheating/plagiarizing
- talking out repeatedly
- not going to class
- wearing hats/headphones
- not following routine classroom procedures
- verbal abuse/teasing
- failure to call in when absent for work study
- being unprepared for class (no paper, pencil, etc.)
- dress code violations
- exchanging, sharing, buying/selling goods or food
- failure to serve detention
- drinking energy drinks/ soda

### **SCHOOL CAB/BUS BEHAVIOR**

- Pupils are entitled to ride as long as they conduct themselves properly and obey the following regulations:
  - Remain seated while cab/bus is in motion and wear seatbelt at all times;
  - Keep hands, feet and head inside the cab/bus;
  - When the vehicle is in motion opening and closing windows and doors is not allowed;
  - Riders must not play with the cab/bus or any of its equipment;
  - Engage in quiet talk;
  - Keep books, packages, coats and objects out of the aisle;
  - Do not throw anything out of the cab/bus window;
  - In case of a road emergency, children are to remain on the cab/bus unless instructed to leave by the driver;
  - Smoking is never allowed in the cab/bus.
    - Please note: problems with cabs should be reported to the school's transportation coordinator. Disciplinary matters should be negotiated with the cab company and the student's parent/guardian (and with the sending community included as needed).

### **GUIDELINES FOR SEARCHING STUDENTS**

The principal or dean of students may conduct a search of a student on school premises, if there is reason or cause to believe that the student has in their possession any item or substance, the possession of which constitutes a criminal offense under the laws of the Commonwealth of Massachusetts, or causes a hazard to the health, safety or well-being of that student or others. A staff member must be present when the principal or dean of students is conducting a search of a student.

### **SUSPENSION**

- There are offenses that may require suspension from school for one or more day(s). Students serving in-school suspensions shall do school work provided by each of their teachers in a designated, supervised area. Notification of an in-school suspension will be made to the LEA and the parent(s) in writing.
- Out of school suspensions are for safety reasons only.
- Notification of an out-of-school suspension will be made to the LEA, DESE, and parent(s) in writing.
- Learning Prep School follows these disciplinary procedures:
  - Under the Fourteenth Amendment to the Constitution, students are guaranteed due process and fair treatment at school;
  - Prior to a school administrator taking disciplinary action against a student, the school administrator shall provide the student with appropriate due process; this process shall consist of informing the student of the charges against them and giving the student the opportunity to respond;
  - The dean of students or designee will make a reasonable attempt to notify parents by telephone of a student's suspension (if parent cannot be reached the suspension will be put on hold until the parent has been contacted);
  - All suspensions are confirmed by letter as soon as possible after the penalty is imposed;
  - Because all members of the school community are subject to the laws of the Commonwealth, the school will report acts which may violate the law to the police as appropriate;
  - Any student arrested for criminal activity by law enforcement personnel on school grounds or at a school-sponsored activity, whether on or off campus, is also subject to disciplinary action for the offense by the school. These acts include, but are not limited to:
    - possession and use of controlled substances and weapons;
    - illegal use of alcohol;
    - behavior or threats of students which endanger the safety of themselves or others;
    - theft;



- improper use of motor vehicles and vandalism, etc.
- Sexual assault/ misconduct
- In determining the severity of the penalty or suspension, the dean of students or designee may consider all relevant factors, including but not limited to the following:
  - Student's previous disciplinary record;
  - The severity of disruption of the education process;
  - The degree of danger to self or others and the school in general;
  - The degree to which the student is willing to change their inappropriate behavior.
- The student and parent/guardian will be provided an opportunity for an appeal hearing. Upon notification by the school that the student is suspended, the student must request an appointment within five (5) school days.
- Suspensions may be appealed to the dean of students or principal.
  - (Note that this section is inapplicable to suspensions/expulsions imposed pursuant to the Education Reform Act of Massachusetts and General Laws C71, S37H or 37H½. Any appeal rights for such disciplinary actions will be provided in the statute.)
- See State Regulation on 3-5 Day Suspension and Federal Law on 10+ Day Suspension

**Offenses that are subject to suspension include but are not limited to:**

- use of unapproved website/misuse of computers
- possession, distribution, sale of alcohol, drugs, vaping devices
- possession of a weapon
- accumulation of detentions
- smoking on school property
- possessing stolen property
- intoxication by alcohol or drugs
- inappropriate sexual contact while on campus and participating in related school activities (inappropriate behavior includes but is not limited to kissing, inappropriate touching, or physical sexual contact)
- hazing
- physical altercations
- sexual harassment
- physical and/or verbal threats
- unauthorized leaving of school property

**NOTE:** Parents may be advised that they accompany their student to school for a re-entry meeting with staff on the day following an out of school suspension at the discretion of the Administrators. Individualized positive behavioral support may be developed to assist students in maintaining school expectations.

