

Lowell High School

A Teaching and Learning Community



Parent/Guardian & Student Handbook

School Year 2021-2022

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Notice to parent/guardian/guardians

Please visit our web site at <http://lhs.lowell.k12.ma.us> for important school information.

Parent/guardian/guardians are welcome to meet with administrators and teachers at Lowell High School. To accommodate the needs of all parties, an appointment is required and may be made by contacting your child's house office. Your child belongs to _____ House or FA.

Important Telephone Numbers

Freshman Academy

Director (Dr. Rothschild)	978-275-6301
Clerk	978-441-3704
Guidance	978-441-3707

B House

House Dean (Mrs. Haley)	978-446-7333
Clerk	978-937-8906
Guidance (A-L)	978-937-7672
Guidance (M-Z)	978-446-7471

C House

House Dean (Dr. Vejar)	978-937-8908
Clerk	978-937-8907
Guidance (A-L)	978-446-7338
Guidance (M-Z)	978-441-3723

D House

House Dean (Mr. O'Keefe)	978-937-8909
Clerk	978-446-7424
Guidance (A-L)	978-446-7455
Guidance (M-Z)	978-446-7454

E House

House Dean (Mr. Slattery)	978-446-7312
Clerk	978-446-7311
Guidance (A-L)	978-446-7349
Guidance (M-Z)	978-446-7374

Career Academy

Principal (Mrs. O'Loughlin)	978-970-3326
Clerk	978-970-3318

Leblanc Therapeutic Day School

Coordinator (Mrs. Cuneo)	978-970-5466
Clerk	978-970-5467

Lowell School Committee

John Leahy, Mayor-Chairperson

Andre P. Descoteaux, Vice Chairperson

Hilary Clark

Mike Dillon Jr.

Jackie Doherty

Dominic Lay

Connie A. Martin

Lowell School Department

Superintendent of Schools

Dr. Joel Boyd

Chief Academic Officer

Robin Desmond

Chief Equity & Engagement Officer

Latifah A. Phillips

Chief Financial Officer

Billie Jo Turner

Chief Operating Officer

James P. Hall

Chief Schools Officer

Liam Skinner

Lowell Public Schools

155 Merrimack Street

School Year 2021-2022

Lowell High School Administrators

Michael Fiato, Head of School
Dr. Jill Rothschild, Associate Head of School
TBD, Coordinator of Student Support Services
Dr. Roxane Howe, Discipline and Operations Specialist
David Lezenski, Director of Athletics & Physical Education

House Deans

Deidre McCarty-Haley, B House
Dr. Maria Vejar, C House
Timothy O'Keefe, D House
David Slattery, E House

Freshman Academy

TBD, Director
Angela Lawler-Brennan, Student Services Specialist
Michael Frederickson, Student Services Specialist

Department Heads

Allyson Carbone, Special Education
Jessica Daviso, Fine Arts
Robert DeLossa, Social Studies
Stephen Gervais, Foreign Language & English Language Learners
Suzanne Keefe, English
Dr. Elizabeth Often, Mathematics
Dr. Stephanie Selvaggio, Science & Health
TBD, Physical Education

Alternative School Administrators

Carolyn Cuneo, Coordinator, Leblanc Therapeutic Day School
Megan O'Loughlin, Principal, Career Academy

Mission Statement

Lowell High School is a teaching and learning community that strives to **INSPIRE**, **EDUCATE** and **PREPARE** our students for the 21st century by focusing on:

Empathy, Global Perspective, and Civic Engagement

- Cross-Cultural Awareness and Proficiency
- Personal, Social, and Civic Responsibility in a Multicultural Society
- Understanding of Community and Global Society

Critical and Inventive Thinking

- Critical Reasoning and Problem Solving
- Agility, Adaptability, and Risk-Taking
- Joy, Curiosity, and Imagination
- Motivation and Creativity
- Curating Knowledge

Communication and Collaboration

- Oral and Written Communication
- Effective, Active Listening
- Media Literacy
- Digital Competence and Citizenship
- Evaluation and Interpretation of Data and Information
- Teamwork and Interpersonal Skills

Career Preparation and Life Skills

- Executive and Organizational Skills
- Competency in Learning Standards and Skills
- Vocational Opportunities and Certifications

Holistic Awareness

- Self-Advocacy, perseverance, and resilience
- Wellness
- Connection to the Natural World
- Kindness

LHS Core Values

- Responsibility : being accountable for one's actions
- Integrity : being honest with moral principles
- Determination : firmness of purpose in setting and achieving goals
- Engagement : being involved in the learning process
- Respect : regard for the feelings, wishes, rights, traditions of others

Portrait of a Graduate

Over the past 18 months, Lowell Public Schools has been bringing together our students, families, educators, employers, and community partners to create a bold new vision for Lowell's graduates.

Portrait of a Graduate (POG) is a community-driven process that will define success for Lowell students, including the values, knowledge, skills, and work habits they will need to thrive as learners, workers, and leaders in the 21st century. Six competencies were identified from this collective vision (Mind, Heart, Spirit, Skills, Network, and Leadership) as the key skills and attributes students should acquire and master by the end of their senior year. Our school community and stakeholders are working together on formalizing our action plan to infuse these competencies into the student experience at Lowell High School.

History of Lowell High School

The Lowell School System began in 1824, seven years before the opening of Lowell High School in 1831. Lowell High School antedates the incorporation of Lowell as a city. The high school was first organized in December 1831 under 19-year-old Head of School Thomas M. Clark with 47 pupils.

The high school moved to the present location of Kirk and Anne Streets in 1840. In the early days of its existence, some of the students were only 9 or 10 years old. By 1883, the minimum age was 12 years for Lowell High School, which was the first public co-ed high school in the United States, but from 1840 to 1867, boys and girls had separate classrooms. The first diplomas were awarded in 1858. In 1863, alumni associations were formed and reunions were held.

In 1859, James C. Carney of the Lowell Institution for Savings established a fund to finance medals to be awarded to the top three male and female graduation students for excellence in character, scholarship, and attendance. This marked the first recognition of girls for academic achievement in high school.

In 1896, the handsome structure, still in use, known as the Coburn Building, was erected. Within 25 years, overcrowded conditions led Headmaster Cyrus W. Irish, for whom the present auditorium is named, to envision the large, well-equipped building that became a reality in 1922. In the fall of 1980, LHS students began to use the new addition, which included a modern cafeteria, field house, and swimming pool.

In the fall of 1997, students benefited from the 40 million dollar expansion and renovation of Lowell High School's buildings. The construction included additional classrooms, a new library/media center, TV, and Technology Center, refurbishing of the auditorium, a second bridge, greatly expanded computer facilities, and numerous infrastructure repairs and replacements.

In 1998, *U.S. News & World Report* recognized Lowell High School as one of 96 outstanding high schools in the nation. In 2008, *Boston Magazine* ranked Lowell High School as 25th on their list of the 50 Best Public High Schools in the Commonwealth of Massachusetts.

In the spring of 2011, Lowell High School was selected for the Advanced Placement Program’s Achievement District Honor Roll for 2011, acknowledging Lowell High School’s success and efforts to expand AP access, performance, and commitment to increasing student achievement.

In 2016 the Massachusetts School Building Authority (MSBA) approved a feasibility study for a new/renovated high school in Lowell. On May 1, 2018 the Lowell City Council formally voted for the preferred option which leaves the high school in its current location with a combination new/renovation on an expanded site. On May 7, 2019 the Lowell City Council authorized the bond for the new/renovated high school.

LHS Distinguished Alumni

The Distinguished Alumni Award honors individuals who have attended or graduated from Lowell High School and have distinguished themselves by reaching the highest level of personal and professional accomplishment in their lives since graduating from Lowell High School.

2004 Honorees

Jack Kerouac	Class of 1939	Writer
George Behrakis	Class of 1951	Business Owner
Paul Tsongas	Class of 1958	U.S. Senator
Donna Lavigne McCallum	Class of 1961	Business Owner
Elkin McCallum	Class of 1961	Business Owner

2005 Honorees

Brendan Leahey	Class of 1922	Eye Surgeon
James Conway	Class of 1941	Business Owner
Joseph McCarthy	Class of 1956	Plastic Surgeon
Elinor Lipman	Class of 1968	Writer
Ted Leonsis	Class of 1973	Businessman/Author

2006 Honorees

General Ben Butler	First Class of LHS	Governor of Massachusetts
Thomas Francis Sexton	Class of 1958	Poet Laureate, Alaska
Homer W. Bourgeois	Class of 1920	Banker
Gerald Chertavian	Class of 1983	Entrepreneur
Herbert J. Zarkin	Class of 1956	C.E.O. BJ’s

2007 Honorees

Teresa Garland Lew	Class of 1912	Teacher/Lawyer
Bradford T. Morse	Class of 1938	Congressman
Rosalind Elias	Class of 1947	Opera Singer

George L. Duncan	Class of 1957	Banker
Kendall Wallace	Class of 1959	Newspaper Publisher
<u>2008 Honorees</u>		
William H. Sullivan, Jr.	Class of 1933	Businessman
Janet Lambert Moore	Class of 1956	Artist
Deborah Hopkinson	Class of 1969	Writer
Martin T. Meehan	Class of 1974	Congressman/Chancellor
Luis Pedroso	Class of 1980	Businessman
<u>2009 Honorees</u>		
Charles H. Allen	Class of 1865	Politician/Businessman/Artist
Edward McMahon	Class of 1940	Television Personality
Gilbert G. Campbell	Class of 1947	Business Owner
Mary E. O'Brien	Class of 1968	Business Owner
Robert L. Lekites	Class of 1971	Executive UPS
<u>2010 Honorees</u>		
Helen Sawyer Hogg	Class of 1921	Astronomer
George Simonian	Class of 1945	Educator
Arnold S. Trebach	Class of 1946	Lawyer/Activist
Thomas Hayes	Class of 1978	Business Strategist
Patrick Tighe	Class of 1984	Architect
<u>2011 Honorees</u>		
William O'Connell	Class of 1876	Cardinal
John Stack	Class of 1924	Aeronautics Engineer
George Tsapatsaris	Class of 1949	School Superintendent
Robert Goldberg	Class of 1968	Doctor/Professor
Patti Fleming	Class of 1982	Humanitarian
<u>2012 Honorees</u>		
Milton Bradley	Class of 1854	Entrepreneur
George F. McLean	Class of 1946	Scholar/Oblate Missionary
Roger M. Boisjoly	Class of 1955	Engineer
William J. Samaras	Class of 1959	Head of School
Timothy M. Sweeney	Class of 1983	Insurance Executive
<u>2013 Honorees</u>		
Frank Goldman	Class of 1907	Founder of Hebrew Center
Mary Agnes Hallaren	Class of 1925	Women's Army Corps, Colonel
Arthur C. Anton	Class of 1943	Businessman/Philanthropist
James S. Herscot	Class of 1954	Businessman/Philanthropist
George Michael Ward, Jr.	Class of 1991	Professional Fighter/Author
<u>2014 Honorees</u>		

James F. Linnehan	Class of 1939	Assistant Attorney General
John J. Lardner	Class of 1949	Agent with Secret Service
Marilyn Swartz-Lloyd	Class of 1962	President/CEO MASCO
Robert J. Kilmartin	Class of 1976	Colonel, U.S. Marine Corp
Michael J. Kuenzler	Class of 1979	Businessman

2015 Honorees

James F. Sullivan	Class of 1877	Physician
Joseph P. Donahue	Class of 1909	Attorney
Robert A. Lemire	Class of 1950	Investment Banker
Hazel Ann Roper	Class of 1957	Minister
James F. Conway	Class of 1970	Businessman

2016 Honorees

Solon A. Perkins	Class of 1850	Captain, U.S. Army (KIA)
James C. Ayer	Class of 1854	Businessman
Phillip L. Shea	Class of 1950	State Legislature
Roger Landry	Class of 1988	Catholic Priest
Heena P. Santry	Class of 1992	Surgeon/Professor

2017 Honorees

Esther M. Wilkins	Class of 1933	Professor of Dentistry
Gerald R. Wallace	Class of 1952	Bank President/CEO
Brian J. Martin	Class of 1968	City Manager/Head of School
Brian L. Chapman	Class of 1980	Entrepreneur/Philanthropist
Thomas A. Golden, Jr.	Class of 1989	State Representative

2018 Honorees

Helen Mangan Brooks	Class of 1937	Captain, U.S. Army
Donald W. Dowd	Class of 1947	Law Professor
Peter S. Stamas	Class of 1947	Headmaster, Lowell High
Brendan V. McAdams	Class of 1954	Surgeon
James Campbell	Class of 1962	City Manager, Lowell

2019 Honorees

Loring Wyman Trull	Class of 1928	Teacher
Benjamin F. Lambert	Class of 1950	Patent Attorney
Robert J. Regan	Class of 1973	Media Production
John Haley	Class of 1985	Business Owner
Lori Loureiro Trahan	Class of 1991	Congresswoman

Lowell Public Schools 2021-2022 School Year Calendar

Monday, August 30, 2021	Staff Return to School – Staff Orientation Day
Tuesday, August 31, 2021	First Day of School – Grades 1-12
Friday, September 3, 2021	No School Labor Day Recess
Monday, September 6, 2021 *	No School – Labor Day
Tuesday, September 7, 2021	First Day of School – Pre-Kindergarten & Kindergarten
Wednesday, October 6, 2021	Wednesday - ½ Day Early Release for grades PreK-12
Monday, October 11, 2021 *	No School –Indigenous Peoples Day
Tuesday, November 2, 2021	No School for Students -Election Day -Professional Day for Staff
Thursday, November 11, 2021 *	No School - Veterans' Day Observed
Wednesday, November 24, 2021	Early Dismissal – Thanksgiving Recess
Thursday, November 25, 2021 *	No School - Thanksgiving Day
Friday, November 26, 2021 *	No School – Thanksgiving Recess
Monday, November 29, 2021	Schools Re-Open
Wednesday, December 8, 2021	Wednesday -½ Day Early Release for grades PreK-12
Thursday, December 23, 2021	Holiday Vacation Begins at the Close of Day
Friday, December 24, 2021 *	Christmas Day [Holiday Break: Friday, December 24th – Friday, December 31, 2021]
Monday, January 3, 2022	Schools Re-Open
Wednesday, January 12, 2022	Wednesday - ½ Day Early Release for grades PreK-12
Monday, January 17, 2022 *	No School – Martin Luther King, Jr. Day
Wednesday, February 9, 2022	Wednesday - ½ Day Early Release for grades PreK-12
Friday, February 18, 2022	Mid-Winter Vacation Begins at the Close of School
Monday, February 21, 2022 *	President's Day –[Mid-Winter Vacation: Monday, February 21 – Friday, February 25, 2022]
Monday, February 28, 2022	Monday – Schools Re-Open
Wednesday, March 9, 2022	Wednesday - ½ Day Early Release for grades PreK-12
Friday, April 15, 2022 *	No School – Good Friday
Friday, April 15, 2022	Spring Vacation Begins at the Close of School
Monday, April 18, 2022 *	Patriot's Day – [Spring Break: Monday, April 18 th – Friday, April 22, 2022]
Monday, April 25, 2022	Schools Re-Open
Wednesday, May 11, 2022	Wednesday - ½ Day Early Release for grades PreK-12
Monday, May 30, 2022 *	No School – Memorial Day
June 2022 (TBD) Will be on the last day of School	TBD- ½ Day Early Release for grades PreK-12
Tuesday, June 14, 2022	180 th School Day
Monday, June 20, 2022 *	Juneteenth Day
Wednesday, June 22, 2022	185 th School Day [Includes five (5) Snow Days]

Approved by the Lowell School Committee at their meeting of: March 17, 2021

* Central Administration, Family Resource Center will be closed in observance of a holiday

Academic Policies

Promotion Requirements

Students must be promoted from the 8th grade to enter Lowell High School.

In order to move to the next grade level, students must earn the following credits:

- To grade 10, students must have earned 20 credits
- To grade 11, students must have earned 40 credits
- To grade 12, students must have earned 60 credits

Student Course Load, Selection and Changes

The nature of the program at Lowell High School requires that every student must carry a full schedule of classes that covers seven (7) courses per semester.

parent/guardian/guardians and students must understand that once the program is set and the school year starts, a note from home does not authorize a change in the courses or schedule; nor does it give permission for dropping courses. Deadlines for course selections and changes will be established and widely publicized among the students. Requests for changes will be treated on an individual basis. No changes will be permitted after the established deadlines. The Head of School will have final authority on all of these matters.

Graduation Requirements

To obtain a diploma of graduation from Lowell High School, each student must satisfy the following minimum requirements:

- Must have at least four (4) years attendance (eight complete semesters) at the high school level.*
- Must pass ten (10) credits in U.S. History and Government.
- Must pass twenty (20) credits in English. English must be selected and passed each year. No more than two core English courses may be taken during a semester without the approval of the English Department Chair.
- Must pass ten (10) credits in Mathematics. Students must pass Algebra IA, Algebra IB, Geometry A, and Geometry B.
- Must pass ten (10) credits in Science.
- Must select Physical Education each year and pass four (4) semesters in Physical Education for (10) credits. AFJROTC, Dance, Band, or Show Choir may be substituted each year for this requirement. This requirement may be waived only by the Head of School for documented medical excuse, for critical course conflicts, or for other extenuating circumstances.
- Must select Health Education A in the ninth (9th) grade and Health Education B in the tenth (10th) grade. Both health courses (2.5 credits each) must be passed for a total of five (5) credits. AFJROTC may be substituted each year for this requirement.
- Must fulfill the standard requirement of ninety (90) credits of which at least twenty (20) credits must be earned in the senior year.
- Must pass the MCAS exam in ELA, Mathematics and Science.

