

Student and Parent/Guardian Handbook 2023-2024 School Year

Dear Learning Prep Parents/Guardians,

Please take time to read this Student and Parent/Guardian Handbook with your student(s). Chapter 766 regulations state parents and guardians must be aware of and in agreement with these rules and policies. This handbook can be found on our website at www.learningprep.org/student-life/school-documents. To request a printed copy of this handbook, please contact the Learning Prep School Main Office directly.

We ask for your cooperation in helping your student understand these policies. We believe that home and school must work together in order to fully support our students and help them receive the maximum educational benefits of our program. Our policies and procedures are carefully designed to provide the best overall experience to our entire community of learners. Parents, guardians, and LPS 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,

Amy Davis
Principal
Learning Prep School

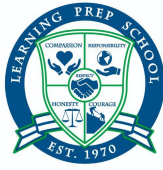
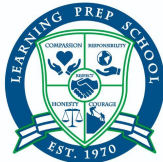
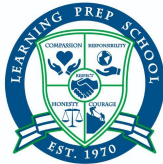


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LEARNING PREP SCHOOL PHILOSOPHY

Learning Prep School (LPS) 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.

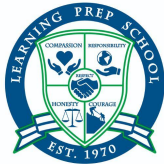
Learning Prep School students with complex learning profiles do not learn incidentally from the environment as many other students do. Our students often demonstrate deficits in the acquisition of language and in their ability to access competencies they've acquired. Their ability to understand social 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 their own learning. The program actively engages students 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, teachers help students access prior knowledge in all learning situations and guide them to generalize, integrate, and transfer new content and skills.

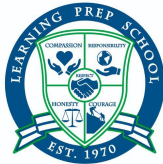
The LPS student has an individualized schedule of classes and related services. We maintain an 8:1 student-to-teacher ratio. A typical day includes five core academic periods: English language arts/reading comprehension, math, social studies, and science. In addition to related services of speech/language therapy, occupational therapy, and counseling, students participate in physical education and a variety of hands-on electives. The high school program is organized to provide essential academics and a school-to-work/community-based Experiential Learning 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 advocate for themselves. This requires an emphasis on our program's core values: compassion, courage, honesty, responsibility, and respect.



REFERENCES AND REMINDERS FOR PARENTS/GUARDIANS AND STUDENTS

- **Contacting The School:** The school telephone number is (617) 965-0764. The school fax number is (617) 527-1514. Parents and guardians may email school staff using first initial and last name @learningprep.org (e.g. cwilson@learningprep.org). Absences, transportation changes, late arrivals, early dismissals, etc. must be reported to the Main Office at ext. 1100 (High School) or ext. 1016 (Middle School).
- **Student Policies and Procedures:** We ask that before the start of the school year, parents/guardians and students thoroughly familiarize themselves with these student policies and procedures in its entirety.
- **Emergency Information:** Prior to the first day of school, emergency information must be updated through SchoolAdmin. Addresses, home and work phone numbers, emergency contacts, and insurance information must be kept current.
- **Change of Address:** If you move during the school year, please change your address through SchoolAdmin.
- **Evaluations:** Please inform your LPS Educational Team Facilitator (ETF) if you have scheduled evaluations for your student in any of the following areas: Speech/Language, Occupational Therapy, Neuropsychological, Academic Evaluation, Psychological, etc. LPS requests that a copy of the evaluation report be submitted to your ETF for staff review, and to keep available in the student's folder.
- **Counseling:** Your student 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 handbook.
- **Special transportation arrangements:** If your student has a change in transportation and will be traveling with school peers or will be picked up by someone else, parents/guardians must notify the Main Office **by 1:00pm**. If multiple students are involved in a transportation change, the Main Office must hear from **each student's parent or guardian**. In the absence of any parent/guardian notification regarding a change in transportation plans, students will be sent home via their regularly scheduled transportation. We cannot rely on verbal communication from students regarding transportation changes.
 - After School Programs: Parents/Guardians of students attending after school programs must keep the Main Office staff informed of their transportation arrangements and any changes. This includes notifying the school office if a student will not be staying for their regularly scheduled After School Program activity. Again, we cannot rely on verbal reports by the students to be the effective means of arranging or changing transportation.
- **Student Personal Items:** LPS does not take responsibility for lost or stolen personal items; students are solely responsible for the safekeeping of their personal belongings. Students who bring money, electronic devices, or other personal items to school do so at their own



risk. Items that would be distracting during class time should remain in the student's bag 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.

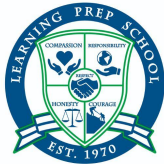
- **Restraining Order Policy:** If a student or their family has involvement with a restraining order the following must take place:
 - A copy of any pertinent restraining order should be submitted to the principal by a parent/guardian; the copy will be placed in the student's confidential records.
 - Parents/Guardians 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 published on the Learning Prep School website. Please note the school hours: 7:50 a.m. to 2:20 p.m., Monday through Friday.
- **Experimentation and Research:** 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/guardians would be notified and a separate release form would be sent requiring their signature before their student would be allowed to participate.
- **Fundraising:** Throughout the year, LPS may participate in fundraising events and/or activities. No student or family is required to participate in fundraising.
- **Social Justice:** Students at LPS may request administrative permission to support, solicit or distribute materials or literature that does not directly support LPS, but may be deemed appropriate.
- **Human Sexuality Curricula:** LPS 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/guardians are encouraged to contact their student'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 student from any portion of said curriculum through written notification to a school administrator. No student so exempted shall be penalized by reason of such exemption.

ATTENDANCE POLICIES

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.

DAILY SCHOOL ATTENDANCE - AN ESSENTIAL REQUIREMENT

- Each student is expected to maintain 95% attendance for the entire school year. Excessive absenteeism may result in academic failure, and may endanger a student's eligibility for participation in extracurricular activities.
- LPS 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 families may be able to assist students with learning 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.

NOTIFYING LPS OF AN ABSENCE

- The school telephone number is (617) 965-0764. The school fax number is (617) 527-1514. Absences must be reported to the Main Office at ext. 1100 (High School) or ext. 1016 (Middle School) by 8:00 am. The Main Office is staffed between 7:30am and 3:15pm on regular school days.
- An LPS staff member will call the home of an absent student if a parent/guardian does not call in, or if the student calls to record the absence. Until we have been in contact with a parent/guardian, an absence will be considered unexcused.

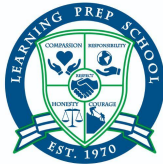
DOCUMENTATION REGARDING AN EXCUSED ABSENCE

- Properly documented excused absences as determined by the administration will include:
 - Absence due to illness or medical appointment documented by parent/guardian 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/memorial service
 - Legitimate bus transportation problems documented by the transportation coordinator
 - 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 Supervisor of Transition Services). Note that students must be accompanied by a parent/guardian, or have a parent/guardian note, giving permission for a college visit.
 - 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 student will be absent from school for a period of time which exceeds ten (10) consecutive days, they should contact the district 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 may be submitted prior to re-entry. A re-entry meeting with



the student, their parent(s)/guardian(s), and an LPS administrator takes place prior to the student's attendance in classes in an effort to plan an appropriate transition back into the program.

ARRIVING 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 7:50 a.m. All students who are not in their first period class by the 7:50 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.

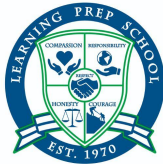
If a student who is driven by a parent/guardian arrives after 7:50 a.m., the student will be considered late for school. The student may be excused if a note, written by a parent/guardian explaining why the student was late, is received by the Main Office no later than the next school day.

