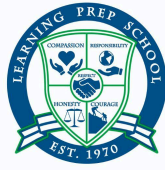


Learning Prep School

Student and Parent/Guardian Handbook



2026/2027 School Year



LEARNING PREP SCHOOL

1507 WASHINGTON STREET, WEST NEWTON, MA 02465
617.965.0764 | LEARNINGPREP.ORG

Dear Learning Prep School Families,

This Student and Parent/Guardian Handbook contains important policies and helpful information about our school. 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 school rules and policies. We publish our Student and Parent/Guardian Handbook on our school website at www.learningprep.org/student-life/school-documents. You can also request a printed copy of this handbook by contacting the Learning Prep School Main Office directly.

We appreciate your cooperation in helping your student(s) understand these policies to get the most out of their school experience. 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 Learning Prep School faculty 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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OUR 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 academic and life skills programs and in related services.

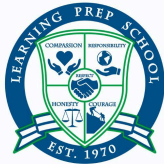
Learning Prep School students with complex learning profiles do not learn incidentally from the environment as many other students do. Our students often demonstrate deficits in the acquisition of language and in their ability to access competencies they have acquired. Their ability to understand social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

Learning Prep School 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 using a modified curriculum, with differentiated instruction delivered by teachers. 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 Learning Prep 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, health and student issues (HSI), 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. Learning Prep students are encouraged to fulfill their potential; for some, 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 Learning Prep School 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.



LEARNING PREP SCHOOL

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CONTACTING THE SCHOOL

Main Office Hours:School Year Office Hours:

7:15am - 3:00pm (Mon-Fri)

Summer Program Office Hours:

7:30am - 2:30pm (Mon-Fri)

The Main Office is closed on holidays observed during the school year. Hours may vary over the summer when Summer Program is not in session.

Main School Phone Number:

(617) 965-0764

School Fax Number:

(617) 527-1514

Middle School Office:

(617) 965-0764 x 1016

Audrey McGlothlen - MS Principal's Admin Asst.

amcglathlen@learningprep.org

High School Office:

(617) 965-0764 x 1100

Colin Sanborn - HS Principal's Admin Asst.

csanborn@learningprep.org

Nurse's Office:

Phone: (617) 965-0764 x 1014

nurses@learningprep.org

Transportation Coordinator:

Dawn Hurley - Senior Leadership Admin Asst.

(617) 965-0764 x 1204

dhurley@learningprep.org

**Reporting Absences and
Arrival/Dismissal Changes**

To report **Middle School student absences** or notify us that your student is arriving late, leaving early, or has a change in their dismissal plan email

msabsent@learningprep.org or call the Middle School Office (617) 965-0764 x 1016

To report **High School student absences** or notify us that your student is arriving late, leaving early, or has a change in their dismissal plan email

hsabsent@learningprep.org or call the High School Office at (617) 965-0764 x 1100

After School Program Coordinator:

Nick Hur - HS Science Teacher

nhur@learningprep.org

*Parents/Guardians of students attending after school programs must inform the After School Program Coordinator and the main office of their transportation arrangements and notify in advance of any changes to their attendance or dismissal plans on ASP days. We cannot rely on verbal communication from students regarding dismissal or transportation changes.



SCHOOL CALENDAR AND HOURS OF OPERATION

A current School Calendar is published on the Learning Prep School website at <https://www.learningprep.org/about-us/calendar>.

Student Hours:

7:40am - 2:20pm (Mon-Fri)

Observed School Holidays:

- Labor Day
- Rosh Hashanah
- Yom Kippur
- Indigenous People's Day
- Veteran's Day
- Thanksgiving Break
- Winter Vacation
- Martin Luther King Day
- February Vacation
- Good Friday* [if not during Spring Vacation]
- Spring Vacation
- Memorial Day
- Juneteenth

STUDENT AND EMERGENCY CONTACT INFORMATION

Annual Enrollment

Prior to the first day of school you will receive an email with instructions to update your student's information on file including family contact information, emergency contacts, annual health paperwork, required consents, etc. Addresses, phone numbers, emergency contacts, and other vital information must be kept up to date. Please notify the school office if any of your information changes mid-year.

Emergency Contacts

Families are required to provide at least two emergency contacts to be kept on file. Your emergency contacts should be individuals who can reliably pick your student up from school if you are unavailable and your student is sick or needs to be dismissed early due to an emergency.

IMPORTANT NOTIFICATIONS

Please inform your Learning Prep School 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. Please submit copies of any evaluation report to your ETF so that we may review and keep this information in your student's file.

If you would like to submit a request for Learning Prep faculty members to complete any forms or paperwork for an upcoming evaluation, please contact the Main Office and provide at least 2 weeks notice before the return deadline.



Counseling

Your student will be assigned a counselor. You will be provided with a Conditions and Limitations of Confidentiality form as well as a Counseling Consent form. You may also be provided with a Release of Information form allowing the counselor to contact outside service providers.

Fundraising

Learning Prep School raises funds to support our operating budget. Throughout the year, the school may host or participate in fundraising events and/or activities. No student or family is required to participate in fundraising.

Solicitation/Advertising

Students at Learning Prep School must request administrative permission to support, solicit or distribute materials or literature not directly affiliated with the school.

SAFETY POLICIES

Student Personal Items

Learning Prep School 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, personal electronics, or other valuable 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 school reserves the right to determine what is appropriate regarding these items.

School Property

Students are responsible for keeping all school-owned property in good condition and following all applicable school rules related to these items. This includes books, technology, and other materials/equipment loaned to them by the school.

Visitor Policy

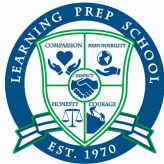
All visitors must ring the bells at the High School or Middle School main entrance and check in at the building's reception desk. Visitors will be given a visitor badge that they are required to wear or carry at all times. Students may not open the door to allow anyone in the building who does not have an Learning Prep School-issued ID badge or visitor badge. Please help us keep our buildings safe by never holding entrance/exit doors open for any unfamiliar persons or unidentified visitors, and instead directing them to ring the bells at main entrances for entry to the building.

Emergency Drills

Learning Prep School conducts safety drills annually including fire drills in accordance with local regulations and ALICE lockdown/evacuation drills. Counselors preview information about ALICE drills with students in Health and Student Issues (HSI) classes. The school sends out communication to families whenever we conduct safety drills.