*Students who wish to appeal for a waiver of the 4-years of service requirement and/or the “at least 20 credits must be earned in the senior year” requirement, must submit a letter of appeal, with the recommendation of their House Dean, to the Head of School for final approval.

MCAS Competency Determination as a Graduation Requirement

Students must satisfy the MCAS requirements to earn a competency determination. Achieving Competency Determination indicates that the student is knowledgeable in the course materials that are tested by the MCAS (Massachusetts Comprehensive Assessment System).

To earn CD, students must achieve a scaled score of:

- at least 240 on the "legacy" (paper-based) grade 10 MCAS English language arts (ELA) and mathematics tests
 - or a score of 472 on the "next-generation" (computer-based) ELA test and a score of 486 on the "next-generation" mathematics test)
- at least 220 on a high school "legacy" MCAS science test in one of the three subjects Lowell High School offers (biology, chemistry, or introductory physics)

Educational Proficiency Plan

An EPP is an educational planning tool to be developed for the subject area(s) in which students did not pass the mathematics MCAS and includes:

- A review of the student's strengths and weaknesses based on MCAS and other assessment results, coursework, grades, and teacher input; courses the student will be required to take and successfully complete in grades 11 and 12 in relevant content area(s)
- For the mathematics “legacy” test, students who receive a score between 220–238 must successfully complete an Educational Proficiency Plan (EPP) developed for them by Lowell High School in order to earn a CD.
- For the mathematics “next-generation” tests, students who have not yet scored a scaled score of 486 or higher on the mathematics test must successfully complete an Educational Proficiency Plan (EPP).
- Lowell High School does not require the ELA EPP due to LHS ELA requirements.
- There is no Science EPP.

MCAS Performance Appeals

The MCAS Performance Appeals process was established in 2002 to provide eligible high school students who have been unable to pass the required MCAS tests with an additional opportunity to demonstrate through their course work that they meet or exceed the state's Competency Determination (CD) standard in order to earn a diploma.

An MCAS Performance Appeal is not a waiver of the MCAS requirements. It is an alternative route to completing the MCAS requirements.

A district may file an appeal for a student who has not yet passed one or more of the required MCAS high school tests if the student meets all eligibility requirements. Parents and students (if age 18 or over) may also request that the district file an appeal on behalf of the student. The superintendent or designee must file an appeal on behalf of a student with a disability if the parent (or student age 18 or older) requests it. The superintendent must affirm that the student is on track to meet local graduation requirements, the student's graduation is supported by the IEP Team, and is so indicated on the IEP form.

Types of Appeals

- Cohort Appeals

A cohort appeal is based on a comparison of the grade point average (GPA – as detailed in the LHS Student Handbook) and MCAS scores of a student for whom the appeal is filed and those of at least six other students in the school who were enrolled in the same courses at the same time as the student in the subject of the appeal.

- Transcript Appeals

A transcript appeal is intended only for students who transfer to Lowell High School in mid-March or later of their senior year. In these cases, the student's transcript, GPA, and other relevant academic evidence are submitted to the DESE to demonstrate that the student has the equivalent knowledge and skills of a student who has earned a passing MCAS score.

- Portfolio Appeals

The portfolio appeal must include specific student work samples collected during one or more years in high school that attempt to demonstrate that the student meets

a comparable level of performance to a student who has earned a score of *Needs Improvement* on a high school MCAS test in the subject of the appeal.

Note:

Requirements and specifications for establishing MCAS Competency Determinations are at all times based on Massachusetts Department of Elementary and Secondary Education guidance. Any information in this section may be superseded by updated decisions.

Academic Performance

Each student’s academic performance in each class is reported quarterly, with a grading system from 0 to 100. No grades lower than 50 are assigned, so that students are encouraged to improve their performance and have the potential to earn a passing grade for the semester.

The grades are combined into a Weighted Average, based on the levels of the courses taken:

<u>Level</u>	<u>Weight</u>
Advanced Placement (AP)	2.0
High Honors (HH)	1.9
Honors (H)	1.8
College (C)	1.7
Non-Weighted (N)	0

The Weighted Average is the mark received, times the weight for the course, times the credit for the course added together and then divided by the total number of credits. The steps to calculate the Weighted Average are:

1. $M \times W \times C$ is computed for each course where M=Mark received, W=Weight of course, and C=Credits for course
2. The products ($M \times W \times C$) obtained for all courses taken (excluding non-weighted courses) are then added together.
3. The credits for each course (excluding non-weighted courses) are added together.
4. The total in item 2 is divided by the total in item 3 to obtain the points for the Weighted Average.

Example:

<u>Courses Taken</u>	<u>Mark x Weight x Credits =</u>			<u>Points</u>
English (AP)	90	2.0	2.5	450.00
Math (HH)	82	1.9	2.5	389.50
Science (C)	85	1.7	2.5	361.25

History (C)	83	1.7	2.5	352.75
Spanish (H)	70	1.8	<u>2.5</u>	<u>315.00</u>
			12.5	1868.50
Health (N)	90	0	2.5	0
Dance 1 (N)	80	0	2.5	0

1868.50 total points/12.5 credits = 149.48 points (Weighted Average)

*Non-weighted courses and their credits are not included in the Weighted Average calculation.

The Weighted Average will be used to calculate a Weighted GPA based on the Admissions Standards for the Massachusetts State Colleges and University as developed by the Massachusetts Board of Higher Education.

The Weighted GPA will appear on report cards at the end of each student's sophomore year, and all report cards in the junior and senior years. The report card and transcript will also indicate the GPA profile of the senior class and the range of highest and lowest GPAs.

Individual student class rank or specific percentiles are not reported. In case of need for a particular program, the student may consult with his or her guidance counselor if more specific information is required.

Grade Adjustment for Students Transferring Course Levels

When transferring from one course level (Honors, College) to another level, a student's grade will be adjusted by the Department Head in the following manner:

The mark received in the course being dropped multiplied by the weight for that course; divided by the weight of the course being entered (see section entitled Academic Performance to find course weight) only in the quarter the student makes the change to another class, will yield the grade for the course which the student is entering.

Example of adjustment: Students transferring from Honors level to College level with an Honors level grade of 68 will receive a College level grade of 72.

Computation: $68 \times 18 = 1224$ $1224 / 17 = 72$

Advanced Placement Courses

Students who qualify by successfully attaining the required prerequisites as outlined in the course of studies catalog may take Advanced Placement Courses. If a qualified student elects one or more advanced placement courses, it presupposes an agreement and commitment by the student to take the Advanced Placement Exams that are given annually in May. All AP students will be required to register and pay for their own AP Exam(s) by the November 15th deadline. The cost of an Advanced Placement Exam for the 2020-2021 school year was \$95.00 per exam.

Students that qualify for a fee reduction waiver (based on financial criteria set by the College Board) will have a reduced price of no more than \$53 per exam. Applications for fee reduction waivers are available through the College and Career Center at Lowell High School, and will be handed out as part of the registration process in October.

Failure to meet the financial obligation and /or failure to take the Advanced Placement Exam shall result in the removal of the AP course designation from the student's transcript. A student in good standing with extenuating circumstances can apply for consideration for a waiver of this requirement with medical documentation.

Early College Lowell and Dual Enrollment Procedures (taking courses with college credit)

- This option will be open to students in their junior and senior years.
- All 9th and 10th grade students are eligible to take a one credit college course aligned with Freshman Seminar and Sophomore English.
- The student will obtain the application and discuss the matter with the appropriate guidance counselor and the Early College Specialist.
- Any combination of courses taken at the college and at Lowell High School must total at least an equivalent of 5 full courses during each semester.
- No more than seven (7) weighted courses are allowed per semester.
- Students must adhere to the official add/drop policies established by the college/university. If a student fails to properly withdraw from a course, he or she will receive a failing grade and forfeit future opportunities to participate in the Early College and Dual Enrollment program.
- Any tuition or other costs required for courses taken at the college beyond the allotted amount, including textbooks, will be the responsibility of the student.
- The Head of School will issue a judgment of approval or disapproval based on the best academic interest of the student and the school and in compliance with the requirements for graduation as established by Massachusetts State laws and the policy and regulations of the Lowell School Committee. The Head of School will render the decision within two weeks of receipt of the application.

Report Cards

Report Cards are issued four times each year. Grades are recorded in numerical form with 65 being the passing grade.

Progress reports are issued at the mid-point of each marking period, so that parents/guardians are aware of their child's academic standing.

Honor Roll—High Honor Roll

The Honor Roll and High Honor Roll are determined at the end of each marking period and are based on the grades received that marking period, regardless of course weight. Students attaining an average of 80 percent or greater in each academic course (minimum of 4), are Honor Roll members for that marking period; except that students attaining an

average of 90 percent or greater in each academic course (minimum of 4) which meet five periods each week are High Honor Roll members for that marking period.

Honorable Mention for Scholarship

At the Commencement Ceremony, Honorable Mention shall be made of all graduating students whose average rank in the Academic Area for the 3 years prior to graduation has been 90 percent or higher.

Valedictorian, Salutatorian

Each year the two topped-ranked students by GPA who have been members of Lowell High School for at least two full years immediately prior to graduation; and who have earned at least 55 credits in courses taken at Lowell High School, shall be named Valedictorian and Salutatorian. The Valedictorian and Salutatorian are determined after the fourth report card of the senior year.

Carney Medals (established in 1859)

- There shall be neither more nor less than six medals annually conferred.
- They shall be restricted to those members of the graduating class who have been members of the school for at least two full years immediately prior to graduation; and who have earned at least 55 credits in courses taken at Lowell High School. The awards shall be based on general excellence and not have exclusive references to the final year.
- Three shall be bestowed on that number of young ladies who excel in all that constitutes a good scholar, and similarly three on young gentlemen.
- The element of good scholarship to enter into the account shall include rank in daily recitations. The account shall be made up as follows:
 - Rank in scholarship shall be the weighted average of all the studies in the course. (See section on “Academic Performance.”)
 - No reduction shall be made for a necessary absence, but truancy shall disqualify any student.
 - In reckoning ranks for Carney Medals, ranks gained in subjects already credited as passed shall not be counted.
- The Carney Medalists are determined after the fourth report card of the senior year.

Eligibility for Academic Awards at Commencement

In order for a student to be eligible to receive an academic award, such as a Carney Medal, National Honor Society membership, Valedictorian, Salutatorian, or any similar type, students in grades 10-12 must carry a full schedule of classes that consists of five (5) academic courses plus Physical Education and Health. Freshmen must take six (6) academic classes.

Eligibility for Senior Honors Night Scholarships

Lowell High School awards numerous scholarships and other honors to seniors at the time of graduation. Specific information is provided by the College and Career Center each year. To be considered eligible, students are encouraged to perform at their best throughout their entire four years at Lowell High School. Factors that are considered include grades, attendance, involvement in activities and sports. Scholarships will be awarded according to the policies identified in the application process. Length of time at Lowell High School may be considered. Exchange students are ineligible for scholarships.

National Honor Society

The National Honor Society is a national organization with more than 20,000 chapters in high schools throughout the country that recognizes and commends outstanding high school students. Lowell High School's chapter, the Merrimack Valley Chapter at Lowell High School, held its inaugural Induction in 1927. The four criteria for admission to the National Honor Society Club are: Scholarship, Character, Leadership, and Service. Our NHS inducts qualified Juniors and Seniors each fall. Up to date information, including Information Packets and September deadlines, can be found on the LHS Website under Distinctive Programs, NHS.

Qualifications for Membership in the National Honor Society:

- Juniors and Seniors who have a cumulative GPA 3.60 at the completion of their Sophomore or Junior year, and who demonstrate the four qualities of membership, are eligible to fill out an Information Packet.
- Students must have been enrolled at Lowell High School for a *minimum* of one semester immediately prior to prospective membership.
- All candidates must meet the graduation requirements as stipulated by the School Committee and the State Board of Education.

Method of Selection

- Join the Prospective Members Google Classroom. Packets will be reviewed by a five-member Faculty Council, not including the Club **Adviser**. Admission will be based on the student's completion of the application, which includes an essay and questions about involvement in activities and volunteer or leadership endeavors. The Faculty Council will select students who meet these requirements and the Head of School will give the final approval.
- Students are not considered members in good standing until they are formally inducted at the annual Induction Ceremony.

Graduation

- All NHS Members in good standing are eligible to Graduate with NHS honors and regalia. To be a member in good standing, members must maintain a 3.60 GPA, complete 20 hours of community service each academic year a student is a member, and contribute to the NHS Club as specified by Club Officers at the start of each school year.

Student Procedural Matters

School Hours

School hours are 7:55 a.m. to 2:30 p.m. Students are expected to attend all classes and not leave school before the 2:30 dismissal bell. Students must leave the building upon dismissal. The only students who should be in the building after school are students involved in supervised activities:

- Tutoring
- Detention
- Athletics
- Band
- Clubs and Activities
- Meetings with Classroom Teachers

Students will follow school specific health and safety protocols for arrival and dismissal to ensure the health and safety of everyone.

Student ID Badge

All students and staff must wear an ID Badge clearly visible around the neck at all times during in-person learning and after school activities. Advisory and classroom teachers will check each class period to ensure that students are wearing their ID Badge.

Students are required to report to their house office at the start of the day if they do not have their ID Badge. The house office will issue a temporary ID. After the 4th incident and each subsequent incident, detention will be given by the House Dean. Please note that students found without an ID Badge after the first period of the day will receive an automatic detention. Chronic disregard of the ID badge policy will result in further disciplinary action up to and including suspension.

Students are responsible for their ID badges. If the badge is lost, the student is responsible for purchasing a new one in Student Support Services. The replacement cost is \$5.00. ID Badges are the property of Lowell High School and must not be altered or defaced in any way.

Prohibited Items

The following items are considered disruptive to the educational process at LHS and are not allowed in school:

- Hats
- Video Games
- Hand Held Laser Pointers
- Playing Cards
- Tobacco Products (including hookahs)
- E-Cigarettes (vape)
- Lighter/Matches (possession will lead to immediate suspension)
- Skateboards/Scooters/Roller Blades/Heelys/Hoverboards

- Other Items or Devices deemed inappropriate by the Head of School

Students displaying and/or using these devices will have the device confiscated and turned over to security. Though the school will secure the device, the ultimate responsibility for any loss or damage remains with the student who brought the prohibited item to school. A parent/guardian must come into school to pick up the item. Playing cards, tobacco products, lighter, and matches will not be returned. All confiscated items must be claimed by the last day of the school year, any item(s) not claimed will be disposed of one week after the official end of the school year. Skateboards/Scooters/Roller Blades must be left in the student's locker at all times during the school day and students are not allowed to use heelys on school property. These items will be confiscated if used in school or if students are carrying them during the school day. Hoverboards are not allowed on school property.

Cell Phones

Cell phones have become the normal means for parents/guardians to coordinate after-school activities, schedules, and transportation issues. Recognizing this reality but also needing to ensure that the educational process is not disrupted and the integrity of testing is not compromised, the following policy will apply to the issue of cell phones within the school:

- Cell phones and other electronic devices must be off and put away while in school or participating in remote learning except as itemized:
 - Cell phones and other electronic devices may be used in the cafeteria during lunches. Silent cell phone use may occur in the hallways during class changing time. Silent cell phone use is allowable for students' individual communication needs; photography and videography are prohibited in the halls without prior permission. This privilege must not interfere with students arriving to class on time and the phone must be turned off before entering class. This right can be taken away at any point if so determined by the Head of School
 - Cell phone use is allowed in the classroom for teacher directed educational purposes only. No cell phone is to be used in the classroom without explicit direction from the teacher. Substitute teachers are not authorized to allow cell phone use by students during the class period being covered.
- Any student using a cell phone in class without prior permission from the teacher (text messaging, phone conversations, checking messages or the time, or using a calculator) will have his or her phone confiscated and may face disciplinary action to include detention and/or suspension. Use of the cell phone in unauthorized ways to include inappropriate picture taking and harassing and bullying behavior or a complete disregard for the policy could result in more serious actions such as referral to the alternative school and/or possible expulsion. Any student who repeatedly violates this policy will have his or her privilege to carry a cell phone in school terminated and face other disciplinary action as deemed appropriate. If

- these disruptions occur during remote instruction the teacher will ask the student to stop and contact the parent/guardian and House Office for further support.
- Failure to surrender the device to a faculty member or administrator when asked may result in a one-day suspension from school or further action as determined by the Head of School.
 - Cell phones that have been confiscated will not be returned directly to the student. The parent/guardian/guardian/guardian may collect the cell phone from the house office either 30 minutes prior to the start of school or 30 minutes after the close of school (7:30-8:00 a.m. and 2:30-3:00 p.m.) or by appointment.
 - Though the school will secure the phone, the ultimate responsibility for any loss or damage remains with the student who violated this policy.
 - parents/guardians are requested not to contact their child during the school day via cell phone. Any parent/guardian who feels the need to reach his/her child during the school day is asked to call the house office. In the case of an emergency, students can be reached very quickly.

Earbuds/Headphones

Students must be able to hear the intercom and directives from staff at all times to ensure safety. For this reason students are not allowed to wear earbuds in school. Ear buds will be confiscated and not returned until the end of the school year or until a parent/guardian/guardian/guardian comes in to collect the article. The only exception to this prohibition applies to teachers who allow the use of earbuds in the classroom for educational purposes, but the ear buds must be put away before exiting the classroom.

Earbuds/airpods and headphones may be necessary for remote instruction and virtual learning. Students are reminded to use these devices for academic purposes only.