If a student's bus/van/parent is on time for school but the student is late for the first period, the student may earn a behavior referral for tardiness. Consistent tardiness may require a meeting with the Principal, student and parent/guardian.

Driving to school is a privilege. Students who drive themselves to school and regularly arrive late will be considered unexcused tardy, consistent unexcused tardies may lead to loss of driving privileges.

EARLY DISMISSAL

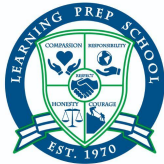
- Students may not be dismissed from school early without notification by a parent/guardian provided to the Main Office no later than 8:00 a.m. Students needing to leave school and return later in the day may only do so for legitimate medical or legal appointments and will also need parent/guardian notification 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 and guardians 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/guardians and:
 - The student will stay in the nursing office until a parent/guardian arrives;
 - The nurse will be notified when the parent/guardian has arrived and will bring the student to the resource room for dismissal;
 - Parents/guardians should go directly to the main office to pick up their student.



INCLEMENT WEATHER

- If, in the course of the school day, LPS makes the decision to close school early due to bad weather, we 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 student.
- All parents/guardians will be contacted and informed that their student will be arriving home early.
 - No student will be released early without parent/guardian notification.
 - A voice mail message is considered notification unless specified in writing in the student's file; written permission by parents/guardians 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/guardians who transport students to and from school:
 - Parents/Guardians will be notified of an early dismissal and will be asked to pick up their student.
 - Please note: It is the parent/guardian's decision to bring a student in the morning or to pick up early on a stormy day, regardless of LPS' decision to hold classes. You may use your discretion regarding whether the driving conditions between your home and LPS are safe to transport your student 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/guardians 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/guardians 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 district.
- When a student misses class due to disciplinary issues, the teacher records an unexcused absence for each class missed.
- 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/Guardians/Students may appeal an attendance record. In order to do so, you must submit a written request to meet with the Principal. It must be received within ten (10) school days of receipt of the most recent report card.

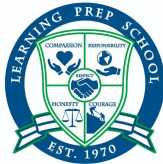
GRADING POLICIES

MIDDLE SCHOOL

- Term grades are based on several factors reflecting student performance:
 - Scores/grades on tests, quizzes, assignments, and projects
 - Completion/quality of homework assignments
 - Class participation/citizenship/behavior/notebook system
- RAPP Grades: Each week all Middle School students received a RAPP (Responsibility, Approach, Participation and Progress) grade in each academic class. Parents/Guardians 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
 - Completion/quality of homework assignments



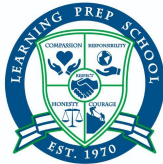
- Class participation/citizenship
- Weekly tests/quizzes are given to form a basis for objective grading.
 - To avoid overloading and cramming, weekly tests/quizzes may be scheduled as follows (the only exceptions would be for: a) work/study students due to their bi-monthly schedule; b) absences; c) 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 academic classes (language arts, literature, math, environmental science, earth science, and history) for all students in grades 9-12. 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, 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.

Letter and number grade equivalents are as follows:

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

ACTION PLANS FOR IMPROVEMENT

- 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. Action Plans for Improvement are sent to parents/guardians approximately halfway through each term for the purpose of alerting parents/guardians to concerns for:
 - Students who are potentially earning a grade of C or below 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.
- 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

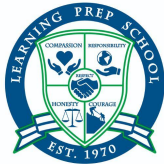
- A student may fail a class for any one of the following reasons:
 - An average of 59 or below on tests, quizzes and assignments
 - Consistent failure to complete homework assignments
 - Conduct that doesn't represent our LPS citizenship protocol

INCOMPLETE GRADES

- LPS Policy governing the protocol attendant to establishing a grade of "Incomplete" at the end of a quarter, semester, or school year, is as follows:
- If, in the professional judgment 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", they have until the end of the following term 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.

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.



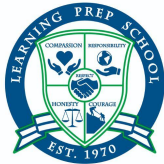
HOMWORK POLICIES

- The MS assignment sheet (or a designated system) is to be kept in the front of the student's binder. High School and Middle School homework may be a combination of digital and paper based.
- 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 often reviewed in class; 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.
 - Some classes may assign long-range projects such as research projects and book reports. These assignments are accompanied by specific, written timelines and expectations. All of this information is presented and reviewed in class as the assignment is worked on both in school and at home.

IMPORTANCE OF HOMEWORK

Homework refers to work assigned by a teacher to be completed outside of class time. Homework is differentiated based on student needs. Is it our belief that homework serves many purposes, including (but not limited to):

- preparing students for academic and work expectations in their future and improving their performance in these settings.
- helping students organize their time
- extending learning and critical thinking beyond the school day
- developing individual responsibility, decision making skills and independence
- providing additional time for the application of skills



- providing 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:

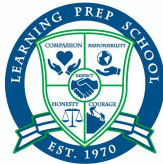
- **Students:**
 - Record assignments daily
 - Gather material necessary for the completion of the assignment
 - Ask for clarification or help if assignment is not understood
 - Complete assignments on time
 - Plan adequate time for long-term assignments
- **Teachers:**
 - Provide a thorough explanation 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 ensure 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.

HOMEWORK DURING MCAS TESTING

Students taking MCAS do not have homework the night before MCAS tests and on testing days 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.
- Excessive noncompliance may result in making up the missing assignments.
- A meeting with the principal may be necessary if there is excessive missing homework.



LPS HEALTH AND STUDENT ISSUES (HSI)

The Counseling Department teaches Health and Student Issues Curriculum which follows the Curriculum Frameworks set by the Massachusetts Department Elementary and Secondary Education. These classes (once a week in the Middle School and twice a week in the High School) follow a psycho-educational group format and focus on topics including, but not limited to:

MIDDLE SCHOOL HSI TOPICS

- **Term 1:** Social Thinking, Zones of Regulation and Emotion Management, Friendship and Popularity, Peer Pressure, Self-esteem
- **Term 2:** Learning Disability Awareness, Personal Strengths and Areas of Need, Learning Accommodations, The I.E.P. Process, Prejudice, Discrimination and Cultural Sensitivity, Conflict Resolution
- **Term 3:** Personal Safety, A.L.I.C.E. training and Bullying Prevention, Safe use of technology, Tobacco, Alcohol and Drug Awareness

Term 4: Hygiene and Grooming, Exercise, Nutrition, Puberty, including Anatomy, Changing Relationships and Reproduction (*grades 7 & 8 starting in May*)

* Prior to Puberty being taught, an opt out letter will be sent home to parents and guardians if they do not wish their student to participate in lessons on Puberty.

HIGH SCHOOL HSI TOPICS

9th Grade Curriculum

- 1st Term: Social Communication, Bullying Prevention/Nutrition/Wellness
- 2nd Term: Tobacco & Alcohol Awareness
- 3rd Term: Drug Awareness/Puberty Review
- 4th Term: Sexuality/Dating Relationships/Social Safety

10th Grade Curriculum

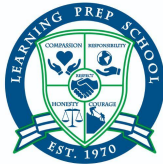
- 1st Term: Social Communication, Bullying Prevention/Stress/ Coping Skills/Anger Management
- 2nd Term: Disability Awareness/ Discrimination/Diversity
- 3rd Term: Anatomy Review/HIV/STI's
- 4th Term: Birth Control/Protection Methods

11th Grade Curriculum

- 1st Term: Social Communication, Bullying Prevention/Stress Management
- 2nd Term: Pregnancy/Starting a Family
- 3rd Term: Parenting
- 4th Term: Decision Making/Assertiveness Training

12th Grade Curriculum

- 1st Term: Social Communication, Bullying Prevention/Basic Psychology



- 2nd Term: Community Action/Service Community and Public Health
- 3rd Term: Social Pragmatics/Age of Majority/Independent Thinking
- 4th Term: Health Care Management/Future Planning/Graduation

12th Grade Supplemental Curriculum Basic Psychology/Personality Development/ Mental Health, Sociology/ Consumer Awareness

You may exempt your student from any portion of the Health curriculum that primarily involves human sexual education or human sexuality topics. Reproduction is taught at the Middle School and High School levels. No student who is exempt from this portion of the curriculum will be penalized. Alternative assignments will be provided to those students who are exempt. If you have any questions or concerns about Health and Student Issues please do not hesitate to reach out to us in the respective schools.