Drug & Alcohol Policy

Individuals may not use, be under the influence of, be in possession of, or distribute/sell any smoking products, vapes/e-cigarettes, alcohol, or illegal drugs on Learning Prep School's campus or



at any school-sponsored activities. Students will be subject to disciplinary consequences if they are found to be in violation of these rules. We partner closely with the Newton Police Department to ensure the safety of our community. HSI curriculum includes lessons on tobacco, alcohol, and drug awareness to support students in better understanding these topics. Prescription and over-the-counter (OTC) medications must be brought to the Nurse's Office by a parent or guardian. All medications must be labeled and have an accompanying signed order from a medical provider on file.

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

ATTENDANCE AND DISMISSAL POLICIES

Massachusetts laws and regulations require regular attendance in school. Consistent attendance supports students' personal, social, and emotional wellness and academic success. When students are not present in school, they miss vital opportunities for academic instruction and social-emotional development.

Notifying LPS of an Absence

Parents/guardians must contact the school office directly if their student is absent, arriving late, leaving early, or if their transportation plan is changing (e.g. going home with a friend). You can notify us about absence, late arrivals, early dismissals or dismissal plan changes by emailing msabsent@learningprep.org for Middle School students or hsabsent@learningprep.org for High School absences.

- Absences must be reported by **8:00am**
- Early dismissals or changes in your student's transportation plan must be reported by **1:00pm**
- If your student is going home with anyone other than their regular driver or their parent/guardian we must have direct communication from you (phone/email) by **1:00 pm**.

For safety reasons we must have advance notice of any changes in dismissal or transportation plans. We cannot rely on verbal communication from students regarding dismissal or transportation changes. In the absence of any parent/guardian notification, students will be sent home on their regular transportation.

Documentation Regarding an Excused Absence

In order to excuse an absence, the Principal's Admin Assistant must receive notice in the form of an email or phone call from a parent/guardian that the absence is due to:

- Illness or medical appointment
- A religious holiday not observed by LPS



- Attendance at a funeral/memorial service
- Documented lack of transportation/District closure
- School approved on or off campus activity
- Court subpoena or summons
- Driver's license appointment
- Testing/Evaluations (at or outside of LPS)
- College visits 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

Long-Term Absences

In the case of an issue necessitating a long-term absence from school (e.g. serious illness), daily calls are not necessary as long as parents/guardians communicate relevant information regarding the absence to the Main Office. If a long-term absence is related to illness, please contact the school nurse as well. If a student is hospitalized for any reason, the school nurse will request a copy of any discharge paperwork. Depending on the circumstances of a long-term absence, the school may schedule a re-entry meeting with the student, parent(s)/guardian(s), and a Learning Prep School administrator upon the student's return to school in an effort to plan an appropriate transition back into the program.

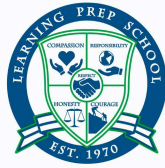
Daily School Attendance - An Essential Requirement

Attendance in school is a requirement for course completion and is reflected in students' class participation grades. Each student is expected to maintain 95% overall attendance for the school year. Excessive absenteeism may result in a lack of academic progress due to lost instruction and reduced class participation grades, and may endanger a student's eligibility for participation in extracurricular activities.

Learning Prep School discourages families from taking vacations outside of regularly scheduled school holidays and breaks, and school days missed will be treated as an unexcused absence. 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 miss opportunities for differentiated instruction from our highly-trained faculty with all of the supports available in the school environment.

Learning Prep School faculty are not able to provide work in advance to be done during unexcused absences. Students will be expected to make up missed work upon returning to school.

We understand that illness and/or family emergencies will occasionally necessitate a student's absence from school. When an absence of this nature occurs, the parent/guardian must submit a written request for an excused absence to the school office.



Consequences of Absenteeism:

- Poor attendance will be reflected in a student's class participation grade. Students may receive an Action Plan for Improvement or other notice home for chronic absenteeism. If a student is absent for more than ten (10) consecutive days, Learning Prep School is obligated to notify the sending district.
- When a student misses class due to disciplinary issues, they will be recorded absent from class. Students serving in-school suspensions are expected to complete classwork while in suspension.
- A student who is absent from school without an excused reason may be considered truant under Massachusetts attendance laws and school/district policy. Repeated unexcused absences may result in meetings with the student, parent/guardian, and appropriate school personnel to develop a plan to support student attendance.
- Appealing an absence record: Parents/Guardians/Students may appeal an attendance record. To appeal an attendance record, submit a written request to meet with the Principal. This written request must be received within ten (10) school days of receipt of the most recent progress report.

A Learning Prep School staff member will contact the home of an absent student if a parent/guardian does not call in or if the student calls to report the absence. Until we have been in contact with a parent/guardian, an absence will be considered unexcused.

Students may not forge or falsify notification to the school of an excused absence. Any student providing forged or falsified absence documentation may face disciplinary consequences and the absence will remain unexcused.

Arriving Late to School

Late students should report to the Principal's Admin Assistant to be checked in before going to their class. Morning homeroom is from 7:40am to 7:48am. Students who arrive after the end of the morning homeroom period will be marked tardy.

- If your student regularly takes van transportation to school but will be brought in late by a parent/guardian for any reason, you must contact their transportation company as early as possible to let them know your student needs to be picked up that afternoon. Otherwise it is likely that the company will not plan to send a van that afternoon to transport your student home.
- If a student's transportation 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, Dean of Students, student and parent/guardian.
- Students who drive themselves to school and regularly arrive late will be considered unexcused tardy. Frequent unexcused tardies may lead to consequences at school.



Early Dismissal

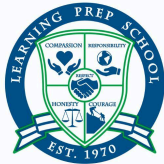
Parents/guardians must email msabsent@learningprep.org (Middle School) or hsabsent@learningprep.org (High School) by no later than 1:00pm if they plan to pick their student up early from school. Students who are dismissed early may only return to school later in the day if they were dismissed early to attend medical or legal appointments.

- When you arrive to pick up your student, please ring the bell at the building's entrance to let us know you are here to dismiss your student.
- Some requests may be verified by a call from school to the parent/guardian before the student can be released.
- 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:
 - Parents/guardians or an emergency contact must arrive in a timely manner to pick up a student being sent home due to illness
 - 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 out to be dismissed

Early Closure Due to Inclement Weather

If Learning Prep School makes the decision to close school early due to inclement weather we will request that parents/guardians and cabs return to pick up students early. Most cab companies are able to comply with the request. If a cab company cannot pick up a student, parents/guardians will be notified 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.
- If a student is regularly transported to school by a parent or guardian:
 - 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 Learning Prep's decision to hold classes. You may use your discretion regarding whether the driving conditions between your home and school are safe to transport your student on a stormy day; however, you must notify the Main Office to excuse this absence.
- A member of the Learning Prep staff will stay on site until all the students have been picked up.
- Transportation companies, sending district staff, or parents/guardians may make the determination that local weather conditions dictate that it is not advisable for students to be



transported to school due to unsafe travel conditions. In these situations, absences are excused.