Proper Dress

It is expected that all students of Lowell High School will be appropriately attired while in school. Additionally, students are expected to follow current health and safety requirements such as wearing a mask while at school until updated information and expectations are communicated. In keeping with the preceding, dress that tends to disrupt the class or contributes to a safety hazard in class is prohibited. In the spirit of maintaining an orderly and safe learning environment, students are prohibited from wearing any article of clothing or carrying any backpacks or other accessories which are lewd, which promote violence or hate for any individuals or groups, or which degrade the beliefs of others. Also prohibited is the wearing of studded accessories, jewelry or chains, which could be utilized as weapons.

Students are also prohibited from wearing any apparel that hinders identification which includes but it not limited to:

- Hats, hoods, bandanas, do-rags, wave and skull caps. (Exceptions will be made for documented religious or medical reasons or identified disabilities).
- Gang-related clothing, articles, symbols, or visible gang tattoos

- Clothing or jewelry that relates to drugs, alcohol, or has a sexual connotation
- Oversized or sagging clothing
- Sunglasses
- Jewelry that could cause injury
- Any other dress that distracts, disrupts, intimidates, or provokes can be deemed inappropriate by the Head of School or designee.

All of these items must be removed and put away in lockers or backpacks prior to the start of the school day or the item will be confiscated until the end of the year or until a parent/guardian/guardian/guardian comes in to collect the article. Students who violate this policy will be directed to remove the offensive or unsafe items before being allowed to remain in school. Students who refuse to adhere to this policy will be in violation of school rules and penalized according to school policy.

Please note: While participating in physical education, students are required to be dressed in proper gym clothing; sneakers, socks, T-shirts, gym pants or shorts.

Defining Academic Dishonesty/Plagiarism and Cheating

Academic dishonesty includes committing or assisting in an act that allows a student to receive a dishonest, unfair grade in a class. Such acts include plagiarism; unauthorized copying; texting, making signs or gestures, and whispering answers during assessments; theft; extorting work from fellow students; using deception or lying to avoid responsibility for work; and any other methods used to achieve a grade dishonestly. Any student participating in any of the above behaviors will be referred to his/her House Dean and will be subject to disciplinary as well as academic penalties which may include receiving a zero for any assignment(s) pertaining to these behaviors.

Plagiarism is the submission or presentation of another person's work, language, thoughts, ideas, or expressions as one's own original work. This includes all information downloaded from the Internet without appropriate citation. Any student who submits plagiarized work will be referred to his/her House Dean and the department chair, and may receive a zero for the assignment. It is important to remember to correctly cite another person's work using the MLA or APA format. When in doubt, contact your classroom teacher or Library Media Specialist.

Fire/Evacuation Procedures

Every student must realize that when the fire alarm sounds, this alarm is to be considered serious. Therefore, each student must follow instructions immediately and quietly. Students must pass quickly, but in good order, from the building.

Students and teachers using Lucy Larcom Park exits will clear the building area completely at both ends. Those exiting onto Kirk Street will follow the sidewalks down Lee Street and Paige Street as far as necessary to permit proper clearance for fire apparatus. Those exiting onto Fr. Morissette Boulevard will move across the street onto

the sidewalk running along the garage moving all the way down to the corner of the arena circle to ensure all students are out of the street and on the sidewalk. Students in the cafeteria are to exit the building through the side doors near the nurses' office and SRO office so as not to impede the exit of students on the second and third floors.

Safety Drills

To help ensure the safety of students and faculty, safety drills, coordinated with local police and fire departments, are conducted periodically during the school year. These drills include fire drills, evacuation drills, soft lockdowns and options based response. Disruption of the safety drill is a major violation and could be cause for a suspension or expulsion.

Corridor Pass

Students will be allowed in the corridors only between classes or when a teacher grants written permission. Corridor pass forms must be used.

Surveillance Cameras

Surveillance cameras are in use twenty-four (24) hours a day, year round, both inside and outside of Lowell High School.

Breathalyzer

Lowell High School will make use of breathalyzers at school and school sponsored events as deemed necessary.

Student Lockers

All lockers are the property of the Lowell School Department and are on loan to the students each school year and must be emptied at the end of each year. The student is subject to locker searches and periodic inspection. At Lowell High School only authorized school locks can be used; locks other than school locks will be removed or cut off by school personnel. The school maintains a log of all school lock combinations and possesses master keys that can open all school locks. **There is no sharing of student lockers under any circumstances.**

Certain items cannot be stored in lockers or desks. These include, but are not limited to such items as: weapons; dangerous chemicals, materials, instruments or devices; illegal or controlled drugs; look alike drugs; drug paraphernalia; alcoholic beverages; stolen property; or any other item which can result in unsanitary or non-hygienic conditions. Foodstuff or other perishable materials must not be left in the locker overnight. Any item that is deemed a health, hygiene, or safety violation will be disposed of by school personnel.

School personnel will inspect lockers during school vacations or recesses in months of December, February, and April and during the summer recess (June through August). Emergency or unannounced inspections or searches may be carried out by school officials and other appropriate personnel (i.e. firemen, police) for such matters as "bomb

threats.” Students are to use only those lockers assigned to them by the school administration.

Gym Bags and Backpacks

The School Department reserves the right to search all gym bags and backpacks brought onto school property at any time. This right to search also applies to all visitors to Lowell High School.

Lost Books, Instructional Materials or Other School Property

Computers, books, instructional material, uniforms, etc., when issued to students by Lowell High School are done so on a loan basis. Students are solely responsible for the safeguarding and protection of such items. If items are lost or stolen, the student must make full payment. Restitution must also be made on damaged items and property. All payments must be made no later than the last day of school in June of that academic year.

If such items are not returned or restitution is not made students may be prohibited from participating in school functions or activities including but not limited to the senior prom, graduation ceremonies, and athletics.

Students shall be excused from making restitution for stolen school property provided that the student reports that the school property has been stolen within 24 hours of the theft and a member of the administrative staff has satisfactorily investigated the complaint.

Students will be issued chromebooks in the 21-22 school year and are responsible for any damage or loss.

Cafeteria

All students use the cafeteria and the rights of all students to cleanliness must be maintained. You are required to:

- Deposit all litter in barrels
- Keep food or beverages in the cafeteria
- Follow the directions of the administrative/faculty lunch supervisors and cafeteria workers.
- Eat lunch only in the cafeteria.
- Remain in the cafeteria area until the bell rings to move to class.

Food Service

As part of the 2010 Healthy and Hunger-Free Kids Act, Lowell Public Schools offers free breakfast and lunch to all students. For schools that means no more lunch forms or asking parents/guardians to pay for balances. For parents/guardians that means no more forms to

fill out, no online meal account to remember, no last minute scramble for change before the bus, and no more lunch boxes to pack. All students can eat for free!

What do parents/guardians/ need to know?

High School students can simply go to the cafeteria or breakfast cart in the morning and eat breakfast. For lunch the student can simply enter the lunch line and take a meal. All students will still need to have their meals recorded at the register.

What is served at breakfast and lunch? What are my child's choices?

During breakfast we offer two whole grains (or one grain and one protein), a fruit and a milk. All your child needs to do is take at least 3 menu items (with one being a fruit) to be considered a free meal. During lunch we serve whole grains, protein, vegetables, fruit, and milk. All your child needs to do is take at least 3 different items offered (one being a fruit or a vegetable) to be considered a free meal. Check the LPS homepage to view menus at

http://www.lowell.k12.ma.us/pages/lpsd/depts/Food_Services/School_Menus/Menus01

What if my child only wants milk or a single item?

We are only reimbursed by the USDA for complete meals. If your child only wants milk or a single menu item then those items are available for cash purchase on an individual basis; for example, milk costs 35 cents. In order to be free, your child must take a complete meal consisting of three different items (one being a fruit or vegetable).

Questions? Your food and nutrition team is here to answer all your questions. Contact the Lowell Public Schools Nutrition Office at 978-674-2049.

Bus Passes

Students can purchase city bus passes at the beginning of each month in the school cafeteria during the lunch periods. A city bus pass costs \$20.00 per month.

Fund Raising

Solicitation of funds within the school for any purpose without clearance from the Head of School is prohibited.

Working Papers

Students between the ages of fourteen and seventeen who are employed must have work papers. Working papers may be obtained from the Family Resource Center, 151 Merrimack Street, Lowell, MA. Applicants must have a legal job in the Commonwealth of Massachusetts, a completed and signed promise of employment, and if under the age of 16, proof of a physical.

Working papers can be obtained from the Family Resource Center through the LPSD website <https://www.lowell.k12.ma.us/FRC>

Parking Privileges

Parking for Lowell High School students is provided by the City of Lowell in the Ayotte Parking Garage. Students must obtain authorized permission to use the Ayotte Garage and pay all fees required by the City of Lowell. Students are not to use their car during the school day (unless approved by the school administration). Also, at no time during the school day should a student enter the garage for any reason or go to their car for any reason (unless approved by the school administration). Improper or illegal parking, unsafe behavior, or non-adherence of school rules could also result in loss of privileges. Vehicles illegally parked and/or parked in a manner that obstructs the flow of traffic or blocks other vehicles will be towed at the owner's (driver's) expense.

School Visitation

parents/guardians are welcome to meet with administrators and teachers at Lowell High School. To accommodate the needs of all parties, an appointment is required and may be made by contacting your child's house office. All visitors entering the building must report to the Main Lobby, present a photo ID, and obtain a guest temporary pass. As a matter of policy, Lowell High School does not allow non-LHS students to visit the school. In special cases, a guest student will be allowed with prior approval of the Head of School. Visitors are expected to abide by school rules. Options for meeting in person or virtually will be made available. When entering a school building, please adhere to the posted guidelines for social distancing and use of personal protective equipment (e.g. masks). Failure to abide by the rules may result in a request for removal from school grounds.

Summer School

When budgeted by the School Committee or through grants, Lowell High School will offer Summer School Programs. These programs are primarily designed for students to regain credit for a previously failed course, or may be offered for enrichment purposes. Courses taken in the program may not be considered as substitutes for courses taken during the regular school year. Courses offered will be determined by teacher and schedule availability.

Summer School Criteria

- Lowell High students can participate for credit only if they have earned a grade of 60 percent or better in that subject during the regular school year.
- Absences in excess of two (2) days will disqualify students from receiving credit.
- Appropriate dress and behavior are required as indicated in this handbook.
- parent/guardian approval required.
- No transportation will be provided by the Lowell School Department.
- The Director of the Summer School program reserves the right to cancel the course offerings with insufficient enrollment (minimum 15 students), or for which there is not a certified instructor available.

- Textbooks and other materials will be given on loan. If lost or stolen, they must be paid for in full. If books are not returned or restitution made, students may be prohibited from participating in school functions or activities.

Lowell High School students who take course work at other institutions in the Commonwealth of Massachusetts in the summer for the purpose of gaining credit at Lowell High School must do so subject to the conditions of eligibility stated above and with prior written approval of an administrator. They will be required to pay any fees charged by the host institution with no expense to the Lowell public Schools.

Home or Hospital Tutorials

Home teaching or tutoring is provided for those students who cannot attend school and fall under one of the following categories:

- Certified medical reasons which must be documented by a medical physician on the Physician's Statement for Temporary Home or Hospital Education. The form is available in the office of Student Support Services or the house office.
- An official Individual Education Plan (IEP).
- A 504 Accommodation Plan
- A Suspension/Expulsion when authorized in the Head of School's decision letter.

If the tutoring is for medical or IEP reasons or for 504 Accommodation, the form must be sent to Lowell High School, Student Support Services, 50 Fr. Morissette Blvd., Lowell, MA 01852. If the tutoring is for a Suspension/Expulsion, the parent/guardian/guardian/guardian must call the Chief Schools Office at 978-674-2163.

If the tutoring is approved, a tutor will be assigned by the Lowell School Department to work with the student.

Peter S. Stamas Library Media Center

The mission of the Peter S. Stamas Library Media Center is to ensure that students and staff are effective users of information. Library Media Specialist provides individual assistance and formal class instruction so students learn to find, evaluate, and use information from a variety of sources. The Library is open each day before school and after school Monday-Thursday. The Library contains over 20,000 volumes, as well as twenty computers with internet access, and an in-house lab with thirty computers, a variety of software programs and many on-line educational subscriptions.

SCORE (Student Conflict Resolution Experts)

SCORE is a peer mediation program for students and faculty to use to resolve their conflicts in a safe and neutral environment. SCORE is a confidential place to resolve conflicts without getting any disciplinary action. Mediation allows the parties to the conflict to decide how they want to resolve their own differences. SCORE offers an annual training for students to learn the skills of mediation. SCORE then uses the specially trained mediators to resolve conflicts of all kinds between peers as well as

faculty. Any student, teacher or faculty can contact the SCORE program *directly* with referrals. The SCORE program can be found in Room 208B.

Lowell Community Health Center

The school-based health center, operated by Lowell Community Health Center, is located at Lowell High School (Room 22) and provides easy and immediate access to a range of comprehensive primary care and preventive services (such as physical exams, immunizations, sick visits, and condoms) during school hours for eligible students. To learn more about these services call (978) 458-6642 during school hours.

General mask guidelines and suggestions:

Suggested protocol for students who are not wearing a mask:

1. All students entering the building must wear a mask.
2. Students seeking to enter the building without a face mask will be directed to a PPE station.
3. The response to students who take off face masks should be supportive and not start off in a confrontational manner. It is recommended that the conversation include:
 - a. seek to understand the WHY for the behavior,
 - b. reminders of expectation,
 - c. allow for space and processing time separate from other students
 - d. avoid power struggles.
4. We encourage teachers to seek assistance from their administrator if prolonged refusal or elevated risk to others exists.
5. As with any other student concern, please reach out to parents, social workers, guidance, administrators, etc. to ensure the student follows the expectation of mask-wearing.
6. Given that mask-wearing is not a choice, and that it is a requirement of everyone in the building, if a student continues to refuse to comply, a conversation regarding progressive discipline is suggested.

Suggested protocol for staff who are not wearing a mask:

1. All staff entering the building must wear a mask.
2. Staff seeking to enter the building without a face mask will be directed to a PPE station.
3. The response to a staff member who is seen not wearing a face mask should be supportive and not start off in a confrontational manner. The following steps

are recommended:

- a. seek to understand why the individual is not wearing their mask;
 - b. if comfortable, speak with the individual directly and remind them about the policy;
 - c. inform your supervisor/building principal of your concerns; and
 - d. inform Daroth Yann, Assistant Human Resource Director, if necessary.
4. Mask-wearing is not a choice, it is a requirement of anyone in the building. If an adult refuses to comply, then the Principal will address the situation.

Suggested protocol for approved in-person visitors/parents who are not wearing a mask:

1. All visitors/parents entering the building must wear a mask.
2. Visitors/parents seeking to enter the building without a face mask will be directed to a PPE station.
2. The response to visitors/parents who are seen not wearing a face mask should be supportive and not start off in a confrontational manner.
3. It is recommended that if appropriate, the conversation may include:
 - a. seek to understand why the individual is not wearing their mask,
 - b. remind the visitor/parent about the LPS face mask policy,
 - c. alert the principal or designee if the individual is unable to comply
4. Mask-wearing is not a choice, it is a requirement of anyone in the building. If an adult refuses to comply, then the Principal will address the situation.

Additional Considerations for Students:

Consistent approaches for students who take off their masks or break protocols

Students will inevitably take off their masks or have them slip so they are not covering their nose and/or mouth fully in times and areas that they are required. Staff members will need language and protocols to use when this occurs. Educators will not be able to move in closer than three feet to provide redirection. Non-punitive measures will be more effective than punitive ones, because ultimately only the students have control over whether they keep their mask on. Punitive responses are likely to weaponize non-mask wearing. Students will quickly learn that they cannot be forced to wear masks and that they have the power to provoke dramatic reactions when they take off their masks. School-based behavioral support teams may be helpful in addressing challenges with specific students who repetitively decline to wear their masks to allow educators to focus

on instructing their classroom rather than monitoring mask-wearing.

Redirect the student in as minimally a disruptive manner as possible and avoid shaming . For example, if a student is using a device, is there a way to message the student on the device? Could you gesture covering your face to remind students? Could you do a classwide announcement reminding people to make sure masks are on properly so as to avoid singling a student out? If basic reminders are not working, consider seeking further support with the help of local behavioral support teams.

If the student is eating or drinking, ascertain that this is being done according to protocol . Assure this is happening at the right place, right time, and in the right way – alone, adequately distanced, or in the presence of others who are all masked. If not, communicate the expectations clearly and offer supportive suggestions for behavioral modification.

Students may need a mask break. Allow for expressions of feelings (e.g., “I hate wearing this thing”), validate these feelings (e.g., “Yeah, it gets uncomfortable”), and offer an alternative (e.g., let them know when a mask break is coming up or give them instructions on taking a break safely). In general, mask breaks should be scheduled at regular intervals that all students are aware and reminded of. Additional, individual mask breaks may be necessary for some students at times but care should be taken to design these so that they do not provide inadvertent additional “benefits,” such as a break from classroom work.

If a student is openly defiant and refuses to wear their mask, the student may require a more direct intervention, such as private discussion at a safe distance . Consider having designated areas in the school and professionals available to address these situations, and develop a consistent process for this. These processes should center on refocusing behaviors and keeping learning on track.

Build opportunities for students to take mask breaks. Wearing a mask for hours can put a strain on students. Schedule specific times during the day for students to briefly and safely remove their masks for a more comfortable experience while at school. For elementary students, teachers may benefit from guidance to support their entire classroom with mask breaks for students while ensuring social distancing. In middle and high-school settings, a schoolwide schedule for mask breaks is more likely necessary (considering staggering, social distancing, use of outside space).