**State Regulation 603 CMR 18.00 (18.05(6))**

**3-5 Day Suspension.**

- (a) Upon admission of a student, the Learning Prep School shall provide a written policy on suspensions to parents, and the school district or human service agency that placed the student. Such policy shall conform to the federal requirements on discipline pursuant to 34 CFR 300.
- (b) Whenever a student is suspended, the Learning Prep School shall immediately notify the parents and the LPS shall send a written statement explaining the reasons for suspension to the parents or the Department of Children and Families as appropriate and the public school district and the human service agency responsible for the placement.
- (c) No student may be suspended and sent home unless a responsible adult is available to receive the student.
- (d) Once a student has been suspended for three (3) consecutive school days or five (5) non-consecutive school days in a school year, Learning Prep School, parents, and public school district, consistent with federal requirements, shall explore together all possible program modifications within the Learning Prep School in an attempt to prevent total suspension of the student from the program.

**Federal Law CFR§300.530-.599**

**10+ Day Suspension**

- The Learning Prep School implements the following procedures when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days:
  - A request is made of the student's responsible school district to convene an IEP Team meeting, which includes representation from Learning Prep School, prior to a suspension that constitutes a change in placement of a student with disabilities.
  - Learning Prep School participates in the Team meeting:
    - To develop or review a functional behavioral assessment of the student's behavior and to develop or modify a behavior intervention plan;
    - To identify appropriate alternative educational settings;
    - To conduct a manifestation determination (i.e., to determine the relationship between the disability and the behavior).
      - To do this, the Team asks questions including:
        1. Is the IEP appropriate?
        2. Is the placement appropriate?
        3. If there was a behavior plan, was it implemented?
        4. Does the student understand the impact and consequences of their behavior?
        5. Can the student control their behavior?
  - If the Team determines that the behavior is NOT a manifestation of the disability, the school may suspend or terminate the student consistent with policies applied to any other student in the program. The responsible school district must, however, offer an appropriate education program to the student with disabilities that may be in some other setting.
  - If the Team determines that the behavior IS a manifestation of the disability, the placing district, in coordination with Learning Prep School, will take steps (with the consent of the parent) to modify the IEP, the behavior intervention plan, and/or the placement.

#### **Suspension/Expulsion for a Felony Charge or Conviction**

Mass. General Laws, C.71, SEC. 37H ½ provides the following:

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a 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 also receive written notification of their right to appeal and the process remains in effect prior to any appeal hearing conducted by the executive director.

The student shall have the right to appeal the suspension to the executive director. The student shall notify the executive director in writing of their request for an appeal no later than five (5) calendar days following the effective date of the suspension. The executive director shall hold a hearing with the student and the student's parent or guardian within three (3) 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 their behalf and shall have the right to counsel. The executive director shall have the authority to overturn or alter the decision of the principal including recommending an alternate educational program for the student. The executive director shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the school with regard to the suspension.

2. Upon a student 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 the 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 their right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the executive director.

The student shall have the right to appeal the expulsion to the executive director. The student shall notify the

executive director, in writing, of their request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The executive director shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf and shall have the right to counsel. The executive director shall have the authority to overturn or alter the decision of the principal, including recommending an alternate education program for the student. The executive director shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the school with regard to the expulsion.

Upon expulsion of such, no school or school district shall be required to provide educational services to such student. (This section was added by Chapter 380 of the Acts of 1993 on January 4, 1994.)

The Department of Elementary and Secondary Education and the Department of Youth Services shall, pursuant to a study and recommendations conducted by the Mass Jobs Council, assure that an educational opportunity is provided for a student whose admission to a school or right to educational services is regulated by the provisions of this act.