- A cab driver, while traveling to school in the morning, may determine it is unsafe to complete their route and may decide to return students to their homes. If this occurs, it is the sole responsibility of the cab driver or company representative to:
 - Notify the parent/guardian that students are returning home.
 - Notify Learning Prep 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 school and the cab driver decides to transport the students back to the community, the transportation company must notify the parents that students will be leaving school early.

Student Rideshare Use

Unfortunately we cannot allow students under the age of 18 to be transported home from school via a rideshare service such as Uber or Lyft. If someone other than a parent/guardian or emergency contact on file is picking up your student, please notify us by emailing msabsent@learningprep.org (Middle School) or hsabsent@learningprep.org (High School).

Students Driving To School

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

- Request a student parking application from the principal. Completed student parking applications will be reviewed by the administration for approval.
- Students must park in designated areas.
- Parking privileges may be granted and revoked at the discretion of the administration.
- There is limited student parking available on school grounds; students in 12th grade 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 and from school without written permission from driver's and any passengers' parents/guardians submitted to the Main Office.
- Upon arrival, the student should park in their designated area and report to homeroom or check in at the reception desk immediately.
- Students may not access their vehicle during the school day unless otherwise granted permission by the Principal.
- Student drivers who arrive late or are dismissed early must report to the main office upon arriving or leaving.



ACADEMIC POLICIES

Homework Policies

Using School Planners

- Middle School students are expected to use a homework planner and an organizational binder provided by Learning Prep School.
- High School students are expected to use a homework planner provided by Learning Prep School. Some High School students may also choose to use an organizational binder provided by Learning Prep School.
- High School and Middle School homework may be a combination of digital and paper-based assignments. Teachers will provide time during the period for students to copy their homework assignment from the board.
 - Teachers will circulate the classroom to ensure that assignments have been copied and to answer questions about homework assignments.
 - Teachers will stamp/initial each assignment to signal the assignment has been copied correctly. If no homework is assigned, the planner will indicate “no homework.”

Homework is often reviewed in class; this serves to:

- Reinforce class material
- Help teacher assess students’ understanding of material

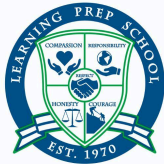
Please note: We discourage parents/guardians from giving too much help with homework. If a student is struggling to understand or complete their homework, parents/guardians should notify the teacher so they can assess the issue and properly address it with the student by providing additional instruction/support or modifying assignments.

If a student celebrates a religious holiday not observed on the Learning Prep School calendar that obligates them to be excused from homework, please inform the Principal. Students are expected to complete homework when they have other regular commitments such as sports or an after school job. Some classes may assign long-term 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. It is 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 and manage 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

To support students in completing their homework, 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

Parent/Guardian

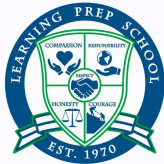
- Establish homework completion as a priority
- Communicate with teacher(s) if there are homework-related questions
- Provide a quiet place, adequate time and materials to complete homework without interruption (i.e., TV, phone, etc.)
- Assist with time management outside of school to ensure enough time is allowed to complete homework; encourage consistent daily routines
- Avoid completing homework assignments for or with the student in order to allow teachers to accurately evaluate student capabilities.

Homework Assignments During MCAS Testing

Students taking MCAS do not have homework the night before and the nights of 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

- After 2 missed assignments, your student's teacher will connect with your student directly to check in, offer support, and remind them that another missed assignment will prompt communication home.
- After 3 missed assignments, your student's teacher will email parents/guardians and include the student's counselor so they can touch base with the student. Teachers will communicate with other relevant team members (e.g. your student's ETF or other LPS



administrators) for team visibility on students who are struggling to meet homework expectations.

Grading Policies

Universal Grading Standards

Learning Prep School uses the following universal grading standards in academic classes:

	Middle School	High School
Science	25% Quizzes 50% Writing assignments & projects 25% RAPP	50% quizzes, projects, reports 50% classwork, class participation, and homework
ELA	Language Arts 50% Tests, Quizzes, Projects 35% Classwork, Participation 25% RAPP grades	50% Classwork and Participation 40% Tests, Quizzes, Projects, Essays 10% Homework
	Reading Comp 50% Classwork, Participation 50% RAPP grades	
Math	50% Quizzes/tests 25% Classwork, participation 25% RAPP	50% Quizzes 25% Classwork/Participation 25% Homework
History	50% tests & big writing assignments 25% quizzes & classwork 25% RAPP grades	65% Quizzes, Projects, Papers 25% Homework, Classwork, Notes 10% Class Participation

Middle School

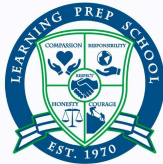
- **RAPP Grades:** Middle School students in grades 4-8 receive a RAPP (Responsibility, Approach, Participation and Progress) grade in each academic class. Parents/Guardians are encouraged to review the RAPP grades, discuss with students and seek clarification from staff. Students in grades 4-8 receive weekly RAPP grades.

High School

- **Mid-term Updates:** Students in grades 9-12 receive mid-term updates.

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 (exceptions would be for work/study students due to their bi-monthly schedule, absences,



holidays, make-ups/retakes, or 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 are given in academic classes 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. These exams help prepare students for similar experiences in schools and programs attended after graduating from Learning Prep School and provide strong reinforcement of curriculum instruction.
- In the High School, transcripts are produced and forwarded to post-High School programs as well as to the sending communities upon request.

Grade equivalents are as follows:

100	95-99	90-94	88-89	85-87	80-84	78-79	75-77	70-74	68-69	65-67	60-64	<60
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.4

Honor Roll

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

Action Plans for Improvement

Midway through each term, 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 if there are concerns about:

- Students who are potentially earning a grade of C or below during the first half of the term
- Students who have not made up missed work
- Students who are at risk of poor class participation grades due to attendance issues (absences, tardies, or excessive time out of class) or work refusal

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



districts (LEAs). 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. We encourage you to review grades and reports with your students and reach out to our faculty if you have any questions about grades or policies.