Start by reviewing your schedule. When are students already getting breaks from masks throughout the day (e.g., socially distanced lunch without masks, recess outside)? Are

there long stretches of time during which students do not have breaks? Plan out scheduled mask breaks as a predictable and integrated part of the school day.

(Note: The American Dermatological Association has suggested mask breaks for 15 minutes at least every four hours can be helpful.)

Designate an area of the school for individual, one-person-at-a-time mask breaks and allow students to take a break during independent work time . If possible, have mask breaks outdoors. Your school's administrators should help you identify an appropriate location as well as set a schedule for this.

Discipline

In LHS, we are committed to upholding the rights of all individuals and holding each other accountable for creating and maintaining an inclusive, respectful and equitable school community. We welcome all stakeholders-students, parents/guardians, families, faculty and school staff, community partners- in a collaborative schooling process that upholds our collective commitment to empower all voices to create a more just and inclusive school community.

It is expected that all students comply with school policies to help ensure a safe and respectful environment conducive to learning. Collaborative problem solving will be accessed and restorative justice methods will be explored as the primary option in addressing these matters. If the inappropriate behavior continues, the student may be referred to the House Office for further consequences that can include detention, referral to the Learning Center, and out of school suspension. Major violations may result in an expulsion hearing before the Head of School. Please note that violation of school rules could result in notification of noncompliance to the probation office.

Code of Discipline

The Code of Discipline will be read consistently with Chapter 222 of the Acts of 2012, 603 CMR 53.00 and the following General Laws: M.G.L. Chapter 71, section 37H $\frac{3}{4}$; M.G.L. Chapter 71, section 37H; M.G.L. Chapter 71, section 37H $\frac{1}{2}$; M.G.L. Chapter 76, Sections 16 & 17.

Major Violations Listing

All major violations may result in suspension or expulsion at the discretion of the House Dean. Depending on the seriousness of the offense or the frequency of the violation, the House Dean may refer the issue to the Head of School for further action, which could include an expulsion hearing before the Head of School or school committee or referral to an alternate education program. Any major and/or minor violations of the Discipline section could result in the removal of a student from any academic or other specialized program (academies, clubs, sports, etc.) along with any other appropriate disciplinary action including but not limited to expulsion.

The violations listed below are considered major violations and could result in a suspension/expulsion hearing:

1. Aiding or abetting an unauthorized access to school
2. Any action, which tends to endanger the health and safety of the offender, other students, or staff members, impedes the teacher-learning process or disrupts the orderly operation of the school

3. Assaulting and/or battering students
4. Assaulting and/or battering school personnel
5. Bullying
6. Causing personal or public property damage
7. Cheating and/or knowingly using and/or copying the academic work of another and presenting it as one's own; plagiarism
8. Drugs and/or alcohol: sale and/or possession and/or transfer and/or being in the presence of illegal drugs and/or alcohol and/or under the influence
9. Fighting
10. Harassment, including verbal abuse and inappropriate jokes, including inappropriate and/or offensive racial, cultural, religious verbal statements/behavioral conduct on school grounds or during school activities (including class assignments) and/or that materially and substantially disrupts the education process or the orderly operation of a school.
11. Harassment (sexual), including verbal abuse and inappropriate jokes, or use of offensive material in a class assignment
12. Hazing
13. Improper and/or unauthorized use of any medication
14. Inappropriate use/abuse of computer software/hardware
15. Intervention/Safety Plan violation
16. Leaving school grounds during school hours
17. Misuse of fire equipment, fire alarms, 911 calls
18. Non-compliance with school rules during safety drills
19. Other-any violation not listed-including major and repetitive violations
20. Possession and/or use of a dangerous weapon, including but not limited to a gun or knife
21. Possession and/or use of any implement, which is a reasonable facsimile of a dangerous weapon, including but not limited to a gun or knife
22. Possession of any incendiary devices including but not limited to lighters and matches
23. Profanity, use of in any manner to include oral presentations and papers and extending to shows and plays and other events.
24. Repeatedly and intentionally defying/disrespecting the valid authority of supervisor, teachers, or administrators
25. School bus infractions
26. Stealing (Over \$250 is a felony)
27. Tampering with school documents or providing false information
28. Threatening another student
29. Trespassing on the grounds of another public school where the student is not enrolled, or of his or her own school when under suspension
30. Unauthorized and/or illegal use of technology including but not limited to cell phones, cameras, recording devices, laptops, ipads, etc., either school owned or privately owned on school grounds
31. Violation of law-local, state, federal
32. Discrimination/Harassment

Other School Violations.

Other school violations typically, but not always, involve infractions that are not listed as major violations. Some of these violations are handled by the House Dean to include smoking, cutting classes, and truancy. Other violations are handled by the classroom teacher to include tardiness to class, disturbing classroom work, missing assignments, talking in class, not returning progress reports, or not bringing class materials. Students must also understand and adhere to health and safety guidelines and expectations. A classroom management plan will be located in each classroom and only when no improvement is shown, will the student be referred to the House Dean for further discipline. However, exceptions may be made to this procedure as warranted and authorized by the Head of School.

A school wide education service plan is in place to ensure that regardless of what disciplinary action may be taken, that all students will be provided the opportunity to receive educational services and make academic progress.

Habitual School Offender (M.G.L. Chapter 119, Section 21)

School officials have the authority to file a Child Requiring Assistance (CRA) with the Court noting that the student is a Habitual School Offender- a child who repeatedly fails to obey the lawful and reasonable commands of the school.

Major and Other Violations; In-School Suspensions; Short-Term Suspension; Emergency Removal; Long Term Suspension (**not to exceed 90 school days**)
(M.G.L. Chapter 71, section 37H ¾)

Learning Center:

The Learning Center, formerly known as "In-school suspension" means removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes

The Head of School/Designee may impose an in-school suspension for a disciplinary offense provided that the Head of School/Designee follows the due process set forth within this paragraph and provided that the student has the opportunity to make academic progress. The Head of School/Designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Head of School/Designee determines that the student committed the disciplinary offense, the Head of School/Designee shall inform the student of the length of the student's

in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the Head of School/Designee shall make reasonable efforts to notify the parent/guardian/guardian orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Head of School/Designee shall also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such a meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Head of School/Designee is unable to reach the parent/guardian after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent/guardian of the in-school suspension.

The Head of School/Designee shall send written notice to the student and parent/guardian about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent/guardian to a meeting with the Head of School/Designee, if such meeting has not already occurred. The Head of School/Designee shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or by other method of delivery agreed to by the Head of School/Designee and the parent/guardian/guardian.

A student who has been placed into in-house suspension faces the loss of all privileges at the school at the time of suspension. A student will be placed into in-house suspension in place of outside suspension at the discretion of the House Dean.

- In-house suspension hours are 7:55 a.m. to 2:30 p.m. No Early Dismissal.
- Students report to their house office immediately after checking in with their first period.
- Students must bring all required materials: textbooks, notebooks, pen/pencil.
- No cell phones or other electronic devices are allowed.
- Students must complete all assigned work.
- Students are responsible for returning all work to appropriate teachers.
- Any student who leaves the room without permission, or leaves with permission but does not return to the in-house suspension room, will be automatically suspended out. The student will complete the original in-house penalty.
- Failure to successfully comply with an in-school suspension may result in further disciplinary action.

Short-Term Suspensions

"Short-term suspension" means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A Head of School/Designee may, at his or her discretion, allow a student to serve a short-term

suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. The Head of School/Designee may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent/guardian oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent/guardian an opportunity to participate in such hearing.

The Head of School/Designee shall provide oral and written notice to the student and the parent/guardian in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the Head of School/Designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent/guardian to interpreter services at the hearing if needed to participate;

The Head of School/Designee shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. To conduct a hearing without the parent/guardian present, the Head of School/Designee must be able to document reasonable efforts to include the parent/guardian. The Head of School/Designee is presumed to have made reasonable efforts if the Head of School/Designee has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification. Written notice to the parent/guardian may be made by hand delivery, first-class mail, certified mail, and email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Head of School/Designee and parent/guardian.

The purpose of the hearing with the Head of School/Designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Head of School/Designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Head of School/Designee should consider in determining whether other remedies and consequences may be appropriate. The Head of School/Designee shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances,

that the Head of School/Designee should consider in determining consequences for the student.

Based on the available information, including mitigating circumstances, the Head of School/Designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Head of School/Designee shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.

Emergency Removal

The Head of School/Designee may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the Head of School/Designee's judgment, there is no alternative available to alleviate the danger or disruption. The Head of School/Designee shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Head of School/Designee shall:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and which meets and complies with the notice and due process requirements of short-term suspension.
- (b) Provide written notice to the student and parent/guardian which meets and complies with the notice and due process requirements of short-term suspension;
- (c) Provide the student an opportunity for a hearing with the Head of School/Designee that complies with the notice requirements of short-term and long-term suspensions, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Head of School/Designee, student, and parent/guardian.
- (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets and complies with the notice and due process requirements of short-term and long-term suspension.

The Head of School/Designee may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Long-Term Suspensions and Appeal Process under 37H ¾

"Long-term suspension" means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A Head of School/Designee may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, §37 H, or in section 37H ½ of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

The purpose of the hearing is the same as the purpose of a short-term suspension hearing. At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

- In advance of the hearing, the opportunity to review the student's record and the documents upon which the Head of School/Designee may rely in making a determination to suspend the student or not;
- the right to be represented by counsel or a lay person of the student's choice, at the student's/parent/guardian's expense;
- the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- the right to cross-examine witnesses presented by the school district;
- the right to request that the hearing be recorded by the Head of School/Designee, and to receive a copy of the audio recording upon request. If the student or parent/guardian requests an audio recording, the Head of School/Designee shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Head of School/Designee shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Head of School/Designee should consider in determining consequences for the student.

Based on the evidence, the Head of School/Designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Head of School/Designee shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school

communications, or any other method of delivery agreed to by the Head of School/Designee and the parent/guardian. If the Head of School/Designee decides to suspend the student, the written determination shall in accordance with 603 CMR 53.08(3)(d)(1-5) state the following:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the Head of School/Designee;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);
5. Inform the student of the right to appeal the Head of School/Designee's decision to the superintendent or designee, but only if the Head of School/Designee has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:

- a) the process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
- b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the Head of School/Designee's determination on appeal.

A student who is placed on long-term suspension following a hearing with the Head of School/Designee shall have the right to appeal the Head of School/Designee's decision to the superintendent.

The student or parent/guardian shall file a notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension, unless an extension is requested (see 5-above). If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension. The superintendent shall make a good faith effort to include the parent/guardian in the hearing. The superintendent shall be presumed to have made a good faith effort if he or

she has made efforts to find a day and time for the hearing that would allow the parent/guardian and superintendent to participate. The superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Head of School/Designee's hearing for long-term suspension.

The superintendent shall issue a written decision within five (5) calendar days of the hearing as required by 603 CMR 53.08(3)(d)(1-4) stating the following:

- 1) the disciplinary offense, date, and participants present at the hearing;
- 2) key facts and conclusions;
- 3) length and effective date of suspension and return to school; and
- 4) notice of the student's opportunity to receive educational services during removal.

If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the Head of School/Designee, but shall not impose a suspension greater than that imposed by the Head of School/Designee's decision.

The decision of the superintendent shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

Major Violations – Long-Term Suspension or Expulsion

(M.G.L. Chapter 71, Section 37H)

The following violations may result in a hearing before the Head of School to determine whether or not the student should be suspended or expelled:

I. Assaulting and/or battering school personnel

Any student, who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored events, including athletic games, may be subject to suspension or expulsion from the school or school district by the Head of School. (This rule also pertains to school buses.)

*Threatening violent acts on school personnel can/could be classified as an assault.

II. Possession or use of a dangerous weapon or a reasonable facsimile of dangerous weapon, including, but not limited to a gun or knife

Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon or a reasonable facsimile including, but not limited to, a gun or knife, may be subject to suspension or expulsion from the school or school district by the Head of School.

III. The sale of and/or possession and/or transfer of controlled substance

Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in chapter ninety-four C, including, but not limited to marijuana, cocaine, and heroin, may be subject to suspension or expulsion from the school or school district by the Head of School.

Hearing Leading to Suspensions or Expulsions (Due Process)

Any student who is charged with a violation of any of the above mentioned items shall be notified in writing of an opportunity for a hearing; provided however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Head of School. After said hearing, the Head of School may, at his discretion, decide to suspend rather than expel a student who has been determined by the Head of School to violate any of the above-mentioned items.

Appeal Process for a Suspension or Expulsion under 37H

Any student who has been suspended or expelled from a school district pursuant to 37H shall have the right to appeal to the Superintendent. The suspended or expelled student shall have **ten (10) days** from the date of the suspension or expulsion in which to notify the superintendent of his or her appeal. The student has the right to counsel at a hearing before the superintendent if the student so chooses. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

Student Charged with or Convicted of a Felony and Appeal Process under 37H ½
(M.G.L. Chapter 71, Section 37H1/2)

Upon the issuance and/or conviction of a criminal felony charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Head of School may expel or choose to suspend such student for a period of time determined appropriate by the Head of School if the Head of School 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 or the student's parent/guardian shall have the right to appeal the suspension or expulsion to the superintendent and may bring counsel if the student so chooses. The student or student's parent/guardian shall notify the superintendent in writing of his request for an appeal no later than **five (5) calendar days** following the effective date of the suspension. The superintendent shall hold a hearing with the student and the

student's parent/guardian or guardian within three calendar days for the student's request for an appeal.

School Committee Exclusions (subject to and must be read consistent with M.G.L. Chapter 71, section 37H ½) (M.G.L. Chapter 76, Sections 16 & 17)

The Head of School or the School Committee may legitimately discipline students for misconduct even if the misconduct is not specifically described in these disciplinary rules. Such action will be in accordance with due process requirements and shall not be exercised arbitrarily or capriciously. This may also be applied to activities that are also off school grounds and that the offender knew his or her conduct was seriously wrong and contrary to school policy.

Note: Nicholas B. v. School Committee of Worcester: The court upheld the actions of Worcester School Committee in that, when a student was involved in an incident after school off of school grounds that was planned in school, that student or students are still subject to school discipline. The court ruled that the student knew his violent conduct was seriously wrong and contrary to school policy, even though the code of discipline did not address conduct off school grounds.

Off-Campus Status

Rules pertaining to student behavior are also in full force and effect for students while in off-campus status during school hours and after school hours and non-school days as part of a team, club, field trip, errand, school transportation, or as a participant or spectator of any other school sanctioned activity in or around the site of the activity (including parking areas.) This also pertains to remote learning or virtual classrooms.

Disciplinary action can also be taken for *on or off campus behavior*, including but not limited to cell phone postings and/or photos, texting, and Internet postings and/or photos that are reasonably foreseeable to come to the attention of school administrators and create a risk of material and substantial disruption to the work and discipline of the school. This also pertains to remote learning or virtual classrooms.

Suspensions

- A student on suspension is not allowed on the school premises nor allowed to participate in or be a spectator or attendant at school functions, ceremonies, and extracurricular activities.
- Students who are suspended will be provided the opportunity to receive educational services and make academic progress consistent with the school wide education service plan. It is the student's responsibility to complete the work in the time period indicated by the service plan.

Tutoring for Long Term Suspension

The Engagement Center services students receiving tutoring for long term suspensions.

Transmittal of Expulsion Records

When a student is expelled or suspended under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

Attendance

Lowell High School has high expectations for student attendance. Grades earned in any course shall reflect the student's daily participation as well as the fulfillment of other academic requirements as established by the teacher. The learning experience that takes place in the classroom environment or on the virtual platform with your peers is a meaningful and essential part of the classroom structure. Time lost from class, in terms of opportunity for interaction amongst students and teachers, is irretrievable. Moreover, each classroom is a community in which students are expected to play an active daily role as a member of Lowell High School's larger community, as reflected in our mission. Therefore, daily classroom attendance (in-person or remote) is considered to be an integral part of each student's course of study.

We expect every student to:

- Attend school every day that school is in session, including remote learning sessions
- Be on time for every class, and arrive prepared to learn to include logging in on-time to participate in remote learning

Steps to Ensure Earning Course Credit:

- The school committee policy allows for no more than 8 unexcused absences per semester.
- A student is obliged to fulfill the course requirements as established by the teacher's room management plan and school committee policy.
- A student must make up the work missed during absences in accordance with this agreement.
- It is the student's responsibility to arrange to make up work due to absences within five (5) days after the absence.
- Teachers must provide makeup work within these time constraints at the request of the student. Extenuating circumstances that may make it difficult to complete work within a five-day period, such as hospitalization, should be discussed with the House Dean and guidance counselor.

Definition of Absence

An absence is a day or series of days missed from school. Every reasonable attempt will be made to contact parent(s)/guardians after each absence. When a student is absent from school, an automated attendance call is made to the home. Attendance warning letters are mailed to the home or emailed to the parent/guardian on the 4th and 6th absences whether the absence is excused or not.

Attendance Failure

A student who has been absent for more than eight (8) days in a semester and is passing the course, will receive No Credit (NC) for the course unless official documentation is provided to the house office excusing the absences.

Excused Absences

- Illness of the student—requires original doctor’s note indicating dates excused
- Hospitalization of the student—requires hospital/doctor’s note
- Disability of the student such that the disability precludes the student from attending school—requires medical documentation (Physician’s Statement)
- Court proceedings—requires court documents
- Other official proceedings—documentation required
- Pre-approved school sanctioned events (Senior college visits*)—letterhead
- Death of a family member—death notice
- Religious holidays
- All school suspensions (both in and out)

* Junior and Senior college visits a maximum of three (3) days for the year
Submit all paperwork to the House Office via email or fax.