LPS ORGANIZATIONAL SYSTEM

THE BINDER & GOOGLE CLASSROOM SYSTEM

The binder/Google Classroom and Drive system is perhaps one of the most important organizational methods for our students, and it is essential that students bring their binder to school every day. The system encompasses a variety of important skills throughout the day. Organized binders/Google Classroom and Drive are designed to:

- Build student independence
- Provide a communication link between and among students, staff and families
- Include reference sheets for student use in school and when completing homework assignments
- Test papers and other student work 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

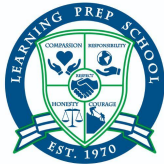
It is the student's responsibility to keep their binder/Google Drive organized:

- Initial setup of the binder/Google Drive will be completed by the students with staff support as needed
- Time is set aside to check the binders/Google Drive 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 attain 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:

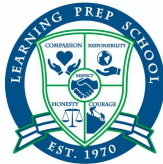
- At least one year in advance of a probable graduation date, the sending public school district has the responsibility to convene a Team meeting for annual review of the IEP. At this meeting, the public school must indicate whether the student is expected to meet high school graduation standards and 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 certificates of completion or diplomas based on completed requirements.

A student must have a minimum number of 120-130 credits to graduate from LPS:

Required courses:

4 years of History	4 years of Health & Student Issues
4 years of Literature	2 years of Career Education
4 years of Language Arts	4 years of Consumer Skills
4 years of Math	4 years of Physical Education (amount per year may vary)
3 years of Science	
1 year of Experiential Learning Program	

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.



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
- Upon successful passing of MCAS testing and LPS requirements, students will earn an LPS diploma.

Students may not earn a certificate of completion or diploma (beyond MCAS testing) 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

CELL PHONE POLICY

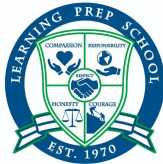
As a student's education is a partnership between home and school, we ask parents and guardians to help us administer this policy **by not calling or texting the students between school hours**. Students must concentrate fully on their studies and not be distracted by cell phones. If there is a time sensitive need for a parent and or student to be in communication during the time the student is in attendance at LPS, the parent is to call either the Middle School or High School office and deliver their message to the respective school secretary, who will, in turn, deliver it to the student. If a student has a time sensitive need to contact a parent, they are to talk with the school secretary or an administrator, requesting that they be given the opportunity to use the office phone to contact the parent.

LPS HIGH SCHOOL CELL PHONE USE

The use of a cell phone for any reason in school is a privilege. The use of a cell phone is defined as but not limited to: talking, messaging, photographing, Internet usage, game playing, and any other software/app usage found on a phone. Cell phones are to remain on silent at all times.

The respectful, non-disruptive use of cell phones is permitted before first period begins, 7:40-7:50 am, in the school cafeteria during lunch period, and after 2:20 pm. Cell phones must be placed in the assigned cell phone pocket upon entering each class. They must be on silent and facing the wall when placed in the assigned pocket. They may only be retrieved or used once directed by the teacher.

- Bluetooth enabled devices (such as Apple watches, speakers, earbuds, headphones) are not permitted to be worn in class and must be put away securely by the student in their backpack or left with the teacher.

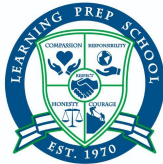


- Headphones/earbuds are only permitted with teacher permission or as an IEP accommodation. Headphones/earbuds must be connected to the chromebook not the student’s cell phone and the cell phone must be powered off

Time of Day	Personal Cell Phone Use	Further Explanation
Passing Time	ALLOWED	The use of a cell phone during this time can not be an excuse for being late to class
Study Halls	NOT ALLOWED	Study Hall is an academic period
Enrichment	NOT ALLOWED	Enrichment is used as an opportunity for social interactions and building peer relationships
Bathrooms	NOT ALLOWED	The bathroom is not a place to socialize
Instructional Time	NOT ALLOWED	Personal cell phones may be incorporated into a lesson with explicit direction by the teacher
Lunch	ALLOWED	Students may use personal cell phones for appropriate purposes during their scheduled lunch
ELP	ALLOWED	Cell phone are allowed only when at job sites or field trips not during instructional time
In-School Suspension/Referral	NOT ALLOWED	Cell phones are not allowed at any time while serving In-School Suspension/Referral

LPS MIDDLE SCHOOL CELL PHONE USE

- Middle School students are expected to have their cell phones turned off and in their



- backpacks at all times
- While Middle School students are in the High School building for classes, they must follow the High School Policy above.

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

First Offense:

Students will be asked to put their phone away and the Dean of Students or Assistant Principal will be notified.

Second Offense:

The phone will be confiscated by the dean of students or another administrator. The student will be able to claim the phone 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 and a second offense and violation of the school's cell phone policy and the consequence that will take place.

Third Offense:

The phone will be confiscated by the dean of students or another administrator. After the third offense and violation of the school's cell phone policy, the student will not be allowed to claim the phone 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 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 cell phone policy by that student.

Use at home:

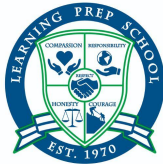
We recommend parents supervise their student when using the internet. This is an area in which students need a great deal of structure. Use of inappropriate websites, e-mail, and instant messages that occur at home are not the school's responsibility. We encourage parents and students to have open conversations regarding inappropriate communication through email, instant messaging, personal web pages or blogs outside of school. Learning Prep School's 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.

Please Note:

- LPS is not responsible for lost or stolen cell phones.
- As with all personal property brought onto school premises, cell phones, etc. 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

LPS's goal is for each student to reach their full potential. LPS believes technology allows for educators and schools to adapt to their students' needs - creating a more engaging and accessible environment. The school **loans** a Chromebook, charger, headset (optional) and mouse (optional) to each student. Below are the expectations for using this borrowed equipment.



Be respectful and responsible

Students will login to their assigned LPS Chromebook with their school email account. [name@lpsstudent.org]. This is the only account that will be on the LPS Chromebook assigned to each student. The student is the only one who can use this device.

Email is to be sent only to the student's LPS teachers and not used for personal communication. The student will only use their LPS email for school activities.

Browsing: Only browsing for school related activities is allowed or as instructed by teachers.

All digital school work will be done via LPS Chromebook when at school and when at home.

Students will treat the equipment responsibly and respectfully by:

- carrying it safely to and from school and while at school
- taking care of the Chromebook it as if it were their own property
- only stickers allowed on the Chromebooks are the name label and library barcode label. No personal stickers
- not eating or drinking anything while using the Chromebook
- not putting heavy objects on top of the Chromebook
- if students have a problem with the CB, they will email their teacher

Students will share their LPS account password only with the school, never with friends

- used for when students may forget their password
- used when tech support is needed
- if students change their password, they will share the new password with their teacher

Students will always treat people online with respect, using only polite and acceptable language. Students will not reply to email messages that are mean or in any way make them feel uncomfortable. Students understand that it is not their fault if they get an email message like that, and if they do, they will tell their counselor right away.