Said study shall contain a statistical analysis of the number of students who have been expelled, the services that are now provided, and recommendations for the provision of education to expelled students in the future. Said study shall be completed within five (5) months and shall be submitted to the house and senate clerk and the house and senate chairmen of the joint committee on education, arts and humanities.

Section 37L. (Section 37L of said Chapter 71, as appearing in the 1990 Official Edition, is hereby amended by adding the following three (3) paragraphs).

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the executive director of said school, who shall file copies of said weapon report with the local chief of police, the Department of Children and Families, the Office of Student Services or its equivalent in any school district and the local school committee. Said executive director, police chief and representative for the Department of Social Services, together with a representative from the Office of Student Services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the Board of Education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local school system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which student was charged with any suspended act.

### **CIVIL RIGHTS POLICY**

Learning Prep School is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with mutual respect and to accept the rich diversity that makes up the community. Disrespect among members of the school community is unacceptable behavior that threatens to disrupt the learning environment and decrease self-esteem.

Learning Prep School opposes and prohibits, without qualification, sexual harassment and discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.

Learning Prep School shall act to investigate all complaints of sexual harassment and discrimination, formal or informal, verbal, written, or electronic, and to discipline or take other appropriate action against any member of the school community who is found to have violated this policy.

## **Definitions**

**Discrimination:** Treating an employee or student adversely in the terms or conditions of their employment or education based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.

**Sexual Harassment:** Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or verbal or physical conduct of a sexual nature when: one (1) submission to such conduct is made either explicitly or implicitly, a term or condition of an individual's employment, or success as a student or two (2) submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual, or three (3) such conduct has the purpose or effect of substantially interfering with an individual's work or educational performance by creating an intimidating, hostile, or offensive working or educational environment or four (4) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement.

**Hate Crimes:** Every individual has the right to attend school/work without being the victim of physical violence, threats of harm, intimidation, or damage to their personal property. A hate crime occurs when you or someone else is targeted for physical assault, threat of bodily harm or intimidation, at least in part because of your legally protected status.

Certain types of language or conduct may indicate the potential that a hate crime has occurred. Some indicators that a crime was hate-motivated include:

- a. Use of slurs directed at the victim's legally protected status.
- b. Use of symbols of hate, such as a swastika or a burning cross.
- c. Any of the above actions by an individual toward a legally protected status group. For example, such behavior might occur at a meeting of the National Association for the Advancement of Colored People (NAACP), or for membership in a students' gay rights alliance or in a disability rights demonstration.

Hate crimes most frequently occur in the following ways:

- a. A physical attack or a threat of bodily harm, on the basis of a student/employees race, color, religion, national origin, ethnic background, gender, sexual orientation or disability.
- b. Intimidating or threatening language based on a student's race, color, religion, national origin, ethnic background, gender, sexual orientation, or disability; or
- c. Damage to a student's personal property or belongings because of the student's race, color, religion, national origin, ethnic background, gender sexual orientation, or disability.

- **Reporting Process**

Any individual who believes they have been the victim of a civil rights violation by a student, teacher, administrator or other school personnel should report the offense immediately to any of the individuals listed below.

The Learning Prep School encourages the reporting party or complainant to use the report form available from the Principal of each building, but oral reports shall be considered complaints as well. Use of formal reporting forms is not mandated.

Jennifer Thorell, High School Principal and Amy Davis, Elementary and Middle School Principal, are the people responsible for receiving oral or written reports of civil rights violations at their respective building level. Any adult school personnel who receive a report of a civil rights violation shall inform the building Principal immediately.

Upon receipt of a report, the Principal must notify the school district within two school working days, if related to a student, without screening or investigating the report. The Principal may request but may not insist upon a written complaint. The Principal can initiate discipline action immediately. The Principal will forward a written statement of the facts, within three school working days, to the District relating to the student. If the report was given verbally, the Principal shall personally reduce it to written form within three school working days and forward it to the District, relating to the student.

- **Investigating Process**

Upon receipt of a report or complaint alleging a civil rights violation, Jennifer Thorell, High School Principal and Amy Davis, Elementary and Middle School Principal, will undertake an investigation within two school working days. The Principal

may seek additional investigative resources.

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who have knowledge of the alleged civil rights violation. The investigation may also consist of the evaluation of any other information or documents that may be relevant to the particular allegations.