Important Notice

Parent/guardian notes will only ensure a student can make up missed classroom work because it documents that the student was not truant, however absences covered by parent/guardian notes are not considered excused absences. For any absence to be considered and recorded as “excused,” official documentation as noted above must be provided.

Students and parent(s)/guardians are urged to maintain regular communication with the house office staff to keep them informed about any concerns they may have about academic, health or social issues that may impact your class attendance whether in-person or remote.

Family vacations are NOT considered excused absences.

Please be aware that the Department of Education requires that all school systems have 180 days of school each school year. The official school calendar at the beginning of this handbook has five (5) possible snow days included in the calendar. If the school system has more than five unscheduled school closings, the additional days will be added to the end of the school year so that the school system is in compliance with the 180-day requirement. These added days count as regular school days. Students are required to attend these days and no dispensation will be given for students with summer travel plans.

Missing School Work

The student is responsible for making arrangements with classroom teachers to get assignments before scheduled absences. Students out for a short period of time can get their missing assignments upon return. If a student will be out of school for 5 or more days due to injury/illness, a request can be made through the Clerk Scheduler in the student’s house office to collect the assignments from the classroom teachers. Students are encouraged to use Google Classroom for their assignments when possible.

Keeping regular two-way communication with your teachers and house office will help make sure you are prepared and have access to any missing assignments.

Students with Disabilities

A child is not presumed disabled solely because he or she is entitled to special education services or accommodations due to a 504 plan. Any child with an individualized educational plan (I.E.P) or 504 plan is expected to attend school regularly unless there are health issues documented on the plan that prevent attendance. In the event of absence from or tardiness to school that is related to an existing 504 plan, parent(s)/guardians should send a note to the house office that references the 504 plan.

Verification of Student Enrollment

Verification of student enrollment at Lowell High School will only be completed after the student has been attending Lowell High School on a regular basis for a minimum of 30 days either in-person or confirmed regular participation in remote learning.

Procedures for parent/guardians and Students Regarding Attendance

- Lowell High School follows the District's Attendance Intervention Plan for all absences as outlined on the district's web site.
- All student absences must be documented in writing. The document must be turned in to the advisory teacher within 5 days of the student's return. The advisory teacher will forward all notes electronically to the house office daily.
- Notes regarding an absence will ensure a student is not designated truant.

Documentation regarding absences must include the following:

- Student's name and ID number
- Exact date (day/date/year) of the absence(s)
- The reason for the absence
- parent/guardian name
- Signature
- Phone number

Procedures for parent/guardians and Students Regarding Dismissal

Please be aware that dismissing a student can impact his or her ability to earn credit in a course. parent(s)/guardians are urged to make necessary appointments for students after school hours in order to minimize the need for dismissal. Students will not be dismissed early on days of school functions except for documented medical reasons. The same documentation is required as for an excused absence.

Students who wish to be dismissed must bring in (submit via email, phone call, text) a parent/guardian-signed note to the house office on the morning of the dismissal before first period indicating:

- Student's name and ID number
- Day/date/year of the dismissal

- The reason for the dismissal
- parent/guardian name
- Signature
- Phone number(s) where parent/guardian can be reached to verify dismissal
- The name of the person who will picking the student up from school
- If the student is participating in in-school learning the parent/guardian will meet the student outside. The parent/guardian will call the House Office upon arrival at the school. Do not enter the building. The office clerk will locate the student and let the student know what designated outside area to meet the parent/guardian.

Please note: No student will be dismissed unless the parent/guardian can be contacted. Family members who come in to pick up a student for a previously verified dismissal must present valid identification.

If an emergency arises and a note has not been sent in, the parent/guardian must come to the school and present valid identification in order to dismiss a student. Please contact the House Office (call, text, email) but do not enter the building. If this is not possible, a verified email or a fax signed by the parent/guardian that provides all the necessary information may be faxed to the house office with a follow-up phone call to the parent/guardian/guardian.

No Emergency Dismissals Will Be Approved By Telephone Contact Only. We will verify and allow dismissals via emails and phone calls/verified texts to the House Office.

Absent/Dismissed

When a student is absent, he or she will not be allowed to participate in any athletic or extra-curricular activity that day. Attendance will be recorded each day at 7:55 am in advisory and at the start of each class whether in-person or remote. Students who are dismissed before 11:10 a.m. will be recorded as absent-dismissed. Students who are tardy to school after 11:10 will be recorded as absent. Students must be present in school (or actively remote) on Friday to be eligible to participate in any athletic events or extra-curricular activities during the weekend.

Perfect Attendance Recognition at Commencement Exercises

For the purposes of recognition during Commencement Exercises, “perfect” attendance is defined as having no absences for the school year (exception: authorized field trips and up to three pre-approved college visits during senior year). In recognition of unavoidable traffic issues, students who arrive no later than 10 minutes after the start of period one, on no more than three occasions, may be considered to have “perfect” attendance for the year. Any non school-related dismissal disqualifies a student for perfect attendance.

Attendance and Tardy Procedures

All students must report to their first period class for attendance every day. Students arriving after 7:55 a.m. must report to their house office. Students arriving after the

official start time of 7:55 a.m. will be marked tardy. A pattern of tardiness will result in disciplinary action. A student arriving after 8:15 a.m. without a valid note may be assigned detention.

The house will issue a tardy slip that students must show to their teachers. Every effort will be made to notify parent(s)/guardians of patterns of tardiness to school for those students who fail to provide documentation for tardies. On the fourth tardy and for each subsequent tardy, detention will be given by the House Dean. If a pattern of tardiness continues, additional disciplinary action could result. It is essential that students check in to school. Any student who does not check in to school either in period one or in his or her house office will be deemed a trespasser and subject to arrest.

Please note: Automated phone calls will also be used to notify parent(s)/guardians that their child was tardy to school.

Tardy to Class

A student with an unexcused tardy to class of more than ten minutes will be marked absent, and these absences could impact a student's ability to earn credit for the class if the total unexcused absences exceed 8 for the semester.

Truancy

A student who misses his entire class day schedule without sufficient documentation is considered truant. Truant students may be subject to detention, and/or possible referral to the Attendance Office for intervention. Please note that in regards to students 16 or younger, Massachusetts General Law Chapter 76, Section 2, Failure to Compel School Attendance states that "Every person in control of a child shall cause him to attend school as therein required, and, if he fails to do so for seven (7) day sessions or fourteen (14) half day sessions within any period of six months" can face prosecution by the District Attorney's Office in the case of chronic truancy which could result in a potential fine. In addition, Lowell Public Schools may seek a CRA (Children Requiring Assistance) Truancy Petition through the court system for any child under the age of sixteen who fails to attend school for more than eight (8) days in a quarter without proper excuse.

Cutting Classes

Cutting is defined as when a student has appeared for morning attendance in period one or the house office but does not attend advisory and/or one or more classes to which he or she has been assigned, without permission of the teacher. For example, a student attends first period but arbitrarily decides to go to another location within the building without consulting the teacher. Such behavior is subject to detention. Academic/Attendance Recovery (Buy-Back) is not available as a remedy for cut classes so cut classes may result in the loss of course credit.

Students leaving the school grounds at any point during the school day without a legitimate dismissal or other documented reason will be subject to disciplinary action. Teachers and other staff members do not have permission to send students on errands off

school grounds. Exceptions to this restriction can be made only by written consent of the Head of School.

Withdrawals and Transfers (students under 16):

parent/guardians/Guardians or an agency with legal custody, (i.e. Department of Children and Families) must ensure students who withdraw/transfer from the Lowell Public Schools are in fact enrolled in another school before a student is released from Lowell Public Schools. This includes:

- Only parent(s)/guardians/ or an agency with legal custody can request that a student be withdrawn/transferred from the Lowell Public Schools.
- Parent/guardians or an agency with legal custody must notify the school's office concerning the withdrawal/transfer of a child to another school.
- Parent(s)/guardians or an agency with legal custody must provide the Student Support Services office:
 - A completed/signed withdrawal/transfer form from the child's current school. (Withdrawal/transfer forms can be picked up from the school the student is currently attending and must be completed and returned to the same school's office).
 - A completed/signed records release form. (Record release forms can be picked up from the school the student is currently attending and must be completed and returned to the same school's office).
- Parent(s)/guardians of students leaving the United States must provide official documentation to Lowell Public School that the student is leaving or has left the country (i.e. plane ticket, stamped Visa, consulate paperwork).

Withdrawal for Unexcused Absences (students 16 or older):

Provision for withdrawal will be read consistent with Chapter 222 of the Acts of 2012 and with the LPS Attendance Policy.

Consecutive Unexcused Absences:

- No student who has not graduated from high school shall be considered to have permanently left public school unless the Head of School or designee has sent notice within a period of 5 days from the student's tenth (10th) consecutive unexcused absence to the student and the parent/guardian or guardian of that student in both the primary language of the parent/guardian or guardian, to the extent practicable, and English.
- The notice shall initially offer at least 2 dates and times for an exit interview between the House Attendance Team and the student and the parent/guardian or guardian of the student to occur prior to the student permanently leaving school and shall include contact information for scheduling the exit interview. The notice shall indicate that the parties shall agree upon a date and time for the exit interview and that interview shall occur within 10 days after the sending of the notice. The time for the exit interview may be extended at the request of the

- parent(s)/guardian(s) and no extension shall be for longer than 14 days. The House Attendance Team may proceed with any such interview without a parent(s)/guardian(s) if the House Attendance Team makes a good faith effort to include the parent(s)/guardian(s). The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving school and to consider alternative education or other placements.
- The exit interview will be conducted by the House Attendance Team. During the exit interview, the student shall be given information about the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma and the alternative education programs and services available to the student.

Non-Consecutive Unexcused Absences:

- If a student has over seven (7) non-consecutive unexcused absences in a semester either for the entire day or by individual classes and these are not excused, and the student is not actively involved in attendance recovery, the House Dean will contact the parent(s)/guardian(s) to schedule a hearing with the House Attendance Team to review the reasons for the absences
- If the absences cannot be excused, or the student fails to appear at the House Attendance Team, the student may be dropped from the Lowell High School rolls. The student may re-enroll at the beginning of the next semester provided that the student or parent(s)/guardian(s) has arranged with the House Dean for a re-entry meeting at which the attendance policy will once again be explained. All students must be accompanied by a parent/guardian to the re-entry meeting and for re-enrollment.
- Students and parent(s)/guardians are encouraged to meet with the House Dean to discuss solutions and/or options to attendance issue or concerns
- The provisions of this section shall not apply to a student who has completed the regular course of education, or apply to a student whose absences have been excused, nor shall this section be construed to permanently exclude a student who wishes to resume his education.

Attendance Warnings and Attendance Failures and Credit Recovery

- Any student having four absences in a semester will receive an attendance warning letter. If the absences are unexcused the grades on the 1st or 3rd quarter report card will receive an Attendance Warning (W) notation as part of the grade.
 - Ex. Instead of 75, a student may receive a 75W and an Attendance Warning would be issued indicating that the student is in danger of not receiving credit for his or her course.
- Any student with more than eight unexcused absences in a quarter will receive a grade with an “AF” (Attendance Failure). Students that receive an “AF” will be required to participate in an Attendance Hearing with the House Attendance Team to determine eligibility for Grade Recovery.

- If eligible, a student may recover the quarter grade by showing measured improvement in his/her attendance in the second quarter.
- Measurable improvement will be determined by the House Attendance Team at the attendance hearing along with a review date to determine successful Credit Recovery.
- Students with more than 8 unexcused absences in a semester will receive a final grade of “AF” with a numeric equivalent of 60 and receive no credit for the course.
- Students can have their original grade replaced through participation in the Credit Recovery program.
- Students with over 15 unexcused absences in a semester are ineligible for Credit Recovery and will receive an “NC” (zero) for the semester.

Academic/Attendance Recovery Program

Any student who exceeds more than eight absences in the semester will receive a final grade of “AF” for attendance failure. The student may qualify to participate in the academic/attendance recovery program. Participation in the program is a privilege, not a right, and the following criteria must be met:

- The student, after accruing five consecutive perfect days of attendance, must see the House Dean to determine eligibility for the program. Once the House Dean has determined that the student is eligible for the program, the House Dean will officially enroll the student in the program. No student can be in the program without being officially enrolled by the House Dean.
- The student can have no more than fifteen (15) unexcused absences in a semester course unless there are extenuating circumstances and an exception is approved by the Head of School/House Dean.
- Class cuts are not eligible for Credit Recovery.
- The student must have met all other obligations including serving any outstanding detentions.
- The student must sign a contract with the House Dean and engage in work to recover the lost instructional time. The credit recovery requirements will be determined by the House Dean.
- All students must be actively engaged during their credit recovery and complete the work assigned. Final approval of credit recovery hours is subject to the assessment of the House Dean at an attendance review meeting.
- It is the student’s responsibility to provide the House Dean with documentation verifying proof of his/her completion of the credit recovery coursework.

Student Support Services

Student Support Services at the high school are overseen by the Coordinator of Student Support Services, who works in collaboration with House Deans, the district office, government agencies and local non-profits. The Coordinator oversees guidance programs and the 504 process. The primary purpose of student support services at Lowell High School is to facilitate the educational process by helping students develop a positive self-image, take personal responsibility, and learn to make decisions. Guidance counselors expect to see each student regularly during the school year in order to develop a comfortable working relationship and perspective on the student's growth and development. Many students see their counselors more often to deal with guidance issues such as program choices and changes, college and career choices and problems solving around academic issues. As relationships build, students sometimes bring more personal matters to counseling.

Guidance counselors also consult parent(s)/guardians, teachers, and administrators on issues related to learning styles, emotional needs, and behavior. Guidance counselors play a central role in the "Teachers Assistance Team"(TAT), which brings House Dean, Counselor, parent/guardians and teachers together by appointment to problem solve and devise solutions that enable a student to achieve success in the classroom. Participating in conferences to plan for students who may be eligible for services under IDEA and 504 as well as referring students for evaluation are also functions of counselors.

Guidance counselors are referral agents who act as liaisons for parent/guardian and student to all student support services. The following is a list of general services provided by counselors for students and their parent/guardians:

- Educational planning and counseling
- Personal counseling
- Scheduling new students
- Information sharing and consultation with parent/guardians and teachers
- Information about and referral to internal and external student support services
- Information about and referral to special services (Chapter 766 & 504)
- Participation in "TAT"
- Assistance with decision making about the implementation of post graduate plans
- Information about and referral to special programs

Supports for students and families are also provided through the Crisis Intervention Team, the school-based social workers, and parent/guardian liaisons.

To ensure that limited English proficient students have an opportunity to receive information in a language the student understands and to ensure that students have access to bilingual guidance counselors, all students requiring guidance services in their native language should ask their House Dean for a referral. Every effort will be made to accommodate the student in a timely manner.

Alternative Programs

The **Career Academy at the Hugh J. Molloy School** accepts students who are not experiencing success in their traditional high school placement relative to academics, behavior and attendance. If a student has an IEP, a team meeting must be held prior to placing the student. In an effort to ensure appropriate placement, the team and the principal are encouraged to review the student's services, visit the alternative program being considered and/or speak with the alternative program coordinator prior to the team meeting/manifestation meeting to make sure that the student's services can be delivered in the alternative program. Students with IEPs that call for placement in substantially separate programs or English Language Learners with limited English proficiency are not eligible for placement at the Career Academy. General education students may remain in an alternative placement for 90 school days. Special education and 504 students may remain in an alternative placement for 45 school days. Prior to the end of the 90/45 school day placement, a meeting may be held to extend the student's stay or this meeting can be waived by the parent/guardians/guardians. This meeting would need to be held every 90 school days for general education students or it could be waived by parent/guardians/guardians for as long as the student remains in the placement. There is no need for this meeting for special education/504 students after the initial 45 school days meeting, because these students' IEPs/504s will have been amended to reflect the placement as their new placement in their IEP/504 and any meeting will be consistent with federal and state special education laws. Students may remain at the LHSCA for their entire high school years. However, students are encouraged to return to Lowell High School once they have made sufficient progress to be successful.

The **LeBlanc Therapeutic Day School** is a substantially separate Special Education program that services students in grades 8 through 12. All students that attend the LeBlanc must have an IEP with an emotional disability and a placement at a Public Day School. The sending school's special education team determines the identified disability and placement need. Students that attend the LeBlanc must have significant emotional disabilities together with behavioral challenges that require a more restrictive school environment and increased special education services that exceed what can be offered in the typical middle/high school settings. Most enrolled students have been diagnosed with one or more major mental health diagnoses.

The **Lowell High School Engagement Center** services students receiving tutoring for long term suspensions and students ages 16 or older who are not experiencing success in their traditional high school placement. Students agree to participate as part-time students engaging in academic and psychosocial assessments combined with the opportunity to earn high school credits. Student acceptance is determined on a case-by-case basis with referrals accepted from House Deans and Alternative Education Coordinator.

School Health

A Parent's/Guardian's Guide to the Lowell Health Department:

The School Nurse is a liaison between home and school regarding health concerns and to serve as a health resource to you and your child. The School Nurse completes state mandated screenings and provides nursing care for illnesses or accidents. The School Nurse promotes wellness, and assists in maintaining a healthy, safe environment for students and staff. Please contact your School Nurse with any health concerns or questions.

Medical Emergency Form:

A Medical Emergency Form must be completed and returned to the School Nurse. This form gives information on how to reach parents in case of emergency and provides updated health information on your child from year to year.

Notify the School Nurse of any changes in emergency contact information or state of health during the school year. In the event of the need for medical transport, every attempt will be made to send a copy of this form. **Remember, in the event of an accident or illness, the school must be able to reach the parent or another person who will assume responsibility for the student.**

Health Emergencies:

Please notify the School Nurse of any medical condition which may precipitate an emergency situation for your child (e.g. allergic reaction to food, insect bites or medication, asthma, diabetes, seizures). The School Nurse will work with you in developing a care plan to meet your child's health care needs.