Incomplete Grades

Students may earn an "Incomplete" at the end of a term or school year if they have not successfully completed the assignments required to earn a grade in that class. 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 for that class.

Failing a Class

A student may fail a class if they have an average of 59 or below on tests, quizzes and assignments or if they demonstrate consistent failure to complete homework assignments.

Academic Integrity Policy

Students are expected to submit work that is their own original effort and accurately reflects their knowledge, skills, and understanding. Plagiarism, cheating, and other forms of academic dishonesty are prohibited.

Plagiarism includes, but is not limited to:

- Copying or closely paraphrasing another person's words, ideas, or work without proper acknowledgment.
- Submitting work completed by another student, parent, or other individual.
- Using content from books, articles, websites, online resources, or other sources without appropriate citation when required.
- Purchasing, downloading, or otherwise obtaining completed assignments and presenting them as one's own work.
- Using artificial intelligence (AI) tools, including generative AI applications, to create, revise, complete, or substantially contribute to an assignment when such use has not been expressly authorized by the teacher.
- Presenting AI-generated text, images, code, research, analyses, or other content as original student work.
- Misrepresenting the extent of assistance received from any source, including AI tools, adults, peers, or online services.

Unless specifically permitted by the teacher for a particular assignment, students must complete and submit their own work. When AI or other external tools are authorized, students must follow all teacher instructions regarding acceptable use, disclosure, and citation.



Violations of this policy may result in academic consequences, disciplinary action, further education around academic integrity, or some combination of the above, as determined by the school administration and applicable school procedures. Consequences may include receiving reduced or no credit for the assignment, being required to redo the work, parent/guardian notification, or other disciplinary measures.

LPS Organizational System

LPS Binder and Google Classroom System

All necessary binder materials and planners are provided by Learning Prep School. The binder/Google Classroom and Drive system is perhaps one of the most important organizational methods for our students. It is essential that all students bring their planner, and Middle School 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 binder section (if applicable) to use as a study/reference tool and to provide communication regarding progress.

Responsibility

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

- Initial setup and maintenance 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.

Health And Student Issues (HSI) Classes

The Counseling Department teaches Health and Student Issues Curriculum which follows the Curriculum Frameworks set by the Massachusetts Department of Elementary and Secondary Education. These classes (once a week in the Middle School and twice a week in the High School) follow a group format and focus on topics including, but not limited to safety, bullying prevention, SEL topics including emotional regulation and stress management, goal-setting, wellness (including hygiene, nutrition, exercise, etc.), substance awareness, and other related topics.

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. Prior notification will go home to families with information on choosing to opt out of instruction on these topics. 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.



High School Experiential Learning Program (ELP)

The 12th grade Experiential Learning Program (ELP) integrates practical life skills, academics and independent/community living components. Students are assigned to a week 1 or week 2 ELP schedule and are assigned to groupings and placements that meet their individual needs. Three days a week, students leave school for their work placements in the mornings and return in the afternoons; schedules vary by work sites. Two days a week, students participate in classroom and community based life skills and outings.

ELP Student Responsibilities

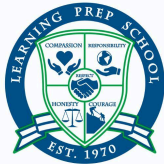
Work Responsibilities

- Students will learn, review and observe all of their work site's rules, regulations, and policies.
- 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, the program will work to locate a new position.
- Students on ELP work week will be allowed to carry their cell phones while off site at work site or on select ELP community outings.
 - ELP program staff will notify students when and where they are allowed to use cell phones during ELP week.
 - Students will still be expected to secure personal electronics in designated secure storage pouches during school week, while on site, and at any other times as directed by LPS staff.
 - Students will only use cell phones and other technology for work-related reminders and to communicate with their job coach.
 - Students are expected to follow all technology-related rules of work sites or community outing locations.

Learning Prep School's full Personal Electronics Bell-to-Bell policy can be found on pg. 24 of this handbook.

On The Job Rules

- Students should realize that while on the job, they represent themselves **and** Learning Prep School.
- Students must maintain the standard of hygiene and 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 of losing their job. .
- Students are expected to:
 - demonstrate appropriate use of the technology according to job regulations
 - demonstrate appropriate, safe behavior with tools, machinery, etc.
 - refrain from use of employee or company automobiles, buses or trucks
 - wear appropriate clothing suitable at work
 - demonstrate appropriate relationships with work site staff
- Students are to report to their work site supervisor and their job coach if they need to leave



early from a work site. When a student has been reported missing from a site, local police may be called.

Attendance Requirements

When absent during ELP weeks, students must call the school attendance line (617-965-0764 x 1100), and their work site/employer by 7:30 am each school and workday to report their absence until they return to school or work.

Schoolwork/Homework Requirements

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 work sites 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 for placement at certain work sites.
- 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.

ELP Student Behavior Expectations and Consequences

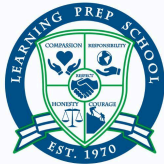
Each student is expected to follow the rules and policies of the school, including the ELP, and respect the rights of others. Acceptable and appropriate behavior includes the student's observance of all school, classroom, ELP, and work site rules. When a student does not meet these expectations, the school's administrative response will be made with parent/guardian and community contact. A copy of individual work site rules and policies will be provided upon request.

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.

ELP Parent/Guardian Responsibilities:

General Expectations

- Parents/Guardians review the ELP overview and Rules & Policies with students to ensure general understanding of the Program. Rules will also be reviewed in ELP.
- Parents/Guardians may 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/guardians should refrain from visiting or calling



work site locations, except in an emergency. Parents/Guardians are encouraged to call the Transition Supervisor with any questions.

Schedule and Time Management

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

Attendance

- Parents/Guardians 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 school nurses, the student will be sent home.
- Students who miss work for reasons other than illness risk losing ELP grade points for participation.
- Parents/Guardians should make sure their student calls the School Office and employer by 7:30 AM, if they are going to be out sick, or for any reason.

Experiential Learning Program (ELP) Work Site 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.
- Work site visits by job coach: job coaches visit work sites to observe LPS students. The job coach will discuss successes, goal progress & possible accommodations with the work site supervisor and student(s). Job coaches may collect data and communicate with work sites using electronic systems as well.
- Job coaches will work with work site supervisors to address any issues, create accommodations, or develop new goals for students.
- 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.)

Assuming Liability

Most employers agree to assume liability for the student while the student is on the premises of the site. The work site 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 work site. Under no circumstances should the student be operating heavy machinery or motor vehicles belonging to the worksite or work site 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, work sites will require parents to sign a liability waiver.