The investigation shall be complete no later than fourteen school working days from receipt of the report by the respective Principal, who will make a written report with recommendations upon completion of the investigation. If the complaint involves the Principal, the report shall be filed with the Principal of the other school. The report shall include a determination of whether the allegations have been substantiated and whether they appear to be violations of this policy. The Principal's obligation to conduct this investigation shall not be extinguished by the fact that a criminal investigation involving the same or similar allegations is also pending or has been conducted, unless directed by a state agency or law enforcement to not investigate the matter. The respective Principal shall maintain complete and confidential files.

- **School Actions:**

All alleged perpetrators will be ensured full due process rights and all other protections guaranteed them through state and federal statutes.

Upon receipt of a report that a violation has or may have occurred, the Principal will take prompt, appropriate action within one school working day. Appropriate actions may include but are not limited to:

- a. Referrals to support services, counseling, awareness training, parent teacher conferences, and/or
- b. Recommendation or actual issuance of a warning, suspension, exclusion, expulsion, transfer, termination or discharge.

School action taken for violation of this policy shall be consistent with the requirements of applicable state and federal laws, and school policies for violations of a similar nature or similar degree of severity.

In the event that the evidence suggests the misconduct is also a crime in violation of any state or federal statutes, the respective Principal shall report the results of the investigation to the appropriate law enforcement agency charged with the responsibility for handling such crimes.

The school's investigation of each complaint filed under these procedures will be reported in writing to the complainant and other parties by the school, within fourteen school working days, in accordance with state and federal statutes regarding data or records privacy, and consistent with the privacy rights of the alleged perpetrator, victim and witnesses.

- **Appeals Process**

The parent or student shall have the right to appeal the decision regarding a complaint, to the Executive Director. The parent or student shall notify the Executive Director, in writing, of their request for an appeal no later than five school working days following the date of the determination. The Executive Director shall hold a hearing with the student and the student's parent or guardian within three school working days of receipt of the appeal. At the hearing, the student or parent shall have the right to present oral and written testimony and shall have the right to counsel. The Executive Director shall have the authority to overturn or alter the decision of the Principal. The Executive Director shall render a decision on the appeal within five school working days of the hearing. Such decision shall be the final decision of the school with regard to the complaint.

### **REGISTERING A COMPLAINT REGARDING A STUDENT'S EDUCATION AND CARE**

Learning Prep School is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with mutual respect and to accept the rich diversity that makes up the community. Disrespect among members of the school community is unacceptable behavior that threatens to disrupt the learning environment and decrease self-esteem.

Learning Prep School opposes and prohibits, without qualification, sexual harassment and discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

Learning Prep School shall act to investigate all complaints of sexual harassment and discrimination, formal or informal, verbal, written, or electronic, and to discipline or take other appropriate action against any member of the school community who is found to have violated this policy.

- **Reporting Process**

A parent or student may register a complaint regarding their education and care by contacting Jennifer Thorell, High School Principal, regarding High School students and Amy Davis, Elementary/Middle School Principal, regarding Elementary or Middle School students.

- **Investigating Process**

Upon receipt of a parent or student complaint, the Principal of the respective school will discuss it more fully with the parents and student within three school working days, investigate the concern within seven school working days and/or convene a Team Meeting, if necessary, within ten school working days. A determination will be made regarding action steps and a written report will be prepared within fourteen school working days.

- **Appeals Process**

The parent or student shall have the right to appeal the decision regarding a complaint, to the Executive Director. The parent or student shall notify the Executive Director, in writing, of their request for an appeal no later than five school working days following the date of the determination. The Executive Director shall hold a hearing with the student and the student's parent or guardian within three school working days of receipt of the appeal. At the hearing, the student or parent shall have the right to present oral and written testimony and shall have the right to counsel. The Executive Director shall have the authority to overturn or alter the decision of the Principal. The Executive Director shall render a decision on the appeal within five school working days of the hearing. Such decision shall be the final decision of the school with regard to the complaint.