Illness:

Children **must remain home** if they have any of the following:

- A contagious illness like chickenpox, flu, or strep throat, until the doctor or public health department official says it is safe to return or the child has been on antibiotics for 24 hours.
- A rash or skin condition not diagnosed by a doctor
- A fever that causes chills, sweating or muscle aches
- Temperature over 100.0 in the past 24 hours
- Vomiting /diarrhea in the past 24 hours
- Live head lice
- Notification by the school nurse/ health department that immunizations are not up to date. (Exclusion notice)

Post Illness School Attendance Guidelines:

Children must be **fever free** without medication and **symptom free** for 24 hours before returning to school. According to health department guidelines, a child with a diagnosis of strep throat, impetigo or conjunctivitis, is required to be on medication for 24 hours before returning to school.

Immunization/Lab Test Requirements:

School Immunization Law, Chapter 76, Section 15 of the General Laws of the State of Massachusetts requires that all immunizations must be up to date for children to attend school according to the Massachusetts Department of Public Health regulations. Massachusetts General Law allows for the school district to exclude any child from school whose immunizations are not up to date.

- A certified record of immunization from your child's physician is required for entry into school
- All immunization records must be provided in English and include all dates in full.
- Immunizations are reviewed by the School Nurse. In the event of missing or incorrect information, your prompt attention in addressing the error/omission is imperative to assure compliance with state law.

- **Preschool Entry Requirements:**

4 Dtap/DTP, 3 Polio, 3 Hepatitis B, 1 MMR, 4 doses Hib, 1 dose Varicella or physician documented case of chickenpox, 1 lead test

- **Kindergarten Entry Requirements:**

5 Dtap/DTP, 4 Polio (**1 after the 4th birthday), 3 Hepatitis B,
2 MMR, 2 Varicella or physician documented case of chickenpox,
1 lead Test

- **Grade 1-6 Entry Requirements:**

5 Dtap/DTP, 4 Polio, 3 Hepatitis B; 2 MMR, 2 Varicella, or physician documented case of chickenpox for any grade.

- **Grade 7-12 Entry Requirements:**

Childhood series *and* 1 Tdap, 2 MMR and 2 Varicella or physician documented case of chickenpox. ****Meningococcal (MenACWY) required** for Grade 7 and 8 and a booster for Grade 11 and 12 on or after age 16**

Medication Policies:

Medications (both prescription and over the counter) should not be taken during school hours, if it is possible to achieve the medication regime at home. Medication to be taken three (3) times a day can be given at home before school, after school and at bedtime.

A prescriber's order is required for ALL prescription and non-prescription (over the counter) medications.

To insure your child's safety, all medications are to be delivered to school:

- In a *pharmacy-labeled container*
Ask the pharmacy to provide separate bottles for home and school
- By a parent/guardian adult, **NEVER WITH THE CHILD**

MEDICATION WILL ONLY BE ACCEPTED IN THE PHARMACY LABELLED CONTAINER.

IN THE EVENT OF A DELAYED SCHOOL OPENING, MEDICATION SCHEDULED FOR THE REGULAR START TIME WILL NOT BE ADMINISTERED.

All medications which must be taken during school hours, either long or short term, require the following forms to be on file in the school health office before any medication can be administered at school:

- A current medication order, signed and dated by the prescribing physician
- A signed and completed Parent consent and medication administration plan
- Current photo of student for identification purposes
- Medication will be counted by the nurse in the presence of the parent/guardian/responsible adult and signed on the medication log.

According to the Nurse Practice Act and Health Department Policy, nurses are not allowed to take orders from a non- licensed person (parent or guardian). This applies to all prescription or over the counter medication.

Medication Pickup:

Parents/guardians may retrieve medications from the School Nurse and sign for them in the medication log. All unused, discontinued or outdated medications must be picked up by a parent/guardian at the end of the school year or it will be discarded.

Physical Exam Requirements:

Within 1 year prior to school entry or within 30 days after school entry. Physical exams are required for grades Pre K, K, 4, 7, and 10.

Head Lice:

In accordance with the NO LICE POLICY

Children must be treated, lice free and checked by the School Nurse before being readmitted to school. Prevention is the key to controlling this pesky problem. Please inspect your child's hair frequently and call the school nurse if you have any questions.

Mandated Screening Programs:

Vision, Hearing, Postural & BMI screenings will take place throughout the school year.

If you do not want your child to participate in vision, hearing, postural or BMI screening please notify the nurse in writing.

Vision and Hearing: **Vision:** year of school entry, PreK-5, grade 7 and 9. **Hearing:** year of school entry, K-3, grade 7 and 9. Parents/guardians will be notified of any problems that necessitate a medical follow up.

Postural Screening: The State of Massachusetts mandates that all students in grades 5 through 9 be screened for scoliosis. Parents/guardians will be notified of any problems that necessitate a medical follow up.

Heights and Weights: Students are screened in grades 1, 4, 7 and 10 to calculate BMI. Information is kept confidential.

SBIRT: (Screening, Brief Intervention and Referral to Treatment) In March, 2016, the Massachusetts Legislature enacted an Act relative to substance use, treatment, education and prevention (STEP Act) which outlines the requirements for public schools in the Commonwealth to engage in substance use screening and education. This screening occurs in grades 7 and 9 in the Lowell Public Schools. **Information with an opt out letter will be sent home prior to SBIRT screening.**

Important Numbers:

Freshman Academy Nurses Office: Telephone: 978-446-7356 Fax: 978-446-7011

Lowell High School Nurses Office: Telephone: 978-937-8958 Fax: 978-275-6313

Lowell Community Health (outside agency): Telephone: 978-458-6642

Special Education

The Individuals with Disabilities Education Act (IDEA) applies to all people ages three to twenty-one who have not graduated from high school. It says that if students have special needs they should be given any help they need to allow them to stay in a regular school program. A special need, to put it as simply as possible, is any kind of challenge a student might have that would make it hard or impossible for him or her to get a free and appropriate public education in a regular school setting, e.g., physical handicap, learning disability, or emotional problems. Once a student with special needs is identified, an evaluation process begins which looks at how the student learns best, and then an individual educational plan is designed to meet the student's needs.

Procedures Pertaining to Discipline of Students with Special Needs or 504 Plans

The underlying principle of this section is that students with special needs must not be denied access to their education programs due to suspension for behavior that is directly related to their special needs, or the result of an inappropriate special education program. Suspension of such students is defined as any action resulting in the removal of such students from the program prescribed in their IEP.

Students may be removed/suspended from their program/school for up to ten (10) cumulative or consecutive school days per school year. Allowable removals/suspension include in-school suspension, emergency removal, short-term suspension, long-term suspension or assignment to an interim alternative educational setting. All removals/suspensions must comply with 603 CMR 53.

When a student is removed/suspended for ten (10) school days (consecutively or cumulatively) within the school year, it is considered a change of placement and the IEP Team must reconvene to conduct a manifestation determination review to determine if the behavior of concern is a manifestation of the child's disability.

The practice in the Lowell Public Schools is that preferably at three (3) infractions and/or no more than seven (7) cumulative days of removal/suspension, the Educational Team Chairperson (ETC) will issue consents for a functional behavioral analysis (FBA) to the parent/guardian/guardian. The purpose of this is to collect data to complete a FBA for the development of an appropriate behavior intervention plan (BIP) to address the students' behaviors in question.

No later than ten (10) school days of the decision to change the student's placement, the school administrator, parent/guardian, and relevant members of the IEP Team must meet to conduct a review (manifestation determination). At this manifestation determination review meeting, the IEP Team will determine if the violation for which the student is subject to was **(1) caused by or directly and substantially related to the student's disability or (2) was the direct result of a failure to implement the student's IEP or Section 504 Plan**

During the manifestation determination review meeting, members of the IEP Team will review all relevant information in the student's file, including the IEP, the discipline referral packets if available, teacher observations, and any relevant information provided by the parent/guardian to determine if the misconduct resulted from the disability.

If “**Yes**” to either question then the behavior is a manifestation, and the following shall occur:

- Return the student to the previous placement and review and/or conduct a FBA, and develop and/or up-date and implement a BIP.
- If a BIP is already in place, the Team will review the plan and modify as needed to address the behavior problem, and return the student to the placement from which the student was removed.
- If the violation for which the student is subject to was the direct result of a failure to implement the student's IEP or Section 504 Plan, then the IEP Team should take the steps necessary to correct the failure to implement including, but not limited to involving the Principal and/or Director of Special Education.

If “**No**” to both questions then the behavior is not a manifestation, and the following may occur:

- The school may proceed with using the school's disciplinary procedures, including removal/suspension. During the suspension/removal the school must continue to provide the student with FAPE and must comply with the requirements of 603 CMR 53, including, but not limited to the opportunity to make up assignments and other work as needed to make academic progress during the period of suspension/removal.

If a parent/guardian disagrees with the Team's decision in regards to the “manifestation determination”, the parent/guardian has the right to request an expedited due process hearing from the Bureau of Special Education Appeals (BSEA).

The Team may also decide not to return the student to their previous placement if (1) the parent/guardian and district agree to a different placement, (2) a hearing officer orders a new placement, or (3) the student is suspended for *special circumstances*.

Under *special circumstances*, school personnel may unilaterally remove a student and place the student in an interim alternative education setting for up to 45 school days, without regard to whether the behavior is determined to be a manifestation of the student's disability. *The special circumstances* are as follows:

- The student is in possession of a dangerous weapon on school grounds or at school-sponsored events;

- The student is in possession of or using of illegal drugs on school grounds or at school-sponsored events;
- The student engaged in solicitation of a controlled substance on school grounds or at school-sponsored events; or
- The student inflicted serious bodily injury to another at school or at school-sponsored events.

A special circumstances interim alternative education setting must enable the student to participate in the general curriculum, progress toward the goals in the IEP, and receive the special education and related services contained in the student's IEP. The interim alternative setting must also provide services and modifications designed to address the behaviors giving rise to the removal and to prevent the behavior from reoccurring.

At the conclusion of the forty-five (45) school day period, *the student shall be returned to his/her previous placement* unless the parent/guardian (or student if 18+) consents to an extension of the interim alternative setting or an Order is obtained from the Bureau of Special Education Appeal authorizing the student's continued removal. Please note that if a parent/guardian disagrees with either the determination as to "special circumstances" and/or the "interim alternative education setting" the parent/guardian may also exercise their rights to a due process hearing from the BSEA.

However, absent special circumstances, the school may still remove the student to an interim alternative setting for forty-five (45) school days with: 1) parent/guardiana consent *or* 2) by obtaining authorization from a court or BSEA Hearing Officer. In order to obtain an order from a court or BSEA Hearing Officer, the school must prove that maintaining the student's placement is substantially likely to result in injury to the student or others.

The parent/guardian shall have the right to appeal the manifestation Team's determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

Student Activities

Student activities are provided as an enrichment factor in the students' high school experience. They provide opportunities to pursue special interests and talents. Students are encouraged to participate in these activities to the degree that provides a proper balance with the required work in their studies.

Standard of Eligibility

All students participating in any extra-curricular activity must meet and maintain the following standards of eligibility:

- Each student must have attained, in the previous marking period, an accumulated grade of 70 or better in at least 4 courses, each of which requires at least 5 periods of prepared work per week.
- Students will automatically forfeit eligibility if they fail to maintain the academic standards of eligibility in any ensuing report card. In addition, any student who violates school rules that results in a suspension will receive the following penalty:

First offense: the student will lose eligibility to participate in all school activities for two (2) weeks.

Second offense: subsequent violation(s), students will lose eligibility to participate in all school activities for twelve (12) consecutive weeks.

Co-Curricular Activities offered at LHS (Descriptions available in Room 418)

(Offerings subject to change)

- Academic Decathlon
- Air Force Jr ROTC Drill/Honor Guard
- Anime Club
- Band/Flags & Color Guard
- Best Buddies
- Book Club
- Business Professionals of America
- Black Unity Club
- Culinary Club
- Chess Society
- Dance Ensemble
- E-Sports
- Engineering Club
- Environmental Club
- Future Educators of America
- GSA/Rainbow Connection
- LHS Review
- Math Club & League
- International Language Club
- Mock Trial
- National Honor Society
- Outdoor Adventure Club
- Pep Club
- Poetry Society
- Science Club & League
- Sound Impression Show Choir
- South Asian Club
- *Spindle* Yearbook
- Student Council
- Student Theatre Company
- Student Wellness Club
- TV Production
- United Nations Club

Student Government

- **Class Officers:** Officers elected include: President, Vice-President, Secretary; and Treasurer. Students who wish to be considered as nominees must meet the standards of eligibility including academic eligibility as stated by the MIAA Handbook (page 50), and submit a completed application by the required deadline.
- **LHS Student Council:** The Student Council does its utmost to promote an understanding of the scholastic and co-curricular aims and activities of the students of Lowell High School. The administration gives a considerable measure of responsibility to the student government. Officers of the Student Council are elected in May to serve during the following year. Election/selection of new members takes place in the fall of each school year; applications are available in the Student Activities Office during the first two weeks of school.
- **Head of School's Advisory Panel:** Consists of students from every grade level who meet on a monthly basis with the Head of School as well as other key administrative personnel. Students discuss issues as brought up by students with the Head of School in an effort to not only improve the school community, but school climate as well. This forum provides for an open discussion in which students work directly with administration for positive improvements to LHS. Students must apply to be part of the panel; students are also appointed per the Head of Schools recommendation. Applications are available in the Student Activities Office during the first two weeks of school.
- **Student Advisory Councils:** Two students from each public high school must be elected yearly to represent their student body on the Regional Student Advisory Council (RSAC). Eleven regional councils elected delegates to the Student Advisory Council (SAC), which elects a chairperson who sits as a full voting member of the state Board of Education. As SAC members, students not only advise the Board of Education but also work extensively on local school issues such as improving school governance, curriculum and counseling, teacher evaluation, students' rights, and a variety of other serious school concerns.
- **Student Advisory Committees:** The committee consists of students who meet quarterly with the School Committee. Interested students should inquire in the Student Activities Office.

Educational Athletics

Athletic Mission –

Athletic participation is a privilege granted all students who voluntarily accept the rules and regulations of Lowell High School and the affiliated athletic organizations. Lowell High school's athletic mission is to provide multiple education-based athletic opportunities for students. As a school community we believe that participation in education-based athletics provides students with a sense of connectedness to the school, supporting excellence in academics, activities and citizenship. We also believe that through participation in education-based athletics students are taught the ideals of honesty, faithfulness, courage, and loyalty.

Why participate in educational athletics?

Research has shown that students who participate in educational athletics at their school have higher grade point averages, better attendance, less chance of dropping out of school, and learn and refine skills that are valuable in their future in college, work, and life.

How do I join a team?

For information

- Check the Lowell High School Athletics' webpage on the department tab at: lhs.lowell.k12.ma.us/pages/Lowell_High
- Attend the All Athletes Assembly Meetings before each season
- Listen for announcements
- Attend the sport specific team meeting for the team of your choice

To tryout/practice

- Turn in a completed consent form and permission slip before the first day of the season
- Have an approved physical (approved by the athletic trainer). Please see "Physical Examinations"
 - For parent/guardians/Guardians and students: Pursuant to DPH Regulation 105 CMR 200.100(B)(3), the day after the 13th month anniversary of the approved physical exam my child will not be eligible to practice/compete until a current physical is approved by the athletic trainer and/or team physician.
 - Students new to Lowell High School and/or the athletic program must turn in a paper copy of their complete physical to be approved by the athletic trainer and/or team physician.
 - Physicals for returning student-athletes may be offered by the team physician.

Physical Examinations

All students must pass a physical examination prior to participation in High School Athletics. A physical exam covers the student for 13 months from the exam date. A student's eligibility will terminate once a physical has reached the 13 month limit. Written doctor medical clearance notes do not take the place of an annual physical. MD Clearances will not be accepted. For returning

student athletes, physicals are offered four times per year after school at LHS. Students must have a completed and signed “Physical Form” to take a physical. Forms are available in the Athletic Office. Freshman and students new to LHS athletics must have a physical from their physician.

Educational Athletic Programs - (Offerings subject to change)

- Baseball (spring)
- Basketball (Boys & Girls - winter)
- Cheerleading (fall and winter)
- Crew (Boys & Girls - fall and spring)
- Cross Country (Boys & Girls - fall)
- Field Hockey (fall)
- Football (fall)
- Golf (fall)
- Gymnastics (Boys & Girls - winter)
- Ice Hockey (winter)
- Lacrosse (Boys & Girls - spring)
- Soccer (Boys & Girls - fall)
- Softball (spring)
- Swimming (Boys - winter & Girls - fall)
- Tennis (Boys & Girls - spring)
- Track—Indoor (Boys & Girls - winter)
- Track—Outdoor (Boys & Girls - spring)
- Unified Basketball (fall)
- Volleyball (Boys – spring & Girls - fall)
- Wrestling (winter)

Student Eligibility -

Lowell High School is a member of the Massachusetts Interscholastic Athletic Association (MIAA) and abides by the rules and regulations of the MIAA as stated in the MIAA Handbook. Please see the complete MIAA Handbook at <http://miaa.net/miaa/home?sid=38>

Membership in School

A student shall have been a member of the MIAA member secondary school for a minimum of two months (exclusive of the Summer vacation) and have been issued a report card preceding the contest, unless entering from an elementary or junior high school at the start of the school year or transfers in from another school. A pupil's attendance at school does not start when he/she registers in that school, but rather when he/she begins attending classes.