LPS High School Graduation Requirements

A student must have a minimum number of 120-130 credits to graduate from Learning Prep School. According to Massachusetts General Laws Ch. 71 Section 3. Students who receive any district funding should refer to their district's Competency Determination (CD) policies and local graduation requirements for details on diploma eligibility, as those policies supersede Learning Prep's own requirements.

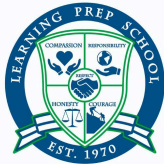
Learning Prep School's graduation requirements are as follows:

- 4 years of ELA: 24 total credits in Literature and 24 total credits in Language Arts (12 credits per year)
- 4 years of Math: 24 total credits (6 credits per year)
- 4 years of History: 24 total credits (6 credits per year)
- 3 years of Science: 18 total credits (6 credits per year freshman, sophomore and junior years)
- 4 years of Health/Student Issues (HSI): 8 total credits (2 credits per year)
- 4 years of Consumer Skills: 8 total credits (2 credits per year)
- 2 years of Career Ed: 4 total credits: (2 credits per year for junior and senior year)
- 4 years of Physical Education: amount of credits per year may vary, minimum 0.5 credits per year
- 4 credits of Work/Study earned Senior Year

School curriculum adheres to the Massachusetts Common Core Frameworks. Learning Prep School complies with the DESE's requirements for the administration of MCAS testing. Learning Prep School requires participation in physical education as part of its educational program. Students seeking a Massachusetts high school diploma remain subject to the graduation requirements of their sending public school district, including any physical education requirements established by that district.

Students may risk not earning a certificate of completion or diploma if they fail a required 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.

Students receiving publicly funded special education services in an out-of-district placement remain subject to the graduation requirements of their sending public school district. Consistent with M.G.L. c. 69, § 1D, M.G.L. c. 71B, 603 CMR 30.00, and DESE's *Graduation and Transition Planning for Students with IEPs* guidance, the sending district is responsible for convening annual IEP Team meetings and determining whether the student is making progress toward meeting state and local graduation requirements. Discussion of graduation expectations, Competency Determination requirements, transition planning, and projected graduation status should be included as part of the



IEP Team process. For students placed in out-of-district programs, the Team should include representatives of the placement program to ensure a shared understanding among the district, program, student, and parent/guardian regarding graduation requirements and postsecondary planning. Students must be provided the opportunity to participate in statewide assessments, including MCAS or alternate assessments when appropriate, with participation determined by the IEP Team based on the student's individual needs.

- 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/guardian 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.
- 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.
- Learning Prep School may award a certificate of completion or a diploma in accordance with its established program requirements.

SCHOOL COMMUNITY POLICIES AND PROCEDURES

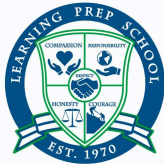
Bell-to-Bell Personal Electronic Device Policy

This policy aligns with guidance issued by the Massachusetts Attorney General's Office regarding student cell phone and social media use in schools (2025). Learning Prep School is committed to providing a safe, structured, and distraction-free learning environment that supports student engagement, social development, and equitable access to instruction. To promote these goals, students are expected to remain free from personal electronic device use throughout the school day.

Personal electronic devices include, but are not limited to, cell phones, smartphones, smartwatches with communication capabilities, earbuds, headphones, tablets, gaming devices, and similar personal technology.

We recommend that your student leave their personal electronics at home. Families will receive annual communication from Learning Prep School asking parents/guardians to report which devices their student intends to bring to school. If your student's plan to bring devices changes for the day, you can email msabsent@learningprep.org (Middle School) or hsabsent@learningprep.org (High School) to notify the school.

If your student chooses to bring personal electronics to school, these devices will be stored securely during school hours. At the start of the school day, students must place small personal communication devices (phones, smartwatches, and earbuds) in the school's designated secure



storage pouch system. Large devices (tablets, gaming systems, or other large personal electronics) must remain off and away in the student's backpack. All personal electronics must remain secured and inaccessible from the beginning of the school day until dismissal unless use is specifically authorized by school personnel. Students may not access or use personal electronics during classes, transitions, lunch, assemblies, community activities, service delivery, or other school-sponsored activities occurring during the school day. This includes texting, calling, recording, photographing, accessing social media, playing games, streaming media, or using internet-based applications. Students who need to communicate with a parent, guardian, or caregiver during the school day may do so through school staff. Families who need to reach a student during the school day should contact the school's main office.

Students with Disabilities and Individualized Accommodations

Nothing in this policy is intended to limit or interfere with accommodations, modifications, services, or assistive technology identified in a student's Individualized Education Program (IEP), Individual Health Care Plan, or similar individual plans designed to support student outcomes.

Students who require access to technology as part of a documented accommodation, communication system, health-related need, behavioral support, or assistive technology service may use approved devices in accordance with their individualized plan and under staff supervision as appropriate.

The school will work collaboratively with students, families, and educational teams to ensure that implementation of this policy remains consistent with each student's educational, communication, and accessibility needs.

Communication During the School Day

Learning Prep School relies on parent/guardian support and cooperation to maintain a safe, structured, and distraction-free learning environment. Please contact the main office if you need to speak with your student during school hours or communicate any information about your student's plan for the day.

Maintenance of School-Issued Personal Electronics Storage Equipment

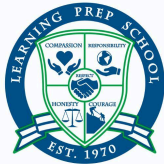
Students will be responsible for keeping their assigned electronics storage pouch in good condition and refraining from tampering with the locking mechanism or material. Families will be assessed a \$30 charge if their student intentionally damages or destroys their storage pouch.

Compliance and Progressive Response

School staff will use developmentally-appropriate and educationally-focused interventions when students do not comply with this policy. Responses may include redirection, problem-solving, temporary confiscation of a device, parent/guardian notification, restorative practices, loss of privileges, or other consequences consistent with the Student Handbook and applicable student support plans.

The school reserves the right to establish and modify procedures related to the collection, storage, and return of personal electronic devices in order to support effective implementation of this policy.

If staff observe or receive a report of a student with unsecured personal electronic devices during



the school day, the student will be asked to put their device away and the Dean of Students or Assistant Principal will be notified. Noncompliance and/or violations of the school's personal electronics policy will result in consequences outlined below:

First Offense - 1 day confiscation: The student's device will be confiscated for the remainder of the school day and will be picked up by the student at the end of the school day.