### **IDEA REGULATIONS REGARDING IEPs**

Please refer to revised IDEA regulations regarding Individualized Educational Plans (IEPs), Team meetings, and changes to IEPs (including statewide and district-wide assessments) as follows:

- Revises language regarding members of the IEP Team: [6]4(d)(1)(B)]
- Identifies when IEP Team meeting attendance is not necessary: [6]4(d)(1)(C)(i),(iii)]
- Authorizes excusals from IEP meetings: [6]4(d)(1)(C)(ii), (iii)]
- Adds new provisions for making changes to the IEP: [6]4(d)(3)(D)]
- Encourages consolidation of IEP meetings: [6]4(d)(3)(E)]
- Authorizes alternative means of meeting participation[6]4(d)(1)(C)(i),(iii)]
- Changes provisions regarding present levels of educational performance, short-term objectives or benchmarks, and annual goals: [6]4(d)(1)(A)(i)(I)-(II)]
- Changes provisions regarding assessments: [6]4(d)(1)(A)(i)(VI)(bb)]
- Revises requirements for measuring progress and reporting progress to parents: [6]4(d)(1)(A)(i)(III)]
- Changes provisions regarding the statement of services: [6]4(d)(1)(A)(i)(IV)]
- Changes in secondary transition requirements: [6]4(d)(1)(A)(i)(VIII)]
- Adds requirements for children with disabilities transferring school districts within a state and between states: [6]4(d)(2)(C)(i)(I)]
- Adds a rule of construction: [6]4(d)(1)(A)(ii)]
- Removes the IDEA reference to “modifications in administration” regarding the assessment of children’s academic achievement and functional performance: [6]2(d)(1)(A)(VI)(aa) of IDEA]
- Adds a reference to No Child Left Behind (NCLB): [6]2(a)(16)(A) of IDEA]
- Adds specific requirements for state guidelines regarding alternate assessments: [6]2(a)(16)(C)(ii),(iii) of IDEA]

- Expands requirements for reporting: [6]2(a)(16)(D) of IDEA]
- Includes changes to the individualized education program: (IEP) [6]4(d)(1)(A)(i)(I)(cc), (VI)(aa)-(bb) of IDEA.

### **TRANSITIONING TO ALTERNATE PROGRAMS/PUBLIC SCHOOL**

The transition process of a student to an alternative program includes the following series of procedures:

1. The IEP evaluation team will meet to report current levels of functioning, progress in current program and recommendations for future program services;
2. The team will identify options to be explored;
3. School staff members, parents and local community staff members will do on-site visits to determine the appropriateness of the proposed program;
4. With the permission of the parents, school records will be forwarded for consideration;
5. If a placement is determined appropriate, a trial period may be arranged to explore compatibility of the program and the student's needs;
6. If the team members are uncertain as to the appropriateness of a program, a diagnostic placement may be implemented;
7. In the case of a student proposed for graduation, a referral to the city or town liaison for inclusion services under Chapter 688 will be made;

### **CONDITIONS/PROCEDURES FOR TERMINATION**

#### **Planned Termination:**

- If the administration believes that a student is not benefiting from their participation in the program and/or if their behavior/attitude continues to have a negative impact on the learning environment over an extended period of time, the steps outlined in the Regulations for the Approval of Private Special Education Schools [603 C.M.R. 18.08 (7) (c)] will be followed:
  - Parent/Guardian communication with regard to placement concerns will be on-going;
  - Learning Prep School will notify the sending school system of the need for an IEP review meeting for the purpose of planning and developing a written termination plan for the student;
  - The written termination plan shall be implemented in no less than thirty (30) days unless all parties agree to an earlier termination date.
- Conditions which may warrant a planned termination include but are not limited to:
  - Failing grades in one or more classes in two consecutive terms;
  - Excessive absences (unexcused) in two consecutive terms;
  - Failure to perform in accordance with the work/study rules and regulations;
  - Failure to be accepted to the work/study program (after careful review during the 11<sup>th</sup> year);
  - Unable to access the curriculum due to changing needs (for example: social, emotional, academic, and/or behavior)
  - Continual incidents of verbal abuse;
  - Violating abuse policy which includes unsafe behavior, weapons, drugs/alcohol and inappropriate sexual behavior.

#### **Emergency Terminations:**

- For circumstances in which a student presents a clear and present threat to the health and safety of self or others, the steps outlined in the regulations [603 C.M.R. 18.08 (7)(d)] will be followed:
  - Immediate notification of all appropriate parties;
  - Call for an emergency Team meeting;
  - Send a written termination summary explaining the circumstances which necessitated the emergency termination to all appropriate parties within seven (7) days of the termination.