Amateurism

A student who represents a school in an interscholastic sport shall be an amateur in that sport. An athlete forfeits amateur status in a sport by: Competing for money or other monetary compensation (MIAA pre approved travel, meals, and lodging expenses may be accepted); Receiving any award or prize of monetary value which has not been approved in advance by the MIAA. Accepting a nominal standard fee or salary for instructing or officiating in an organized sports program or recreation, playground or camp activity shall not jeopardize amateur status. "Organized youth sports program" includes both school and non-school programs. Compensation for giving private lessons is permissible if approved in advance by MIAA. A high school student who loses amateur status may apply to the MIAA for reinstatement after a waiting period of one calendar year

Academic Requirements

- A student must secure during the last marking period preceding the contest (e.g. second quarter marks and not semester grades determine third quarter eligibility) a passing grade in the equivalent of four traditional yearlong major English courses.
- A student cannot at any time represent a school unless that student is taking courses which would provide Carnegie Units equivalent to four traditional yearlong major English courses.
- To be eligible for the fall marking period, students are required to have passed for the previous academic year the equivalent of four traditional yearlong major English courses (20 credits).
- Academic eligibility of all students shall be considered as official and determined only on the published date when the report cards for that ranking period are to be issued to the parent/guardians of all students within a particular class.
- Incomplete grades may not be counted toward eligibility
- A student who repeats work upon which he or she has once received credit cannot count that subject a second time for eligibility.
- A student cannot count for eligibility for any courses taken during the summer, unless that course was previously pursued and failed.

Age/ Time Allowed for Participation after first entering grade nine

A student shall be under 19 years of age, but may compete during the remainder of the school year, provided that his or her 19th birthday occurs on or after September 1 for that year. For freshman competition, a student shall be under 16 years of age but may compete during the remainder of the school year provided that the sixteenth birthday occurs on or after September 1, of that year.

A student shall be eligible for interscholastic competition for no more than four consecutive years after initially entering Grade 9. This limitation shall apply without regard to actual participation or attempt to participate.

Chemical Health

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as “NA or near beer”. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor.

Minimum Penalties

- **First Violation:** When the Head of School confirms, following an opportunity for the student to be heard that a violation has occurred, the student shall lose eligibility for the next consecutive interscholastic contests (regular season and tournament) totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. During the suspension the disqualified student may not be in uniform and his/her attendance at the competition site is determined by the high school principal. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 25% of the season.
- **Second and subsequent violations:** When the Head of School confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests (regular season and tournament) totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 60% of the season.
- If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that the student is attending or issue a certificate of completion. If a student does not complete the program, the penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 40% of the season.
- Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g. A student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty [ies] during the fall season of the next academic year)

Good Citizen Rule -

Student-athletes may not represent their school if they are on in-school or out-of-school disciplinary suspension. A suspended student is ineligible for practice or competition for at least the number of days (or partial days) equal to the number of days of the suspension.

Policy and Guidelines Regarding Search and Seizure

All parent/guardians and students must understand that:

- The Head of School, House Deans or designee may conduct a search of a student on school premises if he or she has reason or cause to believe that the student has in his or her possession any item, the possession of which constitutes a criminal offense under the laws of the Commonwealth of Massachusetts or violation of school policy. This search will be made in the presence of a third party. The person conducting the search will be of the same sex as the alleged suspect and there will be at least one person present during the search who is of the same sex as the alleged suspect, except if there is a health and/or safety emergency involving a possible imminent threat and/or harm. This search is not limited to just a search of the student but may also include items on and/or in possession of the student.
- The Head of School, House Dean or designee may conduct a search of the physical plant of the school and every appurtenance thereof, including student lockers.
- The Lowell School Department reserves the right to bring in trained dogs to sniff out drugs and gunpowder and other explosives.

In all circumstances of search and seizure in the school “the interests of the student will be abridged no more than is necessary to achieve the legitimate end of preserving order in the schools.”

A student search and resulting seizure by school personnel will be carried out if:

- There are reasonable grounds for suspecting that the student has violated or is violating either the law or the rules of the school, and
- The search itself is conducted in a manner reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and nature of the infraction.

Reasonable grounds for a student search may include:

- A school personnel’s personal observation
- Receipt by a school official of a report by a teacher, school employee, a student or some other reliable source; or
- Receipt of report from an anonymous source if circumstances persuade the school official of its reliability or if there is independent information corroborating it.

When possible, the search should be conducted under the direction of a school administrator or security personnel with at least one other school personnel witness; and whenever possible, reasonable efforts must be made to inform the student’s parent(s)/guardian(s) of the intent to search prior to taking such action. The search should be conducted as discreetly as possible making sure to avoid high intrusive searches, random searches or searches involving wholesale rummaging of a student’s

personal property. If, in the judgment of the school administration, a situation arising of a student search and seizure so warrants, it will be brought to the attention of the appropriate law enforcement authorities. In such cases, the student and the student's parent(s)/guardian(s) will be so informed. All material seized will be sealed, dated and signed, and stored in a secure place by school authorities. Any material turned over to the police will be done so in compliance with legal safeguards to the student

Due Process and the Right to Appeal

Every student enrolled in the Lowell Public Schools is fully and equitably entitled to all the rights, privileges, safety and security afforded to all other students. All students must be afforded due process whenever deprived of their right of education through exclusion from their regular classroom instruction or from other school activities, including: suspension, expulsion, transfer, probation or withdrawal of privileges, exclusion from graduation ceremonies. Any student has the right to appeal any discipline decision made affecting them. This process should be initiated through a House Dean, Director of Curriculum. The decision of the Head of School is final with the exception of MGL Chapter 71, 37H, 37H ½, 37H ¾ (consistent with its provisions) and School Committee Expulsions under MGL Chapter 76, 16 and 17.

Physical Restraint

The Board of Education regulation (603 CMR 46.00) regarding physical restraint in public education programs is meant to promote safety for all students and staff in school. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. This regulation also governs time-out and seclusion.

Disturbance of School Assemblies

Consistent with Massachusetts law, whoever willfully interrupts or disturbs a school or other assembly of people met for lawful purpose shall be punished by imprisonment for not more than one month or by a fine of not more the fifty dollars (\$50) provided however that whoever, within one year after being twice convicted of a violation of this section, again violates the provisions of this section shall be punished by imprisonment for one month and the sentence imposing such imprisonment shall not be suspended.

The Commonwealth need not show that the defendant possessed a specific intent to disturb the school proceedings. The willfulness requirements of M.G.L. Chapter 272, Section 40 demands, however, only that the acts of the defendants be willfully performed. As long as the acts were intentional and not due to accident or inadvertence the requirement is satisfied. (*Commonwealth v. Bohmer*, 374 Mass. 368, 377.372; N.E. 2nd 1381 (1978).

HARASSMENT

Harassment of students by other students, employees, vendors and other 3rd parties will not be tolerated in the Lowell Public Schools. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student-to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;

- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training.

SEXUAL HARASSMENT

Sexual Harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one’s sex life; comment on an individual’s body, comment about an individual’s sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one’s sexual experiences; and,
- Discussion of one’s sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

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

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

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations

and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

1. A presumption of innocence throughout the grievance process, with the burden of proof on the school;
2. A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
3. The clear and convincing evidence or preponderance of the evidence, subject to limitations;
4. The opportunity to test the credibility of parties and witnesses through cross examination, subject to "rape shield" protections;
5. Written notice of allegations and an equal opportunity to review the evidence;
6. Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
7. Equal opportunity for parties to appeal, where schools offer appeals;
8. Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

A district may establish an informal investigation process that may, upon the request of the complainant, be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contains the essential policy elements shall be distributed by the Lowell School District to its students and employees within the Handbook **and each parent or guardian shall sign that they have received and understand the policy.** Each school will maintain a copy of the parent/guardian signature indicating receipt of the policy.

Lowell Public Schools District's Title IX Coordinator: **Ms. Latifah Phillips, Chief of Educational Equity and Community Empowerment, (978) 674-4326**

If you have a complaint, please contact the office of **Ms. Latifah Phillips, Chief of Educational Equity and Community Empowerment, (978) 674-4326.**

Please note that the following entities may have specified time limits for filing a claim.

The Complainant may also file a complaint with:

The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108
Phone: 617-994-6000
TTY: 617-994-6196

Fax: 617-994-6024
Email: assistanttochairman@state.ma.us

Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109
Phone: 617-289-0111
TDD: 1-800-877-8339
Fax: 617-289-0150
Email: OCR.Boston@ed.gov

Problem Resolution System Office, Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
Phone: 7810338-3700
Fax: 781-338-3710
Email: compliance@doe.mass.edu

The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203
Email: <https://www.eeoc.gov/filing-charge-discrimination>

Bullying is defined as the repeated use by one or more students or by a member of the school staff including, but not limited to an educator, an administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of verbal, written or electronic expressions and/or communication (including Cyber-bullying) or a physical act or gesture or any combination thereof, directed at a target/victim that, (i) causes physical or emotional harm to the target/victim or damage to the target/victim 's property; (ii) places the target/victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the target/victim ; (iv) infringes on the rights of the target/victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.

“**Cyber-bullying**”, is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web

page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parent/guardianing status, sexual orientation, gender identity, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

Any student/school staff who believes that he or she has been subjected to bullying and/or harassment should report the incident to any member of the school staff (teacher, counselor, administrator, crisis intervention specialist, nurse, etc.) and/or parent/guardian and/or law enforcement official as soon as possible. To the extent that the student/parent/guardian believes that harassment and/or bullying creates a grievance under Title IX and/or Chapter 622 the student would also have the option of filing a complaint in writing to the coordinator of Title IX or Chapter 622. Please see previous sections on Harassment and Sexual Harassment.

A report (verbal or written) of bullying and/or harassment will be investigated promptly and in an impartial and confidential manner, to ensure prompt and appropriate action. Any individual who is found, after an appropriate investigation, to have engaged in harassment and/or bullying (as defined above) on or off school grounds (as defined by law) will be subject to disciplinary action up to and including expulsion. No individual will be subject to any form of coercion, intimidation, retaliation, interference, or discrimination for making a report in regards to harassment and/or bullying and/or for cooperating and/or assisting with said investigation. However, knowingly making false accusations of harassment and/or bullying will result in disciplinary action up to and including expulsion.

Please also note that law enforcement may be notified as a result of bullying and/or harassment and/or for knowingly making false accusations and as a result, criminal charges may be sought.

For more information regarding bullying and/or harassment, you may contact the Head of School and/or the Office of Educational Equity and Community Engagement for the Lowell Public Schools at 978-674-2034. Additional information can be found on the Massachusetts Department of Elementary and Secondary Education website or the

Lowell Public School Website. If you need to report Bullying, you will find the Reporting Form on the district's website..

Lowell High School Safety Plan

Bullying is against the law and the high school has zero tolerance for this type of behavior. If a student feels threatened or harassed they should notify an adult and ensure that they are in a safe area.

1. Students should immediately seek the closest adult if they are feeling threatened or harassed—classroom teacher, administrator, security guard, school nurse, custodian, cafeteria worker, or other staff member.
2. Students should report that they are concerned for their safety and ask the adult to help them contact their House Dean or security guard. The security guard will contact the House Dean immediately.
3. Safe places at LHS that student should utilize in case of continued threat or harassment:
 - Classroom with students and teacher present
 - House Office – B (room 120), C (room 512), D (room 640), E (room 301), and Freshman Academy Office / Freshman Academy Guidance Suite
 - School Resource Officers' Office (outside Cafeteria)
 - Security Office (outside Cafeteria)
 - Nurses' Office (outside Cafeteria)
 - Main Office (outside Cafeteria)
 - Student Support Services (1st floor; Gymnasium cross-corridor)
 - School Library (2nd floor; Gymnasium cross-corridor)
4. Students should be aware that the school is monitored by video surveillance.
5. If feeling threatened or harassed student should **avoid** the following:
 - Leaving the school building
 - Entering a bathroom or other isolated area
 - Entering an empty stairway or other low traffic area

No Trespass Orders

Pursuant to M.G.L c. 266, sec. 120, the Superintendent has the authority to request and issue a No Trespass Order against any individual or group of individuals consistent with the requirements of state law, which could include but is not limited to, acting inappropriately, causing alarm and/or acting in a threatening manner towards school personnel or students.

Nondiscrimination

Respect for the dignity and worth of each individual shall be paramount in the establishment of all policies by the Lowell School Committee and in the administration of those policies by the School Committee and all staff of Lowell Public Schools. **Title II** of the Americans with Disabilities Act and **Section 504** of the Rehabilitation Act prohibit discrimination on the basis of a person's disability.

The Lowell Public Schools is committed to maintaining an educational environment and workplace where individuals are not discriminated against on the basis of their disability. The Lowell Public Schools strives to create an environment where all students and staff feel welcome. To meet this end, the Lowell Public Schools will not tolerate the denial of access to activities, programs or services to individuals with disabilities (as defined in Section 504 of the Rehabilitation Act, 29 U.S.C, section 705 (20)).

The School Committee's policy of non-discrimination shall extend to students, staff, the general public, and individuals with whom it does business. The School Committee's policy of non-discrimination shall prohibit discrimination including harassment on the basis of race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, gender identify or expression, pregnancy or pregnancy related condition, parent/guardianing status, sexual orientation, disability or by association with a person who has or is perceived to have one or other of these characteristics

Equal Educational Opportunities

In recognition of the School Committee's policy against discrimination, the School Committee and all staff of Lowell Public Schools will make every effort to comply with the letter and spirit of the Massachusetts Equal Educational Opportunities Law that prohibits discrimination in public school admissions and programs and all implementing provisions issued by the Massachusetts Department of Elementary and Secondary Education will be followed.

It is the policy of the Lowell Public Schools not to exclude or discriminate against a student in the admission to school in Lowell, or in obtaining the advantages, privileges and course study within Lowell Public Schools on the basis of race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, gender identify or expression, pregnancy or pregnancy related condition, parent/guardianing status, sexual orientation, disability or by association with a person who has or is perceived to have one or other of these characteristics in our educational programs, activities, as envisioned by Title IX of the 1972 Education Amendments and Chapter 622 of the Acts of 1971, in addition to Massachusetts General Laws Chapter 76 section 5, and 603 CMR 26.00, and 603 CMR 28.00.

This also means that every student will be given equal access/opportunity in school admission, admissions to courses, course content, guidance, scholarship, prizes, awards, and extracurricular and athletic activities.

Findings of discrimination may result in appropriate consequences consistent with Lowell Public School Policies and Guidelines.

Student Complaints and Grievances

The School Committee recognizes that there may be conditions in the school system that are in need of improvement and that all students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well-conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community.

The traditional “open door” policy in the school system will be continued. Students and their parent/guardians and/or guardians who believe that the students have received unfair treatment, may bring forward their grievance through appropriate channels.

Every attempt will be made to seek a satisfactory solution to all legitimate complaints or grievances in a friendly and informal manner, if possible. Any and all applicable provisions of the Massachusetts General Laws or Federal Laws will be followed by school officials in investigating and reviewing student grievances and/or conducting hearings.

In the case of students and their parent/guardians and/or guardians who believe the student has received unfair treatment, the appeal process will be guided by Lowell Public Schools policy and procedures and any and/or all applicable laws. For any student in the Lowell Public Schools who feels that he or she has been subjected to discrimination under Title IX or Chapter 622 shall file it in writing to the following:

Level 1	Principal/Designee
Level 2	Designated Coordinator/Officer
Level 3	Superintendent of Schools
Level 4	School Committee/Other

Level 1: A student who feels there is a complaint under Title IX or Chapter 622 shall submit it in writing to the Principal/Designee (House Dean). The Principal/ Designee (House Dean) will meet with the student or school staff within five school days of receiving the complaint in an effort to resolve the complaint.

Level 2: If at the end of five (5) school days following the meeting, the grievance shall not have been disposed of satisfactorily, the written grievance may be presented to the appropriate Coordinator/Officer, who shall, within ten (10) school days thereafter, meet in an effort to settle the grievance. *The Lowell School Department Coordinator for:*

Designated Coordinators/Officers

Title IX *Latifah Phillips, Chief of Educational Equity and Community Engagement 978-674-4326*

Title II *Robin Desmond, Chief Academic Officer-978-674-4323*

504 Coordinator *Robin Desmond, Chief Academic Officer - 978-674-4323*

Level 3: If at the end of ten (10) school days following the meeting, the grievance has not been disposed of to the satisfaction of the complainant, the complainant may refer the written grievance to the Superintendent of Schools, who shall within ten (10) schools days, thereafter, meet in an effort to settle the grievance.

Level 4: If at the end of ten (10) school days following the meeting with the Superintendent of Schools, the grievance has not been disposed of to the satisfaction of the complainant, the complainant may refer the written grievance to the School Committee.

In addition, the complainant is free to pursue his or her rights with the appropriate state agency or court/administrative body that would have jurisdiction, including but not limited to the following:

Bureau of Special Education Appeals | Division of Administrative Law Appeals | 14 Summer Street, 4th floor, Malden, MA 02148 | Tel. 781-397-4755|Fax 781-397-4770

Massachusetts Department of Education Program, Program Resolution, 75 Pleasant Street, Malden MA 02148, Tel. (781) 338-3700: fax (781)- 338-3710: TTY: Relay (800)-439-2370. Email: compliance@doe.mass.edu

United States Department of Education Office of Civil Rights, Department of Education 5 Post Office Square, 8th Floor, Boston, Massachusetts 02109
Tel. (617) 289-0011: Fax: (617-289-0150): TTD: (800) 877)-8339
Email: OCR.Boston@ed.gov

Nothing prohibits a complainant from immediately pursuing action before a court or administrative agency with appropriate jurisdiction.