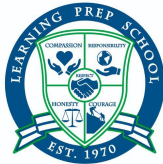
Students will not bully anyone online in any way, such as: sending pictures, sharing videos, spreading gossip, setting up fake profiles or saying cruel things about people.

*See pg. 27 of this handbook for Learning Prep School's bullying policy.

STUDENT RECORDS POLICY AND CONFIDENTIALITY

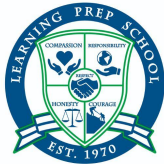
Regulations Pertaining to Student Records:

- 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, Guardians, and Eligible Students:* Student records can be accessed by authorized school personnel, parents, guardians, eligible students, and clerical personnel for clerical purposes. Even when parents are separated or divorced, they share equally in the right to access their student'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/guardian or eligible student.
 - *Release of Records:* Parents/guardians 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.
 - *Parent/Guardian Access to Records:* Parent/guardians 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 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/GUARDIAN CONSENT AND REQUIRED NOTIFICATION

Parents/Guardians 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 student 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:** BOTH the signature of parent/guardian AND the student's physician/licensed prescriber is required for LPS to dispense any medicine, including Over the Counter Medication..
 1. Medication Permission Form
 2. Medication Permission Form for Over the Counter Medication (Gives us permission to dispense Tylenol, Advil etc.)

MEDICAL RECORDS

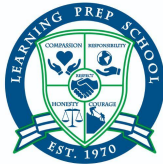
Please complete all medical information forms and permission slips and return to LPS before the first day of school. Students without properly completed medical forms on file before the start of the school year (or the start of their enrollment in our program) will not be allowed to continue the school 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 student 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 parent/guardian. 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 student 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 home if the student is to be dismissed, 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.

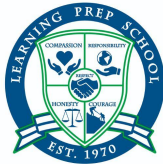
If your student is ill at home

- In order to prevent the spread of illness, students should stay home if they have the following symptoms:
 - **Fever:** Has a temperature of **100.0** 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 the 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, students 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 student 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 student 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.

- Students 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 partial 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 indicated treatment has begun for bacterial conjunctivitis. If no treatment was prescribed and viral conjunctivitis is suspected, parents/guardians should notify the school nurse.

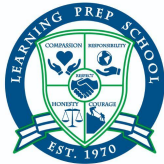
INJURIES

- If a student has been injured at home, the student should be treated at home either by you or your healthcare 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. Parents/guardians need 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!

EMERGENCIES

- Parents/Guardians 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 student 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 grade level:

- Grade 4: Vision and BMI
- Grade 5: Vision and Postural
- Grade 6: Postural
- Grade 7: BMI and Postural
- Grade 8: Postural
- Grades 6-8: (Vision and Hearing once during these grades)
- Grade 9: Postural
- Grade 10: BMI
- Grades 9-12: Vision and Hearing once during these grades

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 student.

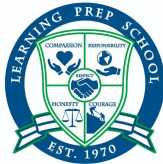
If a parent/guardian does not want their student screened at school, written documentation from their student's health care provider stating that screenings have been performed over the last year, including results and follow up if necessary. This form must include the health care provider's signature. A note from the student'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) - 2 doses of vaccine; a reliable history of chickenpox or a laboratory evidence of immunity acceptable
- Hepatitis B - 3 complete doses; laboratory evidence of immunity acceptable
- 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:



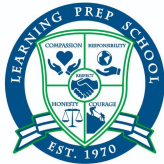
- Tetanus (TD) Booster - 1 dose; and a history of DTaP primary serious or age appropriate catch-up vaccination. Tdap given at ≥ 7 years of age may be counted, but a dose at age 11-12 is recommended if Tdap was given earlier as part of a catch-up schedule. Td or Tdap should be given if it has been ≥ 10 years since last Tdap.
- MenACWY; 1 dose (GRADES 7-9) required. Meningococcal B vaccine is not required and does not meet the requirement.
- MenACWY; 2 doses (GRADES 11-12); second dose must be given on or after the 16th birthday and ≥ 8 weeks after the previous dose. 1 dose is acceptable if it was given on or after the 16th birthday. Meningococcal B vaccine is not required and does not meet the requirement.

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/guardian 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 student'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 student's medication to school, please call ahead and notify the school nurse at ext. 1014.
- 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.

Section 54B of Chapter 71 of the General Law

"Notwithstanding any general or special law or regulation to the contrary, no school district shall prohibit students with asthma or other respiratory diseases from possessing and administering prescription inhalers or students with life-threatening allergies from possessing and administering epinephrine in accordance with department of public health regulations concerning students' self-administration of prescription medications.

Each school shall allow storage of epinephrine in a secure but unlocked place, as determined by the school nurse, accessible only to authorized persons, located in every part of the school grounds where an allergic student is most at risk, including, but not limited to, classrooms and lunchrooms.

Notwithstanding any general or special law or regulation to the contrary, no school district shall prohibit students with cystic fibrosis from possessing and administering prescription enzyme supplements in accordance with department of public health regulations concerning students' self-administration of prescription medications.

Notwithstanding any general or special law or regulation to the contrary, a school district shall not prohibit a student with diabetes from possessing and administering a glucose monitoring test and insulin delivery system, in accordance with department of public health regulations concerning a student's self-administration of a prescription medication."

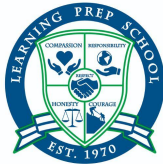
Students will not receive any medication during school hours unless there is compliance with the aforementioned Health Care Policy. ALL MEDICAL FORMS need to be in NO LATER than the first of August for the new school year.

WELLNESS POLICY

Learning Prep School is committed to providing school environments that promote and protect student'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 wellness 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 wellness 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

Our focus is on helping students make nutritious and appetizing choices each day. Many of our foods are made from scratch using simple, healthy ingredients. When the greenhouse is in full bloom, we are incorporating fresh herbs and vegetables into our dishes. Our focus is to integrate more fresh, from-scratch recipes using more wholesome ingredients to create well-balanced and healthy meals.

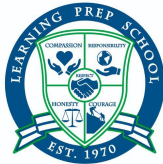
It is suggested that the *“Massachusetts A La Carte Food and Beverage Standards to Promote a Healthier School Environment”* by Action for Healthy Kids (AFKH) is used as a guideline for all a la carte, snack, vending machines and school stores. The uses of non-food celebrations/recognitions for birthdays 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, parent groups and other various school committees. Learning Prep School will support parents’ efforts to provide a healthy diet and regular physical activity for their students.

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

The committee shall meet at least once per semester in order to carry out its responsibilities.

This committee shall make all efforts to:

- Encourage support for all wellness activities from administration and the school committee;
- Encourage school councils and the Parent Council to become involved regarding nutrition; (3) Encourage administration to sponsor professional development for teachers who are willing to integrate nutrition into their curriculum, but need guidelines; and
- 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:

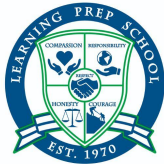
- A requirement that all students receive a course in health and student issues yearly to educate and address individual issues regarding health and nutrition;
- A recommendation that all students enlist in food service and physical education throughout their high school experience.

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 nonprofit 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. The Chief Operating Officer, working in conjunction with the wellness 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 Partners in Education group, 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 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.