## **HIGH SCHOOL WORK STUDY** **RULES AND POLICIES**

### **OVERALL PHILOSOPHY**

The Learning Prep School Work Study Program, in accordance with the Massachusetts State Curriculum, emphasizes a gradual release of responsibility leading to student's independence.

#### **Overview**

Aligned with the philosophy of Learning Prep School, the Work Study Program enables students to develop qualities, skills and behaviors necessary to become successful workers. The basis of the program is to provide prevocational training to enhance students' employability skills. Students attend work and school on alternating weeks and are guided by teachers and job coaches to manage off campus employment (either paid or volunteer) each work week and out-of-class academic assignments. Strategies are implemented to encourage progress and enhance growth of the students in all aspects of a job. Students become familiar with advocacy skills to access accommodations necessary to compensate for their challenges, as well as learn the necessary organizational skills to enable them to complete larger assignments with longer-term deadlines.

The work study program integrates functional academics and independent/community living components into each student's overall work study experience. Students are assigned to work week 1 or work week 2. Once work weeks are allocated, each student is placed into Tier 1 or Tier 2 life/community skills and functional academic groups. Tiers will be assigned based on students' current abilities and independence levels. Tier 1 and Tier 2 sections enable us to structure each curriculum to more efficiently meet each individual student's needs. Our expectation is that as students increase their independent living skills and knowledge they will have the opportunity to move up through the life skills program as needed. Tier 1 and Tier 2 work week schedules will look similar, with the main differences being some of the topics offered, the pace of the lessons being taught, and the specific material included in each lesson. Both sections begin first period each day with a functional academic topic. \*On Mondays, Tuesdays, and Wednesdays, students leave for their work study jobs immediately after first period ends and return for 9<sup>th</sup> period. On Thursdays and Fridays, each section has one designated classroom based life skill day and one community based life skill day.

Each spring the Transition Department coordinates information to assess and review all potential Work Study students to determine their level of readiness for the program. The assessment is comprised of academic and other work-related skills and behaviors completed by each staff member who works with the students. The Work Study staff review information from academic and exploratory teachers, counselors, occupational therapists, speech therapists, parents and students.

Each student has a job coach who assists with the transition to the Work Study Program, facilitates the job application process as needed, and supports the student throughout their employment. Initially, job coaches receive input regarding students' learning profiles, read documents/files of students (e.g., IEPs), develop and model positive work tasks and behaviors, clarify rules and expectations of worksites, break down tasks, and develop strategies such as writing out task cards and pocket-sized notebooks to include multiple directions. They support students in using these accommodations either in-person, over the phone, or via email.

Job coaches establish student's goals and assess them utilizing the Massachusetts Work-Based Learning Plan (WBLP), which was developed by the Department of Elementary and Secondary Education. The WBLP is a diagnostic, goal setting and assessment tool designed to drive learning and productivity on the job. Students agree to work on these goals and accept support from the Transition Department. The Transition staff at LPS work in conjunction with the student and worksite supervisors to assess progress of these goals, and provide additional on-site and educational support when necessary.



The Transition Department strives to develop a sound work personality i.e. work habits, dependability, good relationships with co-workers, reliability, initiative, judgment, etc. in as competitive a placement as possible. However, individual student needs vary and placement will be selected accordingly. Work placement possibilities may include volunteering, internships, and paid employment.

The Transition Supervisor, and/or the job coaches speak with every worksite supervisor on a weekly basis regarding the performance of the student workers, including discussion on progress of the students' individual goals. Some students require more frequent site calls or visits, while the job coach may observe/communicate with others on an as-needed basis.

Homework support is available during the work week, the objective being to support students to manage/organize time for short and long-term assignments as needed. Students learn to break down homework assignments into manageable tasks. Job coaches are also available to help assist students with self-advocacy skills by helping them contact their teachers for assistance with their homework.

Social communication skills activities are held each week. Social Communication activities guide the students to develop pragmatic language necessary to interact effectively with coworkers and supervisors.

Students participate in Career Education and Consumer Skills classes as well as meet with a transitional guidance counselor as part of the program. The Work Study Program provides students with credit towards graduation, while fostering the responsibility and confidence needed to be successful, post Learning Prep School.