Second Offense - 5x day confiscation with parent notification: If the student fails to comply with this policy a second time, the student's device will be confiscated for the remainder of the school day, and the student must turn their personal electronics into the Main Office each morning for the following 5 school days. The Dean of Students will contact the student's parent/guardian to inform them of the repeated behavior and consequences.

Third Offense - Parent/Guardian has to keep the device at home for a period of time determined by the event: The Dean of Students will discuss and/or meet with the student's parent/guardian to develop a plan in an effort to change behaviors.

Cell Phone Use at Home:

We recommend you supervise your student when they are using phones and internet-enabled devices outside of school. This is an area in which students need a great deal of structure. Inappropriate use of call/text features, websites, e-mail, messaging, gaming platforms, and social media that occur at home are not the school's responsibility. We encourage parents and students to have open conversations regarding inappropriate communication through email, messaging, gaming platforms, and social media 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:

- Learning Prep School is not responsible for lost or stolen personal electronics.
- 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

Technology allows educators and schools to adapt to their students' needs, creating a more engaging, effective, and accessible environment. The school **loans** a Chromebook, charger, headset (optional) and mouse (optional) to each student.

Student Expectations:

- **Be respectful and responsible**
 - Carry and store your Chromebook safely
 - Take care of your Chromebook and report any issues or damage immediately
 - No personal stickers: only stickers allowed on the Chromebooks are the name label and library barcode label.
 - No eating or drinking anything while using the Chromebook
 - No putting heavy objects on top of the Chromebook
- **Log in using your school 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 their assigned device.

- Students in ELP and dual enrollment may utilize appropriate alternate emails as directed by faculty.
- **Email** is to be used appropriately and in compliance with all school policies
- **Browsing:** Students must follow all school rules and technology-related laws when browsing on their assigned device or using any apps. Learning Prep School monitors student use of assigned devices including websites visited, search and download history, etc.

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

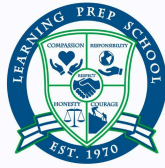
Online Safety Rules for Students:

- Students must always treat people online with respect, using only polite and acceptable language.
- Students must not reply to messages that are mean or make the student feel uncomfortable in any way. Students should notify their counselor immediately if they receive any upsetting messages.
- Bullying of anyone online in any way is not tolerated. This can include sending pictures, sharing videos, spreading gossip, setting up fake profiles or saying cruel things about people. Refer to Learning Prep School's Anti-Bullying policy for more details.
- If a student has difficulty managing the completion of classwork and/or homework due to online distractions, Learning Prep School staff may develop a plan to restrict and/or withdraw a student's school issued Chromebook usage for a period of time.
 - In addition a technology plan, instruction of targeted skill development and education regarding appropriate and functional technology usage will be simultaneously provided to the student.

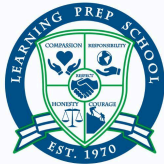
Student Records and Confidentiality

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 ensure 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 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/guardian 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 members 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:* Parents/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, if they do not have shared decision-making and/or a guardianship arrangement, they 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.
 - *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 memory aids maintained by school personnel for their own use are not considered part of the student record and are not subject to parent or student review, provided they are kept in the sole possession of the maker and are not accessible or revealed to any other person except a temporary substitute. If such notes are shared with other school personnel, they may become part of the student's record regardless of where they are maintained. Test protocols and similar materials developed or used by evaluators in connection with educational evaluations are maintained in accordance with applicable state and federal laws governing student records and educational evaluations.



- *Authority of School Districts to Transfer Records to Other Public School Systems.* In accordance with applicable federal and Massachusetts student record laws and regulations, Learning Prep School may transfer a student's record to a public or private school in which the student seeks or intends to enroll without obtaining prior consent from the parent/guardian or eligible student. Parents/guardians and eligible students are notified annually of the School's student record practices and rights.

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.

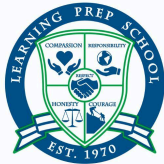
- **Behavior:**
 - Student displays behavior that models the LPS five core values of compassion, courage, honesty, responsibility, and respect
 - No suspensions
 - No alcohol, drugs, weapons
- **Attendance:**
 - No more than three (3) unexcused absences per quarter;
- **Grades:**
 - All grades must be kept at a C or above.

Participation In Home/District Sports & Activities

In order to assist with scheduling, students who plan to try out for any sport in their sending community must request an INTERSCHOLASTIC SPORTS/ACTIVITIES IN A SENDING COMMUNITY CONTRACT from the Dean of Students. Participation will be at the discretion of the Learning Prep High School administration and the sending community High School program. For students who make their team, rules are established in conjunction with the MIAA:

- **Behavior:**
 - No more than six (6) referrals per quarter
 - No suspensions
 - No alcohol, drugs, weapons
- **Attendance**
 - No more than three (3) unexcused absences per quarter;
 - An absence will be reported to the coach prohibiting the student from participating that day
 - No Excessive tardiness (not related to outside transportation)
- **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.



Dress Code Expectations

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. Counselors and/or administrators may help guide students in making good decisions about their clothing choices.

HEALTH CARE POLICIES

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

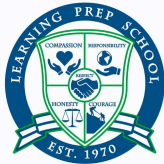
Parents/Guardians are provided with the following forms annually:

- 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.
- Confidentiality of School Health Records - Student Medical Alert Consent Form
- Does your child require medication at school form & Health attestation form
- Medication Permission Forms:
 1. Medication Permission Form: BOTH the signature of parent/guardian AND the student's physician/licensed prescriber is required for Learning Prep School to dispense any prescription medicine
 2. Medication Permission Form for Over the Counter Medication: The signature of parent/guardian is required for Learning Prep School to dispense any over the counter medication

Medical Records

Please complete all medical information forms and permission slips and return to Learning Prep School 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.

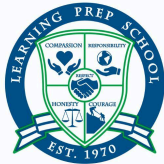
A student will be sent home if the school nurse determines that they are too ill to stay until the end of the day. If a parent/guardian cannot come to pick up the student we will reach out to your emergency contacts. We ask that you make every effort to pick up your student in a timely manner if they are dismissed due to illness.

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 without the use of fever-reducing medications 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 CONTACT 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 a local hospital (determined by EMS) 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. Your child's BMI is documented in their chart. If you would like a copy of the results please contact the school nursing office.

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.

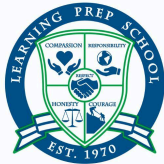
If a parent/guardian does not want their student screened at school they may contact the nurse in writing to opt their child out of these annual health screenings.