BREAKFAST AND LUNCH PROGRAM

FOOD AND NUTRITION

Learning Prep School offers breakfast and lunch to all students at no additional cost. The LPS Menu is available on the school website. Menus shall be developed by staff providing a variety of healthy choices.

Food is purchased through various vendors. 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 foodservice staff are served under a strict sanitation code. Staff is trained in sanitation, allergy awareness and cpr/first aid.

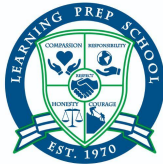
PEANUT AND TREE NUT FREE POLICY

It is the aim of LPS to provide a nut-free environment at school in order to best protect students and staff with life-threatening allergies. For some people allergic to nuts, including peanuts, even being exposed to trace amounts of nuts through skin or airborne contact may lead to anaphylactic shock. We believe increasing community awareness of potentially problematic ingredients is the best way to promote safety and minimize potential harm to those with severe nut allergies.

Our Peanut and Tree Nut Free Policy means neither staff nor students should bring the following foods onto the school bus or into school:

- Peanut butter, Almonds, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios, walnuts, or products containing any of these ingredients
- Common foods that may contain nuts or nut oils include snacks, cereal or fruit bars, baked goods, chocolate and other sweets, granola, candy, sauces

We ask that families carefully read labels of all foods to be brought into school to be sure the items are peanut and tree nut free. This includes labels that read “may contain nuts” or “processed in a facility that processes products that contain peanuts/nuts.” Please carefully read the label each time your student is bringing food into school as products sometimes change ingredients. We realize this request may require extra planning and effort from families when packing lunches and snacks, and we thank you most sincerely for helping us to make LPS as safe as possible for all students.



Our staff commit to maintaining safety for our students with nut allergies in the following ways:

- All staff receive training in recognizing and responding to life-threatening food allergies.
- All staff will be aware of students with life-threatening food allergies.
- Should a student with a nut allergy inadvertently be exposed to nuts during the school day, the student's individual allergy action plan will be implemented. The school nurse or principal shall be notified immediately.

LPS PLAN AGAINST BULLYING

Massachusetts State laws state that bullying will not be tolerated at school. Learning Prep believes 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 staffed by LPS such as classes, therapy areas, after school programs, 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:

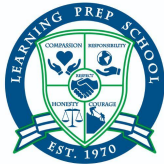
Aggressor is a student or staff member (including teachers, counselors, OT, speech therapist, cafeteria worker, nurse, maintenance worker, volunteer) who does the bullying.

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, apps, 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.

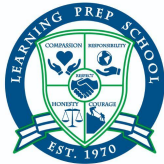
What bullying is not: It is important to understand that conflict is not the same as bullying. Arguing, verbal abuse (not repeated), ignoring, roughhousing, being mean and fighting, while against the rules and forms of conflict are not necessarily bullying. Bullying is characterized by intention (when 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

- 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 assistant principal or by downloading "the form" from the LPS website and sending via U.S. Mail. However, no consequences (behavior referral, suspension) will be given to an alleged bully if the report is anonymous.
- 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 or assistant principal is accused of bullying behavior, the principal will do the investigation.
- The Incident Report Form for bullying is available in the dean of student's office, the middle school office and is 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, principal, 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.

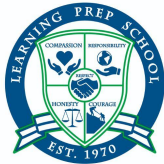
- The target's (victim) counselor follows-up with the student on an ongoing basis to make sure they feel safe and notifies the dean of students if needed.
- Investigations of bullying reports will follow school policies and procedures for investigations. If needed, the dean of students or designee will 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 LPS 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 need 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/assistant principal/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 need 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, assistant principal, 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, assistant principal, 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, assistant principal, 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 or assistant principal will call the local police department. If the dean of students, assistant principal, or designee finds out that a student knowingly made up a bullying or retaliation situation, that student could earn consequences (behavior referral, suspension). The dean of students, assistant principal, 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, assistant principal, 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 a behavior referral, in-school suspension, or out of school suspension.

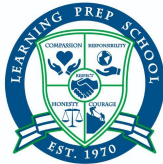
BULLYING AND RETALIATION PROHIBITED

Bullying in any form or for any reason is absolutely not tolerated. 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 considered retaliation 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 behavior referral, 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

Below is a copy of the Anti-Hazing law M.G.L. c. 269 §§ 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.

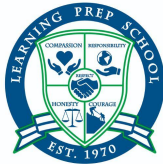
Section 18 Failure to report hazing

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.

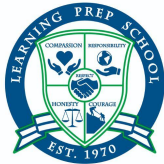
LEARNING PREP SCHOOL CORE VALUES

Learning Prep School's Core Values are **Compassion, Courage, Honesty, Responsibility, and Respect**. Faculty and staff review and highlight these core values for students across grade levels and subject areas. We look for opportunities to acknowledge students when they demonstrate these core values in all activities and settings at school.

ELIGIBILITY REQUIREMENTS FOR STUDENTS HOLDING STUDENT OFFICES

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

- Behavior:
 - Student displays model behavior the LPS five core values of compassion, courage, honesty, compassion, and respect
 - No suspensions
 - No alcohol, drugs, weapons



- Attendance
 - No more than three (3) unexcused absences per quarter;
 - No excessive tardiness
- **Grades**
 - All grades must be kept at a C- or above.

PARTICIPATION IN HOME DISTRICT SPORTS/ACTIVITIES

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:

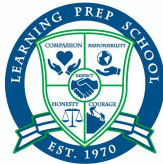
- Behavior:
 - Student displays model behavior the LPS five core values of compassion, courage, honesty, compassion, and respect
 - No suspensions
 - No alcohol, drugs, weapons
- Attendance
 - No more than three (3) unexcused absences per quarter;
 - An absence will be reported to the coach prohibiting the student from participating that day.
 - No 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/guardian 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 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 area
- Parking privileges may be revoked at the discretion of the administration
- There is limited student parking available on school grounds; 12th 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

Going to school is like going to work; thus, the students are expected to maintain an appropriate appearance.

- Clothing with offensive/violent logos are not allowed.
- Please note: there may be additional dress code requirements for participation in elective 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.

When a student does not maintain LPS's limited dress code, there will be increasing consequences

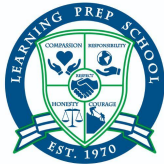
MIDDLE SCHOOL AND HIGH SCHOOL BEHAVIOR SUPPORT REFERRAL

Learning Prep follows the principles of a restorative justice approach to discipline. Restorative Justice is a system of discipline that involves logical consequences with a strong emphasis on repairing the harm that was caused (for all parties involved). Restorative practices address and discuss the needs of the school community. They also do the following:

- Build healthy relationships between educators and students
- Reduce, prevent and improve harmful behavior
- Repair harm and restore positive relationships
- Resolve conflict, hold individuals and groups accountable

Management of student issues in the classroom:

Teachers provide the first line of conflict resolution in the classroom. They set clear expectations and model appropriate behaviors. They consistently use student citizenship/Social Thinking/CPI language and resources in order to help students be productive and respectful members of the



classroom and school environment. If necessary, breaks out of the classroom with support staff (typically in MS) is available in order to help the student learn strategies to remain in the classroom and be a productive member of the class.

Referral to the Dean of Students or Assistant Principal:

For ongoing challenging behaviors or for more serious incidents, a student earns a behavior support referral. The referral is passed into the dean or assistant principal who then meets with the student and usually their counselor to process the incident and to determine the appropriate restorative action/logical consequence (this may include a written apology or mediation with their counselor present). Due to some behaviors being due to a skill deficit, follow up may also include further education or counseling support regarding the issue or interaction.