### **Criteria for the Program**

1. The student must have accumulated academic credits equivalent to three (3) yrs. in an approved high school program.
2. Administrative, Academic, exploratory and Support staff must agree and recommend that the student has potential to be successful in the Work Study Program.
3. Based on results from the Work Study assessment, the level of independence of the student at their internship will be determined.
4. The student must demonstrate an effort to participate in some beginning work experience. They must be willing to visit worksites, complete applications, participate in the interview process, make follow-up telephone calls and be open to Transition staff speaking with worksites.

### **Student Responsibilities**

#### **A. GENERAL WORK REQUIREMENTS**

- Students will learn, review and observe all of their worksite's rules, regulations, and policies.
- Students will only use cell phones and other technology for work related reminders and to communicate with their job coach
- Work Study students will communicate work schedule to job coach before each workweek. This communication can be by phone, in person, placing a note in the job coach's mailbox, or via email.
- Students will report to the job coach any change in their status on the job (raises, changes in hours, problems that arise, promotions, tests for promotions, etc.) immediately.
- During the school year, if the student is laid off through no fault of their own, it remains the shared responsibility of the student, and the job coach to locate a new position.

Students are required to report any work-related problems as soon as possible. Students are required to complete a Performance Journal, reporting on-the-job experiences. This is a requirement and is submitted each school week in the student's Career Education class. Students are expected to provide accurate reports of their work experiences. In the event that information is not accurately reported in the Performance Journal, a zero will be earned. The Transition Department constantly strives to create conditions that will challenge each student worker to develop skills and increase their level of independence.

## **B. ON THE JOB RULES**

Students are to report to their worksite supervisor and their job coach if they need to leave early from a jobsite. When a student has been reported missing from a site, local police may be called.

- Students should realize that while on the job, they represent themselves and Learning Prep School.
- Students must maintain the standard of personal appearance appropriate for their job.
- Students must be on time reporting to school and work. Workers who are not on time for the job are at risk for losing their job.
- Students will not quit their jobs without first obtaining permission from the Transition Department. Students must give two (2) weeks' notice to their employer. Failure to comply with this may result in forfeiting Work Study credits.
- Students are expected to:
  - demonstrate appropriate use of the technology according to job regulations.
  - demonstrate appropriate use of/unsafe behavior with tools, machinery, etc.
  - refrain from use of automobiles, buses or trucks belonging to employees or company.
  - wear appropriate clothing suitable at work.
  - demonstrate appropriate relationships with worksite staff: physical contact of kissing or hugging.

## **C. ATTENDANCE**

- When absent during work weeks, students will call the school attendance line (617-965-0764 x 0), and employer by 7:30 am on that day and each school and workday until they return to school or work.
- Students will get a doctor's note if they require medical leave or have been ill for three or more work days in a term.

## **D. ACADEMIC COMPONENTS/HOMEWORK**

- The Work Study program is a chance for students to increase independence and gain adaptive skills for post high school. Students will receive a homework packet for each subject during the work weeks. They will receive assignments for a week, which must be handed in when they return to school. It is the responsibility of the student to call or email teachers, prior to the due date, if they have questions regarding homework. Students will start the year with lesser amounts of work, and it will gradually increase as the year progresses.
- Students with repeated academic issues will receive a notice of failure to complete homework assignments when they have missed two (2) assignments. Please note this rule differs from the standard academic policy.

## **E. PREPARING TO WORK**

- When beginning a new job, the student will be required to produce identification according to the job requirements, i.e. social security card or number, birth certificate, driver's license, identification card with photo, or passport. Usually worksites require 2 forms of identification.
- Student may be required to undergo a Criminal Offender Record Information (CORI) check and/or a Sex Offender Registry Information (SORI) check.
- Students may be required to take a drug-screening test. You may be required to produce documentation of a recent physical exam, immunization record, and/or TB test.
- The Department's top priority is to make appropriate placements as quickly as possible.

## **Student Discipline**

Each student is expected to follow the rules and policies of the school, including the Work Study Program, and respect the rights of others. Acceptable and appropriate behavior includes the student's observance of all school, classroom, Work Study program, and worksite rules. When a student does not meet these expectations, the school's administrative response will be made with parent and community contact. A copy of individual worksite rules and policies will be provided upon request. Please also refer to the High School Policies and Procedures manual for further information.