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
- 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 series 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

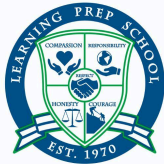
Medication to be given at school must be accompanied by a signed Medication Permission Form and/or over-the-counter Medication Permission Form. For short-term medications such as antibiotics, the prescription bottle is accepted as a licensed health care provider's order; however the Medication Permission 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. If another responsible adult is delivering your student's medication to school, please call ahead and notify the school nurse at ext. 1014.

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.

M.G.L. c. 71, § 54B (Massachusetts General Laws, Chapter 71, Section 54B)

“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 students' health, well-being and the ability to learn by supporting and teaching healthy eating and physical awareness and activity. LPS will engage students, parents/guardians, 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. We 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.

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. From time to time we can incorporate fresh herbs and vegetables from the Learning Prep School Greenhouse into our dishes. Our focus is to integrate more fresh, from-scratch recipes using more wholesome ingredients to create well-balanced and healthy meals. 9th grade HSI curriculum covers nutrition information and delivers instruction on making healthy dietary choices.

Physical Activity



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 a behavioral consequence. Withholding opportunities for physical activity (recess, physical education class) as a behavioral consequence is also discouraged.

Breakfast and Lunch Program

Learning Prep School offers breakfast and lunch to all students at no additional cost. The LPS Menu is available on the school website and app. 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 work under a strict sanitation code and our facilities are inspected regularly by the Newton Board of Health. Staff is trained in sanitation, allergy awareness and CPR/first aid.

Peanut And Tree Nut Free Policy

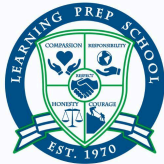
Learning Prep School is a peanut and tree nut-free school in order to best protect individuals with life-threatening allergies. For some allergic individuals, even being exposed to trace amounts of peanuts or tree nuts through skin or airborne contact may lead to anaphylactic shock. We believe increasing community awareness of potentially problematic ingredients is the best way to promote safety and minimize potential harm to those with severe peanut and tree nut allergies.

Our Peanut and Tree Nut Free Policy means individuals should not bring the following foods onto the school bus or into school:

- Peanuts, almonds, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios, walnuts, peanut butter, any kind of nut butter, 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, or sauces.

We ask that you 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 for helping us to make LPS as safe as possible for all students.

If a student has brought a food item into school that contains peanuts or tree nuts and that item remains completely sealed in its original packaging, staff will report to the nurse who will contact home. It will be at the nurse’s discretion if the item can be sent back home with the student, with the expectation that the student will not open the item at school or on their bus. Items that have been opened or partially consumed will not be sent home.



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.

BEHAVIOR AND DISCIPLINARY POLICIES

Our 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.

Middle School and High School Behavior Support Referral

Learning Prep follows some of 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 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 the Dean of Students) are 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:

For ongoing challenging behaviors or for more serious incidents, a student earns a behavior support referral. The referral is passed into the Dean of Students 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). Some behaviors are a manifestation of 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/guardians 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/guardians will receive a phone call from the Dean of Students or their student's counselor for any serious incidents and any follow-up that is recommended.

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 in violation of the bell-to-bell policy
- not following routine classroom procedures
- using a cell phone in violation of the bell-to-bell 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 in violation of the bell-to-bell policy
- disrupting class
- cheating/plagiarizing
- failure to call in when absent for work during ELP

Problems with transportation vehicles, drivers, or companies should be reported to the school's transportation coordinator. Disciplinary matters should be negotiated with the cab company and the student's parents/guardians (and with the sending district included as needed).

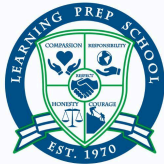
Guidelines For Searching Students

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.

Anti-Bullying Policy

This policy aligns with guidance issued by the Department of Elementary and Secondary Education (DESE)'s Model Bullying Prevention and Intervention Plan required under M.G.L. c. 71, § 370 and the Safe and Supportive Schools Framework (2014). This plan applies to all students and members of school staff, including, but not limited to educators, administrators, school nurses, custodians, athletic coaches, advisors to extracurricular activities, and all other Learning Prep School personnel.

Massachusetts 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 Learning Prep School. 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 a safe learning environment maximizes student outcomes. All staff at Learning Prep 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 Learning Prep School 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: as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 370 for the legal definition of cyberbullying.

Hostile Environment as defined in M.G.L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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.

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 a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

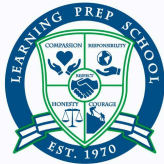
What bullying is not: It is important to understand that conflict is not the same as bullying. Arguing, verbal abuse (not repeated), ignoring, roughhousing, being mean and fighting, while against the rules, are not necessarily bullying. Whether it is a case of bullying or conflict, all incidents should be reported to Learning Prep School staff.

Reporting Bullying

- Bullying reports can be made by staff, students, parents/guardians, or others, and may be oral (told to someone) or written. Oral reports made by or to a staff member shall be recorded in writing. 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 LPS Incident Reporting Form from the LPS website and sending via U.S. Mail. However, no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.
- Use of an Incident Reporting Form is not required as a condition of making a report. Learning Prep makes its Incident Reporting Form available in the school's main office and posts it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.
- At the beginning of each school year, Learning Prep School will provide the school community with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the executive director or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

Reporting by Staff: A staff member will report immediately to the principal or designee, or to the executive director or designee when the principal or the assistant principal is the alleged aggressor, or to the Board of Directors or designee when the Executive Director is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with the school's disciplinary policies.

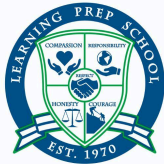
Reporting by Students, Parents/Guardians, and Others: The school expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or executive director or designee if the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.



Responding to a Report of Bullying or Retaliation Allegations of Bullying by a Student: In response to an allegation of bullying or retaliation by a student, the following is recommended.