Behavior support referrals are mailed home weekly in the middle school in order to keep parents informed about their student’s need for support as well as the intervention/consequence that took place. For high school students, referrals do not get mailed home. However, parents will receive a phone call from the assistant principal or their student’s counselor for any serious incidents and any follow up that is recommended. At the end of each term, behavior referrals will be attached to the High School progress reports.

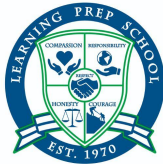
Mediation: A structured mediation session is frequently used to discuss/share information, identify the problem and the steps needed to solve it. Mediation is identified as a positive communication forum and should not be represented to students as a negative experience. Students may find the process difficult but receive needed counselor 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 referral include but are not limited to:

- being in an unsupervised location
- exchanging, sharing, buying/selling goods or food
- leaving class without permission
- repeatedly wearing headphones/earbuds when/where prohibited
- not following routine classroom procedures
- using a cell phone when/where prohibited by LPS Cell Phone Policy
- disregarding staff directives
- not going to class
- horseplay
- verbal abuse/teasing
- inappropriate internet/computer usage
- recording or taking pictures of others during the school day
- disrupting class
- cheating/plagiarizing
- failure to call in when absent for work during ELP

SCHOOL CAB/BUS BEHAVIOR

- Students 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



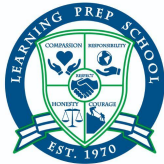
- When the vehicle is in motion opening and closing windows and doors is not allowed
 - Riders must not play with the cab/bus or any of its equipment
 - Engage in quiet talk
 - Keep books, packages, coats and objects out of the aisle
 - Do not throw anything out of the cab/bus window
 - In case of a road emergency, students 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 assistant principal, dean of students, or designee 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 assistant principal, dean of students or designee 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 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 assistant principal, 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



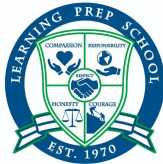
grounds or at a school-sponsored activity, whether on or off campus, is also subject to disciplinary action for the offense by the school. These acts include, but are not limited to:

- 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
- sexual assault/ misconduct
- In determining the severity of the penalty or suspension, the assistant principal, 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 assistant 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:

- accumulation of behavior referrals
- use of unapproved websites/misuse of computers/cell phones/technology
- bullying
- hazing
- possession of a weapon
- physical and/or verbal threats
- physical altercations
- sexual harassment
- alcohol/drug/tobacco use (including smoking, vaping, ingesting, etc) on school property
- possession, distribution, sale of alcohol, drugs, vaping devices
- intoxication by alcohol or drugs
- possessing stolen property
- leaving school property without permission
- 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)

NOTE: Parents/Guardians 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



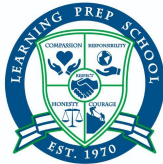
students in maintaining school expectations.

3-5 Day Suspension. Learning Prep School follows **State Regulation 603 CMR 18.00 (18.05(6))** in its suspension policy.

- 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.
- 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.
- No student may be suspended and sent home unless a responsible adult is available to receive the student.
- 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.

10+ Day Suspension. Learning Prep School follows **Federal Law CFR§300.530-.599** in its 10+ day suspension policy.

- 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

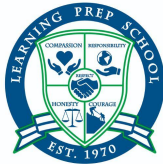
Mass. General Laws, C.71, SEC. 37H ½ provides the following:

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 a 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 a 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 chairman 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).

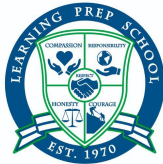
In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

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 a 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 violence 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.

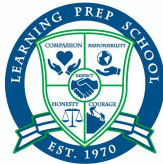
Hate Crimes: Every individual has the right to attend school/work without being the victim of physical violence, threats of harm, intimidation, or damage to their personal property. A hate crime occurs when you or someone else is targeted for physical assault, threat of bodily harm or intimidation, at 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/employee's 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.

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

The principal is 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 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 disciplinary 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

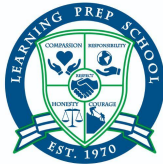
Upon receipt of a report or complaint alleging a civil rights violation, the principal will undertake an investigation within two school working days. The Principal may seek additional investigative resources.

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 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 Chief Operating Officer. The report shall include a determination of whether the allegations have been substantiated and whether they appear to be violations of this policy. The COO'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 COO 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 principal shall report the results of the investigation to the appropriate law enforcement agency charged with the responsibility for handling such crimes.

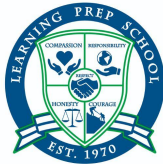
The school's investigation of each complaint filed under these procedures will be reported in writing to the complainant and other parties by the school, within fourteen school working days, in accordance with state and federal statutes regarding data or records privacy, and consistent with the privacy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

Appeals Process

The parent/guardian 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 decisions shall be the final decisions 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 the principal.

Investigating Process

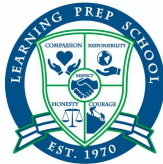
Upon receipt of a parent or student complaint, the principal will discuss it more fully with the parents and student within three school working days, investigate the concern within seven school working days and/or convene a Team meeting, if necessary, within ten school working days. A determination 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 decisions shall be the final decisions of the school with regard to the complaint.

CHANGE IN STUDENT NAME AND PRONOUNS POLICY

In line with Learning Prep School's Non-Discrimination on the Basis of Gender Identity Policy, a student has the right to choose a name and pronoun appropriate to the student's gender identity, regardless of the student's assigned birth sex and name that appears on the student's birth certificate. LPS accurately records and uses the student's chosen name and pronouns that are consistent with the student's gender identity. Court orders are not required to update student records to reflect changes in a student's name and gender markers. LPS will work with a student and the parents/guardians/caregivers of the student if they are involved in the process, or in the case of a younger student with the student and the student's parents/guardians/caregivers, to develop a plan for communicating any name and pronoun change within the school. The process to initiate a name and pronoun change is as follows:



- The student and/or their parent/guardian/caregiver should email, call, or go to the Principal and ask for a name change form.
- Students younger than 14 will need their parent/guardian/caregiver to be part of the requesting process.
- Students aged 14 and above can request a name change themselves without parent/guardian/caregiver permission.
- The Principal's designee could change the student's name in the yearbook, email address, ID badge, technology labels as well as add it to the student database as the preferred name in the "nickname" field.
- Students aged 14 and above may also request that their preferred name be used during the school day and when using online educational technology tools.

Legal References:

- Chapter 199 of the Acts of 2011
- M.G.L.c. 76, §5
- 603 CMR 26.00
- Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment

TITLE IX POLICY

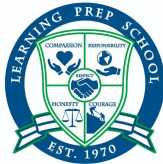
20 U.S.C. § 1681 states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance"

Learning Prep School is committed to the health, safety and welfare of our students and employees. We do not and will not tolerate any form of discrimination on the basis of sex in our educational program or activities. We are required by Title IX not to discriminate in any manner.

DEFINITIONS

Sexual Harassment under Title IX means verbal, physical, or other conduct that targets a person based on their sex, and that satisfies one or more of the following:

- A school employee conditioning educational benefits or services on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity;
- Any instance of "sexual assault", "dating violence", "domestic violence", or "stalking", as those terms are defined by the Clery Act and the Violence Against Women Act.



Sexual Violence is a type of sexual harassment, referring to physical sexual acts perpetrated against a person's will or where a person is unable to give consent.

Gender-Based Harassment is another type of sexual harassment, referring to harassment based on gender identity or nonconformity with sex stereotypes. This type of harassment may not involve conduct that is sexual in nature.

Consent voluntary and knowing agreement. Consent may not be possible due to age or disability.