Any noncompliance with school rules and policies will be addressed by the Principal or designee. It is hoped that in most cases students will become more successful with appropriate supports and structure.

## **Parent Participation**

*The goal of the WST Program is aligned with the LPS Mission Statement: a gradual release of responsibility leading to the student's independence. The participation of parents can be very helpful under the following guidelines:*

#### **A. OVERALL PARENT RESPONSIBILITIES**

- Parents review the Work Study Rules & Policies with student to ensure general understanding of the Program. (Rules will be reviewed in Career Education.)
- Parents call school when there are any questions or concerns regarding their child's participation.

In an effort to help students increase responsibility and the level of independence expected, parents should refrain from visiting or calling worksite locations, except in an emergency.

Parents are encouraged to call the Transition Supervisor with any questions or concerns regarding

#### **B. SCHEDULE AND TIME MANAGEMENT**

- Parents will help with time management at home, as needed. Students are encouraged to have a watch and a cell phone to manage time.
- Parents will help keep track of the student's weekly schedule, hours worked, and wages earned. In addition, parents will review both the Work Study and school calendar.

#### **C. ATTENDANCE**

- Parents will encourage their child to attend work unless they are too sick. If a student comes to work and is determined too sick to work by the LPS nurses, the student will be sent home.
- Parents should make sure their child calls the LPS Attendance Line and employer by 7:30 AM, if they are going to be out sick, or for any reason.

### **Work Study Program Worksite Agreement**

1. The employer will be aware of all Work Study rules, regulations and policies and sign the form indicating this awareness.
2. The employer will regularly communicate with the job coach, Transition Supervisor, during each work week and/or whenever necessary to assess ongoing goal progress.
  1. Worksite visits by job coach: job coach will call/email worksite supervisors at an agreed upon time to schedule time to observe the LPS student. At a meeting following the site observation the job coach will discuss successes, goal progress & possible accommodations with worksite supervisor and Work Study student. The job coach will make every attempt to accommodate the worksite supervisor's schedule when setting up times to observe. If the problem persists, the worksite supervisor will work with the job coach to create accommodations or new goals for student.
  2. Worker Progress Reports: The employer will complete a Learning Prep School Work Study Evaluation form each quarter. A copy will be sent at the end of each term to be reviewed with student and then returned by a certain date. Employer will regularly communicate progress to student worker.
  3. In accepting our students, each employer agrees to the following steps, if necessary:
    - Please speak directly to LPS student if their work or behavior is unacceptable and explain complaint to them; it is important that inappropriate/unacceptable behavior be explained to the student worker as soon as possible. When checking in with the job coach, please report this concern.
    - If the poor performance/behavior discussed does not improve, notify the job coach.
    - If there is a question of safety, speak with LPS job coach immediately.
    - If termination is necessary, contact LPS job coach prior to termination to have meeting with the LPS student to explain reasons for termination. (If job coach cannot attend, please contact Transition Supervisor.)
    - Our students have varying levels of learning disabilities that may cause them to have difficulty communicating independently. The ADA mandates that individuals have an advocate or job coach present if they are involved in worksite violations that may result in termination.

#### **Assuming Liability:**

Most employers agree to assume liability for the student while the student is on the premises of the site. The Worksite is to have insurance that covers the workers in the event of an accident. This includes any responsibilities given to the student related to their worksite. Under no circumstances should the student be operating heavy machinery or motor vehicles belonging to the

worksite or worksite supervisor. The student should not be a passenger in any motor vehicle without being approved by the Learning Prep School. If there are any questions regarding what is considered acceptable responsibilities, please contact the student's job coach. Occasionally, worksites will require parents to sign a liability waiver.

**WORKSITE SUPERVISOR AGREEMENT WITH LEARNING PREP**

I/We have received and reviewed the LPS Handbook. I/We agree to follow the rules and policies noted therein.

**Name of Company:** \_\_\_\_\_

**Address of Company:** \_\_\_\_\_

**Supervisor Name (Print):** \_\_\_\_\_

**Phone # of Company/Supervisor:** \_\_\_\_\_

**Supervisor Email address:** \_\_\_\_\_

**Supervisor Signature & Title:** \_\_\_\_\_

**Student Worker(s):** \_\_\_\_\_

**Date:** \_\_\_\_\_