- **Safety:** Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or during school-sponsored activities; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.
- The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.
- **Obligations to Notify Others:** The principal or designee is obligated to notify the following of an allegation.
 - **Notice to Parents or Guardians:** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents/guardians of the target and the student aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
 - **Notice to Another School or District:** If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
 - **Notice to Law Enforcement:** At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor. In making this determination, the principal will, consistent with the Plan and with applicable school policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

Investigation: The principal or designee will promptly investigate all reports of bullying or

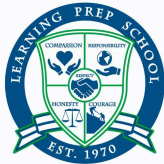


retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

- During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.
- Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.
- Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.
- **Determinations:** The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.
- Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents/guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.
- The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents/guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.
- The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

Responses to Bullying

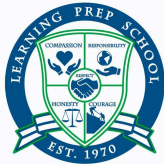
- **Teaching Appropriate Behavior Through Skills Building:** Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 370 (d) (v). Skill-building approaches that the principal or designee may consider include but are not limited to:
 - offering individualized skill-building sessions based on the school's/district's



- anti-bullying curricula
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel.
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals,
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home
- adopting behavioral plans to include a focus on developing specific social skills, and
- making a referral for evaluation.
- **Disciplinary Action:** If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's policies.
 - Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.
 - If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.
- **Promoting Safety for the Target and Others:** The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.
- Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.
- Any parent/guardian wishing to file a claim/concern or seeking assistance outside of Learning Prep School may do so with the Department of Elementary and Secondary Education (DESE) Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/prs>, emails can be sent to DESECompliance@mass.gov or individuals can call 781-338-3700.

Acts of Bullying, which include cyber-bullying, are prohibited:

- I. on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- II. at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create 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.



Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

Students whose behavior breaks these rules will be given consequences, which may include serving a 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.

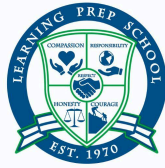
Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

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.

Suspension Policy

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.

In School Suspensions

- Students serving in school suspensions will be supervised at all times by the dean or a designee
- 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 parents/guardians in writing.

Out of School Suspensions

- Out of school suspensions are generally for safety reasons or related to progressive discipline
- Notification of an out of school suspension will be made to the LEA and the parents/guardians in writing.

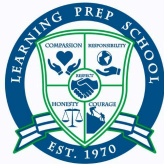
3-5 Day Suspensions

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/guardians, 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/guardians and the LPS shall send a written statement explaining the reasons for suspension to the parents/guardians 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/guardians, 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:

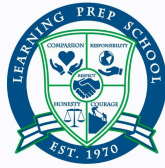
- A request is made of the student's responsible school district to convene an IEP Team meeting, which includes representation from Learning Prep School, prior to a suspension that constitutes a change in placement of a student with disabilities.
- Learning Prep School participates in the Team meeting:
 - 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/guardian) 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.)

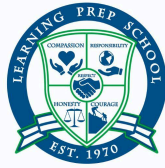
The Department of Elementary and Secondary Education and the Department of Youth Services shall, pursuant to a study and recommendations conducted by the Mass Jobs Council, assure that an educational opportunity is provided for a student whose admission to a school or right to educational services is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

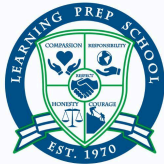
Learning Prep School shall act to investigate all complaints of sexual harassment and discrimination, formal or informal, verbal, written, or electronic, and to discipline or take other appropriate action against any member of the school community who is found to have violated this policy.

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 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, family-teacher conferences, and/or
- b. Recommendation or actual issuance of a warning, suspension, exclusion, expulsion, transfer, termination or discharge.

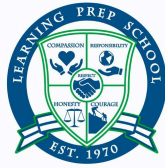
School action taken for violation of this policy shall be consistent with the requirements of applicable state and federal laws, and school policies for violations of a similar nature or similar degree of severity.

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/guardian 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/guardian 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.

REPORTING A COMPLAINT **REGARDING STUDENT 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

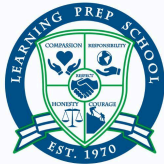
A parent/guardian or student may register a complaint regarding their education and care by contacting the principal.

Investigating Process

Upon receipt of a parent/guardian or student complaint, the principal will discuss it more fully with the parents/guardians 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 parents/guardians or student shall have the right to appeal the decision regarding a complaint, to the Executive Director. The parents/guardians 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 parents or guardians within three school working days of receipt of the appeal. At the hearing, the student or parents/guardians 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.



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.

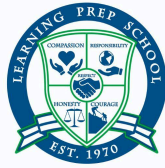
Consent voluntary and knowing agreement. Consent may not be possible due to age or disability.

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.

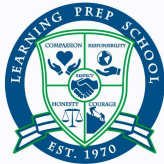
When a complainant requests that his or her name not be disclosed to the perpetrator our school will ensure that such information is securely handled. While it may be required to disclose this information to certain parties due to the age of the complainant, the information will still be handled considering 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, the 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. If the complaint involves the Title IX Coordinator (COO), the report shall be made to the Executive Director (regarding a student-related complaint) or HR Manager (regarding a staff-related complaint).

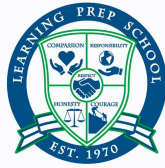
Upon receipt of a report, the Chief Operating Officer must promptly contact the complainant to discuss supportive measures, consider the complainant's wishes regarding supportive measures, and explain the process for filing a formal complaint and notify the school district within two school working days, 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 will undertake an investigation regarding student reports and the Human Resources Director will do so 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. 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.

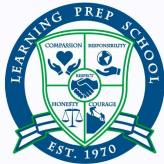
Decision Making Process

Upon receipt of the investigative report, the Decision Maker, the principal, regarding student reports and 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, family-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.

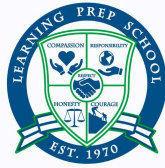
The school's investigation of each complaint filed under these procedures will be reported in writing to the complainant and other parties by the school, in accordance with state and federal statutes regarding data or records privacy, and consistent with the privacy rights of the alleged perpetrator, 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 parents or guardians within three school working days of receipt of the appeal. At the hearing, the student or parents/guardians 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.



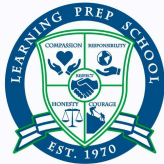
Retaliation

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/guardians: [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/guardians and sending district (if applicable) will do on-site visits to determine the appropriateness of the proposed program
- With the permission of the parents/guardians, school records will be forwarded for consideration
- 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

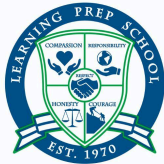
CONDITIONS/PROCEDURES FOR TERMINATION

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 ELP rules and regulations
 - Failure to be accepted to the ELP program (after careful review during the 11th grade 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

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 pronouns 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. Learning Prep School 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. Learning Prep School will work with a student and the parents/guardians 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, 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 parents/guardians should email, call, or go to the Principal and ask for a name change form.
- Students younger than 14 will need their parents/guardians to be part of the requesting process.
- Students aged 14 and above can request a name change themselves without parents/guardians 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