Policy

Under Title IX, all students and employees are protected from sex-based harassment, regardless of the sex of the perpetrator or complainant. Included in such prohibition are claims of discrimination based on gender identity and sexual orientation.

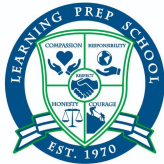
It is our responsibility to be sure any sexual violence does not sufficiently limit or deny any student's or employee's ability to participate in or benefit from our educational environment, respond with prompt and effective steps reasonably calculated to end the sexual violence, eliminate the hostile environment, prevent recurrence, and as necessary remedy its effects.

Upon receiving any information to suggest sexual harassment/discrimination/violence the school will immediately begin an investigation or otherwise determine what has occurred (following necessary confidentiality considerations). If such an investigation identifies a hostile environment, the school will take necessary steps reasonably calculated to eliminate the hostile environment, prevent recurrence, and as necessary remedy its effects.

Learning Prep is required under Title IX to protect the complainant and ensure this individual's safety, which may require taking interim steps to protect the individual during the investigation. Interim steps minimizing the burden on the complainant will be determined considering the specific incident and situation currently affecting the complainant. The school will provide the complainant with updates on the status of the investigation as it progresses and will provide the complainant with knowledge of all resources available to him or her and the right to report the incident to local law enforcement.

School employees are trained and aware of their obligations under state and local laws in this area. They are also aware of the consequences for failing to satisfy those obligations. There are specific policies in place to ensure employees know they are prohibited from engaging in inappropriate conduct towards our students. Employees are also trained in responding appropriately if problems in this area arise.

When a complainant requests that his or her name not be disclosed to the perpetrator our school will ensure that such information is securely handled. While it may be required to disclose this information to certain parties due to the age of the complainant, the information will still be handled considering their request. It is the responsibility of the school to decide if nondisclosure



can be followed, while also considering the necessity of providing a safe and nondiscriminatory environment.

If a complainant requests that the school not investigate or pursue action against the perpetrator, it is the school's responsibility to inform them that this may limit our ability to respond fully to the incident. In addition, the school is required to inform them that Title IX will protect them from retaliation.

If it is determined that we can respect the complainant's request to not disclose or not take action against the perpetrator, Learning Prep School will still limit the effects of the incident and prevent its recurrence. This may be through means of more monitoring, supervision, or security. Additionally, adjustments may be made to school policy for sexual violence/harassment in response to such conduct.

Professional counselors are not required to report any information regarding an incident of alleged sexual violence under Title IX. Non-professional counselors are also not required to report information without a complainant's consent. However, all will inform the complainant of their rights under Title IX.

Learning Prep School has provided necessary training to all employees likely to witness or receive reports of sexual violence. Trainings inform employees on their obligation to report, who and how to report possible incidents, and the appropriate steps that need to be taken after notification of sexual violence or harassment has occurred.

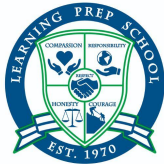
The Title IX policy has been distributed and is available for students, families of students, and employees. Any questions concerning Title IX may be directed to the school's Title IX Coordinator, whose contact information is listed below.

Students with Disabilities

Given the student population, any sexual violence towards students may require additional assistance and support. Any sexual conduct will also fall under other federal civil rights laws (Rehabilitation Act of 1973- Section 504 and Title II of the American Disabilities Act of 1990). The school will work with our students to help them better understand sexual violence, harassment, and discrimination prevention policies and procedures. If a student does experience sexual violence, the school will provide supports and assistance as necessary.

Title IX Coordinator

Learning Prep School's Title IX Coordinator is Cate Wilson, Chief Operating Officer, located at 1507 Washington St., W. Newton, MA, 02465, and can be contacted at 617-965-0764 x1208 and cwilson@learningprep.org.



The Title IX Coordinator is responsible for overseeing our school's response to all reports and complaints of sex discrimination. The Title IX Coordinator will investigate facts relevant to a complaint, determine appropriate sanctions against the perpetrator and remedies for the complainant, and determine interim measures for a complainant after learning of the complaint. Their responsibilities also include:

- Ensuring all policies and procedures are in place and followed for working with local law enforcement and other services if an incident occurs
- Evaluating confidentiality requests and determining how to proceed when such requests are made
- Assistance in any training to employees about what conduct constitutes sexual and gender-based harassment and how to respond appropriately to this conduct
- Development of researching methods to survey the campus climate, evaluate if discriminatory attitudes pervade school culture, and decide whether harassment is occurring, where it is occurring, who is responsible for the harassment, who is targeted by the harassment, and how best to remedy these conditions
- Be informed of all Title IX reports and complaints at school
- Coordination of recordkeeping, monitoring of incidents to help identify any repeat offenses by specific individuals or towards specific individuals, addressing any patterns or systemic problems, and making school administrators aware of any patterns
- Recommending increases in safety measures (monitoring, supervision, security) in any areas where harassment has occurred
- Regular review of effectiveness of our school's efforts to ensure we are free from sexual and gender-based harassment, and using information compiled to recommend future proactive steps that our school can take to comply with Title IX and protect our school community

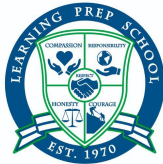
Grievance Policy and Procedures

Title IX requires that the school adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee sex discrimination complaints. The Grievance policy is as follows:

Reporting Process

Any individual who believes they have been the victim of a Title IX violation by a student, teacher, administrator or other school personnel should report the offense immediately to any of the individuals listed below. Learning Prep School will respond with actual knowledge of sexual harassment or allegations of sexual harassment that occurred in Learning Prep School's education or activity programs.

Learning Prep School's Title IX Coordinator, Cate Wilson, Chief Operating Officer, is responsible for receiving any complaints or knowledge of Title IX sexual harassment via in person, mail, email or telephone either verbally or in written form. Any adult school personnel who receive a report of a Title IX violation shall inform the Title IX Coordinator immediately. Learning Prep School



encourages the reporting party or complainant to use the report form available from the Chief Operating Officer, but oral reports shall be considered complaints as well.

Upon receipt of a report, the Chief Operating Officer must promptly contact the complainant to discuss supportive measures, consider the complainant's wishes regarding supportive measures, and explain the process for filing a formal complaint and notify the school district within two school working days, if related to a student, without screening or investigating the report. The Chief Operating Officer may request but may not insist upon a written complaint.

The Chief Operating Officer can provide supportive measures immediately. The Chief Operating Officer 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 Chief Operating Officer shall personally reduce it to written form within three school working days and forward it to the District, relating to the student.

The full grievance process must be completed no later than 90 days from the date a formal complaint is filed with or signed by the Title IX Coordinator.

Informal Resolution

In cases that do not involve an allegation of sexual harassment between a student and a school employee, and if appropriate, the Title IX Investigator may offer for the parties to engage in informal resolution. In order to proceed with the informal resolution process, both parties must enter the process voluntarily; participation in informal resolution may not be imposed upon a party as a condition for students or staff returning to or participating in school activities.

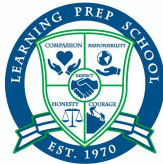
Any informal resolution process will be conducted by the Title IX Investigator who is free from conflict or bias surrounding the parties and the issues contained in the complaint. If the parties are not satisfied with the outcome of the informal resolution process, or if they do not agree to participate in informal resolution, the investigation procedures outlined below should continue.

Investigating Process

Upon receipt of a report or complaint alleging a Title IX violation, the investigators, Amy Plante, Assistant Principal and Susan Smith Powers, Dean of Students, will undertake an investigation regarding student reports and Cate Wilson, Human Resources Director, regarding employee reports. All good faith efforts will be made to complete the investigation within 15 school days of the initiation of the formal complaint, except for good cause, as documented in the investigative file. The Title IX Coordinator may seek additional investigative resources.

The Investigators must provide written notice to both parties before an initial interview with the respondent and must give sufficient time for the respondent to prepare before an initial interview.

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 Title IX violation. The



investigation may also consist of the evaluation of any other information or documents that may be relevant to the particular allegations.

The Investigators will make a written report with recommendations upon completion of the investigation and will give parties at least 10 days to respond to the evidence in writing before any determination of responsibility. If the complaint involves the Assistant Principal, the report shall be filed with the Dean of Students and the reverse, if applicable. The report shall include a determination of whether the allegations have been substantiated and whether they appear to be in violation of this policy. The Investigators' 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 Investigators shall maintain complete and confidential files.

Decision Making Process

Upon receipt of the investigative report, the Decision Maker, Amy Davis, the principal, regarding student reports and Kurt Moellering, the executive director regarding employee reports, must objectively evaluate the relevant evidence and reach conclusions about whether the respondent is responsible for the alleged sexual harassment by a preponderance of the evidence.

The Decision Maker will send written determination to the parties along with information regarding how to appeal.

School Actions

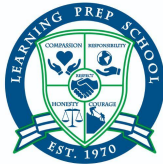
All alleged perpetrators will be ensured full due process rights and all other protections guaranteed them through state and federal statutes.

Upon receipt of a report that a violation has or may have occurred, the Title IX Coordinator will take prompt, appropriate action. Appropriate actions may include but are not limited to:

- Supportive measures can include counseling, extension of deadlines, modifications to work or class schedule, increased security/monitoring in parts of a school campus, mutual restrictions on contact between the parties
- Referrals to support services, counseling, awareness training, parent teacher conferences
- Upon receipt of a report that a violation has or may have occurred, the Title IX Coordinator will take prompt, appropriate action

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, 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 parties shall have the right to appeal the decision regarding a complaint, to the Executive director regarding student reports and Chief Financial Officer, regarding employee reports. The parties shall notify the Executive Director or Chief Financial Officer, 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 an optional live 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 or Chief Financial Officer shall have the authority to overturn or alter the decision of the Principal or Executive Director. The Executive Director or Chief Financial Officer shall render a decision on the appeal within five school working days of the hearing. Such a decision shall be the final decision of the school with regard to the complaint

Record Keeping

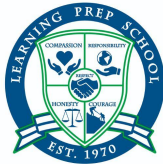
All records of the school's investigation, including the written determinations; records of any appeal and associated materials; records of any informal resolution process; materials used to train Title IX Coordinators, investigators, decision-makers, and informal resolution facilitators; and records of supportive measures provided in response to a complaint or report of sexual harassment, must be maintained by Learning Prep School for 7 years.

Retaliation

Retaliation against any person for exercising their rights under Title IX is strictly prohibited and is a violation of the Title IX Sexual Harassment Policy. Any member of the school community who believes they, or another school community member, has been the victim of retaliation, should report the conduct or file a complaint. Students may make a report or complaint to any school staff, or an administrator. Reports or complaints of retaliation by any other member of the school community should be to the Title IX Coordinator. Learning Prep School will investigate all reports or complaints promptly and in an impartial and as confidential a manner as possible, to ensure prompt and appropriate action. Nothing in this section shall limit the exercise of rights protected under the First Amendment of the United States Constitution.

IDEA REGULATIONS REGARDING IEPs

Please refer to revised IDEA regulations regarding Individualized Educational Plans (IEPs), Team



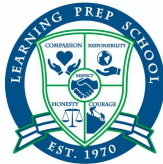
meetings, and changes to IEPs (including statewide and district-wide assessments) as follows:

- 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:

- The IEP evaluation team will meet to report current levels of functioning, progress in current program and recommendations for future program services
- The team will identify options to be explored
- School staff members, parents and local community staff members will do on-site visits to determine the appropriateness of the proposed program
- With the permission of the parents, school records will be forwarded for consideration;
- If a placement is determined appropriate, a trial period may be arranged to explore compatibility of the program and the student's needs
- If the team members are uncertain as to the appropriateness of a program, a diagnostic placement may be implemented



- 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:

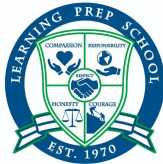
- If the administration believes that a student is not benefiting from their participation in the program and/or if their behavior/attitude continues to have a negative impact on the learning environment over an extended period of time, the steps outlined in the Regulations for the Approval of Private 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 11th 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 EXPERIENTIAL LEARNING PROGRAM (ELP)

In August 2018, LPS implemented a new initiative for senior year that integrates everyday life



academics and independent/community living components into each student's overall Experiential Learning Program (ELP) week experience. Students' are assigned to week 1 or week 2. Once weeks are allocated, each student is placed into life/community skills and real life academic groups that best fit their needs. These assignments 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. Three days a week, students leave for their work placements immediately after first period and return for ninth period. Two days a week, students participate in classroom and community based life skills and outings.

Student Responsibilities

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 .
- ELP students will communicate work schedules to the job coach before each ELP week. 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.

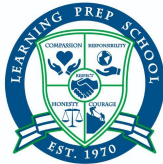
ON THE JOB RULES

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 ELP 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 companies
 - wear appropriate clothing suitable at work
 - demonstrate appropriate relationships with worksite staff

ATTENDANCE

When absent during ELP weeks, students will call the school attendance line (617-965-0764 x 1100), 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.

ACADEMIC COMPONENTS/HOMEWORK

- The ELP 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 ELP 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.

PREPARING TO WORK

- The Transition Department's top priority is to make appropriate placements as quickly as possible.
- 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.
- Students 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.

EP STUDENT DISCIPLINE

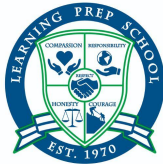
Each student is expected to follow the rules and policies of the school, including the ELP, and respect the rights of others. Acceptable and appropriate behavior includes the student's observance of all school, classroom, ELP, and worksite rules. When a student does not meet these expectations, the school's 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 support and structure.

PARENT PARTICIPATION

OVERALL PARENT RESPONSIBILITIES

- Parents review the ELP overview and Rules & Policies with students 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 student'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.



SCHEDULE AND TIME MANAGEMENT

- Parents can help with time management at home, as needed.
- Parents can help keep track of the student's weekly schedule, hours worked, and wages earned. In addition, parents will review both the ELP and school calendar.

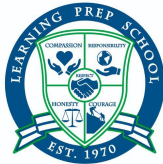
ATTENDANCE

- Parents will encourage their student 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 student calls the LPS Attendance Line and employer by 7:30 AM, if they are going to be out sick, or for any reason.

Experiential Learning Program (ELP) Worksite Agreement

The employer will be aware of all ELP rules, regulations and policies and sign the form indicating this awareness. The employer will regularly communicate with the job coach or Transition Supervisor, during each ELP week and/or whenever necessary to assess ongoing goal progress.

- 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 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 the student.
- Worker Progress Reports: The employer will regularly communicate progress to the student worker and job coach.
- In accepting our students, each employer agrees to the following steps, if necessary:
 - Please speak directly to the LPS student if their work or behavior is unacceptable and explain the 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 the LPS job coach immediately.
 - If termination is necessary, contact the LPS job coach prior to termination to have a meeting with the LPS student to explain reasons for termination. (If the job coach cannot attend, please contact the 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.