Hazing: Legal Definition and Requirements

Crime of Hazing—Definition and Penalty

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 one thousand dollars (\$1,000) or by imprisonment in a house of correction for not more than one hundred (100) days, or by 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.

(Chapter 269, Section 17)

Duty to Report Hazing

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 five hundred dollars (\$500).

(Chapter 269, Section 18)

Alcohol, Tobacco and Drug Use Policy
Inclusive of JICFA-E, JICHA, JICHR and JICH (MASC)

The Lowell School Department recognizes the legal and social responsibility to establish policies and encourage administrative action that promote a school environment free from use, possession or distribution of alcohol, tobacco, any illegal drugs and/or controlled substances.

The Lowell Public Schools recognizes that substance abuse is a disease affecting the health, education, and creative potential of all impacted parties and every effort will be made to identify potential and ongoing problems and provide intervention as deemed appropriate. That said, the Lowell School Department will provide assistance to any student voluntarily seeking alcohol, tobacco or drug treatment or advice. The seeking of voluntary assistance in no way abrogates the students' responsibilities under any Lowell School Department policies.

Staff shall take the following steps in regards to any student who seeks information or assistance in regards to alcohol, tobacco or drug use, prior to any violation of Lowell School Department policies:

- a. Immediately consider the best possible means of supporting the student including accessing appropriate school staff, private and/or community resources. The school system cannot assume any expenses for private help or hospitalization.
- b. Involve parent(s)/guardian(s) to support the student as soon as it is deemed appropriate.
- c. Provide the student who voluntarily seeks help or treatment with the opportunity to make up any school work missed.

The Lowell School Department recognizes the need to provide a balance between providing supportive counseling services to those students who have alcohol, tobacco or drug issues as well as addressing disciplinary concerns.

It is the policy of the Lowell School Department that a student shall not, regardless of the quantity, use/consume, possess, buy/sell, be under the influence or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled or illegal substance/drugs or look alike substance/drug, medication/prescription (inconsistent with the Lowell Public School Medication Policy) and/or volatile substances on school grounds and/or prior to or during school sponsored or school related activities or events. Such actions may result in the student being barred from school activities and events and/or may also result in further disciplinary action including, but not limited to expulsion from the Lowell Public Schools.

Staff shall take the following steps in regards to any student, who violates this policy:

- a. Any employee of the school department, including contracted providers and their employees will report any violation of the Lowell School Department policies in regard to alcohol, tobacco and drugs to the school principal or designee.
- b. The school principal or designee will investigate the allegation consistent with Lowell School Department policies and guidelines and take appropriate action (which could include, but is not limited to disciplinary and/or alternatives to disciplinary action) consistent with said policies and guidelines including, but not limited to contacting the student's parent/guardians.
- c. Any substance confiscated in violation of this policy will be confiscated and the police will be notified. Violations of this policy may constitute criminal acts.
- d. When appropriate, the Lowell School Department may also inform the Department of Children and Families. The Lowell School Department also reserves its right to take legal action consistent with state and federal law, for any violation of this policy.
- e. The Lowell School Department will cooperate with law enforcement agencies to ensure that illicit activities by students and others are discouraged in and around the vicinity of all schools.
- f. The Lowell School Department will follow this policy with full consideration to the legal rights of the student(s) involved and the rights and safety of the school community.
- g. The school principal or designee will provide assistance to any student voluntarily seeking alcohol, tobacco or drug treatment or advice.

This policy shall be posted on the district's website and notice shall be provided to all students and parent/guardian of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC March 2016
Lowell Public Schools Files: JICFA-E, JICHA, JICH-R

LEGAL REFS: M.G.L.71:2A; 7196; 272:40A

CROSS REFS: IHAMB, Teaching About Alcohol, Tobacco and Drugs
GBEC, Drug Free Workplace Policy

Teaching About Alcohol, Tobacco and Drugs

In accordance with state and federal law, the Lowell Public Schools shall provide age appropriate, developmentally appropriate, evidence-based alcohol, tobacco and drug prevention education programs in grades K-12.

The alcohol, tobacco and drug prevention program shall increase students' understanding of the legal, social and health consequences of alcohol, tobacco and drug use. The program also shall include instruction of the effects of alcohol, tobacco and drugs on the human system; the emotional, psychological and dangers of such use with emphasis on nonuse by school age children; and information about effective techniques and skill development for delaying and abstaining from using substances; as well as skills for addressing and/or avoiding peer pressure to use alcohol, tobacco and/or drugs.

The objectives of this program, as stated below, are rooted in the Lowell School Committee's belief that prevention requires education and that the most important aspects of the policies and guidelines of the district should be the education of each individual student as to the dangers and consequences of alcohol, tobacco and drug use, while simultaneously developing students' abilities and skills to make healthy decisions:

- To prevent, delay and/or reduce alcohol, tobacco and drug use among children and youth.
- To create an awareness of and/or increase students' understanding of the legal, social and health consequences of alcohol, tobacco and drug use.
- To create an awareness of and/or increase students' understanding of the personal, social and economic problems caused by the misuse of alcohol, tobacco and drugs.
- To teach students self-management skills, social skills, negotiation skills and refusal skills to help them make healthy and intelligent decisions, develop the courage to stand by their convictions and avoid peer pressure, ultimately avoiding alcohol, tobacco and/or drug use.

The curriculum and instructional materials used in this program shall be recommended by the Superintendent and approved by the School Committee.

This policy shall be posted on the district's website and notice shall be provided to all students and parent/guardians in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with the law and in a manner requested by DESE.

SOURCE: MASC March 2016
Lowell Public Schools File IHAMA
LEGAL REFS: M.G.L. 71:1; 71:96
CROSS REFS: GBEC, Drug Free Workplace Policy JICH (2016)

Acceptable Use Policy

The educational purpose of the Acceptable Use Policy is consistent with the mission and vision of the Lowell Public Schools Technology Plan, and reflects the values of our learning community.

- There should be equal access to information technology.
- Technology should be used to teach, learn, and practice critical thinking skills.
- Technology when used responsibly allows for differentiation of instruction and learning, providing access to equal opportunities for all.
- Technology is a necessity in today's world. It is not a supplement to the curriculum but rather a vehicle by which the curriculum is driven.
- Staff must acquire a fundamental level of understanding of information technology in order to enable our students to avail themselves of the full breadth of resources that technology can provide.

Obligations & Expectations

The Internet provides access to powerful educational resources that allow students to find information on networks anywhere in the world. *It is a privilege not a right.*

By signing this document you agree to the following responsibilities:

- **Use of personal devices attached to the school network must comply with the acceptable use policy.**
- Using computers only for authorized purposes and using the printers to print only material needed for school related purposes.
- Blogging and emailing are only to be used as forums for student learning and communication, and are subject to the rules and requirements of classroom teachers and the school district.
- Using only legal versions of copyrighted software which have been purchased by the Lowell Public Schools
- Conforming to all state and federal laws and the Children's Internet Protection Act (CIPA)
- Conforming to general school rules of good behavior is expected on school computer networks just as it is in a classroom or a school hallway.
- parent/guardian permission is required for minors.
- Using network storage areas responsibly - Like school lockers, files and communications may be reviewed by the Network Manager at any time.
- Computer use can be monitored by teachers or computer staff at any time.
- Using school computer labs with adult supervision only.

Inappropriate Use

Actions, which are considered inappropriate use of district technology, include, but are not limited to:

- Deliberately disrupting the network
- Attempting to evade or damage system security measures
- Using another person's data or files without permission
- Using another person's username or password or revealing your password to another student
- Pretending to be another user or acting in ANY anonymous fashion
- Downloading any programs, including music, videos, or pictures without the permission of the teacher
- Instant messaging or participating in non-educational chat discussion rooms on school computers including school iPads.
- Vandalizing, theft of, or modifying in ANY way hardware or software components
- Copying files, data or programs from the Internet without permission
- Downloading music files illegally
- Using devices from home and plugging into the school computers for charging, transferring files, etc.
- Attempting to access or download any site on the Internet that produces material that is offensive or pornographic or which may incite racial hatred
- Using the network for commercial purposes, financial gain or fraud
- Using obscene, vulgar or otherwise offensive language
- Using the computer or any devices attached to the school network to harass, insult, or post derogatory information about another person or organization
- Political lobbying
- Plagiarism – copying material created by others and presenting as one's own
- Copyright infringement – reproducing a work that is protected by copyright without permission of the author or copyright owner
- Using any programs or websites to bypass the schools content filter
- Any other action that violates the Discipline Code of Conduct and/or substantially disrupts the educational process to include the use of personal devices.

Consequences of Violations of Acceptable Use Policy

Teachers or the Network Manager have discretion to take appropriate action including but not limited to:

- Revocation or suspension of computer/network access
- Referral to House Dean for disciplinary action:
 - Community service
 - Detention
 - Suspension
 - Legal action/prosecution by authorities
 - Or any other action deemed appropriate by the Head of School

Parent/Guardian Notification Relative to Sex Education

In accordance with General Laws Chapter 71, Section 32A, the Lowell School Committee has adopted this policy on the rights of parent(s)/guardian(s) of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parent(s)/guardian(s)/ of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involves human sexual education or human sexuality issues. Each school principal will be responsible for sending this notice. parent(s)/guardian(s) of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parent(s)/guardian(s) will be notified of this fact in a timely manner before implementation.

Each such notice to parent(s)/guardian(s)/ will include a brief description of the curriculum covered by this policy, and will inform the parent(s)/guardian(s) that they may:

- Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent(s)/guardian(s) under this policy may be given an alternative assignment.
- Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parent(s)/guardian(s) and others to the extent practicable. parent(s)/guardian(s) may arrange with the principal to review the materials at the school.

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

Student Records Regulations

Student Records

Lowell Public Schools is obligated to abide by the rules/laws/regulations dictated within The Family Educational Rights and Privacy Act (FERPA) and Massachusetts Regulation 603 CMR 23.00 details a Student and parent/guardian(s) rights with respect to Student Records.

A student record is any information that is kept about a student in school (grades, test scores, comments). It is made of your permanent record or “transcript” (name, address, courses taken, credits and grades) and the “temporary records” (progress reports, test scores, class rank, extracurricular activities, and other relevant educational information).

For students in the ninth grade or higher or 14 years old or older, the rights below belong to the student and his or her parent/guardian. If you are 18 years or older, the rights belong to the student alone, if the student requests in writing that only the student, and not the parent/guardians, should have these rights. Under 14 or not yet in the 9th grade, then the rights below belong only to the parent/guardians.

Seeing your Records

The student and the parent/guardians have the right to see and have copies made of everything in the student’s record within ten (10) school days of a request. The school may not charge more than the cost for the copies. Person making a request must show a photo I.D.

Notice to all parent/guardians and Students

Pursuant to 603CMR23.06 the student’s temporary record, all information not contained in the transcript, shall be destroyed no later than seven (7) years from the date of the student’s withdrawal, transfer or graduation. It is the student’s right to obtain these records before they are destroyed. Graduating seniors will have the opportunity to collect their records before leaving high school. If the student wishes to have these records please contact the Guidance Department at Lowell High School. If the records are not requested within seven (7) years of the withdrawal, transfer, or graduation date, records including, but not limited to, standardized tests results, class rank, extracurricular activities and teacher evaluations shall be destroyed. The permanent record will be kept for sixty (60) years. After sixty (60) years, if the permanent record is not requested, it will be destroyed

Access to School Records for Non-custodial parent/guardians

Massachusetts School Records Regulation law Chapter 71 Section 34H requires the noncustodial parent/guardian to provide verification in the form of a probate court order or judgment relative to custody of the child, specifying, in detail, that (s)he has not been denied, in a court order, custody based on a threat to the safety of the child or the custodial parent/guardian. The non-custodial parent/guardian must submit a written request to the school principal annually.

The following persons serving in a parent/guardian role shall have access to a student's records:

- The student's father
- The student's mother
- The student's guardian
- A person or agency legally authorized to act on behalf of or in conjunction with the student's father, mother or guardian, a divorced or separated parent/guardian (subject to any written agreement between parent/guardians or court order governing the rights of such a parent/guardian that is brought to the attention of the school Head of School).

Non-custodial parent/guardians shall not have access to a student's school records when:

- The parent/guardian has been denied legal custody on a threat to the safety of the child or to the custodial parent/guardian, or
- The parent/guardian has been denied visitation or has been ordered to supervised visitations, or
- The parent/guardian's access to the student or to the custodial parent/guardian has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the student's information described in the statute.
- The parent/guardian has not submitted a written request to the school principal.

Privacy of your Records

School personnel who work directly with students may see the student's records when it is necessary to perform their duties. With very few exceptions, no one else may see student records without written permission of the student or parent/guardians.

Access to Student Records

- **Other schools:** parent(s)/guardians and students please note that pursuant to 603 CMR 23.07 (4)(g) that during the school year that a student is enrolled, the principal or his or her designee may provide to the authorized school personnel of the school to which a student seeks or intends to transfer access to such student's record without the consent of the eligible student or a parent/guardian. The student record may also be forwarded by the principal or his or her designee to the school to which student seeks or intends to transfer to.
- **The Armed Forces of the United States of America/Institution of Higher Education:** Pursuant to the "No Child Left Behind Act of 2001" and Public Law 107-110 (H.R.1) Section 9528, the Head of School or his designee is required to provide access to student information to military recruiters or an institution of higher education, upon their request. This access applies only to secondary school students and includes student names, addresses and telephone listings. *If you do not want the Head of School or his or her designee to release this*

information, then student/parent/guardian must notify the Head of School or his designees in writing of that request, within the next ten (10) days. See page 7.

Destroying your Records

Pursuant to 603 CMR 23.06 (2) during the school year that a student is enrolled in a school, the Head of School or his or her designee shall periodically review and destroy misleading, outdated, or irrelevant information (including photocopies made of original documents) contained in the temporary record provided that the eligible student and their parent(s)/guardian(s) are notified in writing and are given the opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice will be placed in the temporary record. If you do not want the Head of School or his designee to destroy such records or you wish to take custody of the records that are marked for destruction, then you, the student and/or their parent(s)/guardian(s) must notify the Head of School or his designee in writing of that request shortly after receipt of the notice of destruction.

Amending and Appealing your Record

The student or parent/guardians may add any relevant written material to the record. If there is information in the record that the student or parent/guardians feel is inaccurate, misleading, or irrelevant and the student or parent/guardians want it removed, the student or parent/guardians may ask your Head of School to remove it (See Department of Education, Student Record Regulations 603 CMR 23:08).

If the request is denied, or if the student or parent(s)/guardians have any other objections to the school records policy, there is an appeals process the student or parent(s)/guardians can use. This process is described in Department of Education records regulations, under 603 CMR 23:09.

This is just a summary of your rights under the regulations. You can get a copy of the regulations from the Massachusetts Department of Elementary and Secondary Education or its Website (Chapter 71; Sections 34D and 34EF of the General Laws, 1973).

The Family Education Rights and Privacy Act, 2000 (FERPA)

The Family Education Rights and Privacy Act (2000), otherwise known as FERPA or Buckley Amendment, ensures that parent/guardians and students have access to and an opportunity to challenge the content of a student's record, and that the schools will not release information that directly identifies a student to a third party. The general rule under Massachusetts Regulation 603 CMR 23.00 is that no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or parent/guardian. However, we do need to note that there are exceptions to third party access contained in 603 CMR 23.07(4)(a) through 23.07(4)(h).

603 CMR 23.07(4)(a) A school may release the following **directory information**: a student's name, address, telephone listing, date, and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent/guardian; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parent/guardians a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent/guardian.

parent/guardians and students have the following rights afforded to them under FERPA:

- Right to inspect and review education records and a description of how a parent/guardian or student may assert that right
- Right to inspect an amendment to the record and a method for requesting the amendment
- Right to consent to disclosures of the student's records and an explanation of the conditions under which the school may disclose without prior consent
- Right to file a complaint with the Family Compliance Office of the Department of Education

Annual Notice

Section 23.10: Notification requires that at least once during every school year, the school shall publish and distribute to students/parent/guardians annual notice of their general rights relative to student records, as contained herein. Upon request, Lowell Public School will make available to parents/guardians and Students a complete copy of the regulations which will detail their rights.

Student Signature Page

By signing below, I acknowledge I have access to the on-line Parent/Guardian & Student Handbook on-line at http://lhs.lowell.k12.ma.us/pages/Lowell_High and I acknowledge that I am responsible for adhering to these policies and may face consequences for failing to comply.

By signing below, I also acknowledge that in receiving access to the on-line Parent/Guardian and Student Handbook, I am in receipt of and have access to a copy of the District's new Harassment/Sexual Harassment Policy, beginning on page 73.

Student's Name (Print): _____

Student Personal Email: _____
(To be used for post-graduation follow-up)

ID Number: _____ House Office: _____ Advisory: _____

Parent/Guardian Name: _____

Address: _____
Apt. # _____ Zip Code: _____

Parent/Guardian Cell Phone Number: _____

Home Phone Number: _____
Parent/Guardian Work No. _____

Emergency Phone Number: _____

Emergency Contact Name: _____

Relationship: (i.e. grandparent/guardian, uncle, friend, etc.)

Student's Signature: _____ Date: _____

Return to House Office

Parent(s)/Guardian(s) Signature Page

By signing below I acknowledge I have accessed the school handbook and available on-line at: http://lhs.lowell.k12.ma.us/pages/Lowell_High. I acknowledge that my child is responsible for adhering to these policies and may face consequences for failing to comply.

By signing below, I also acknowledge that in receiving access to the on-line Parent/Guardian and Student Handbook, I am in receipt of and have access to a copy of the District's new Harassment/Sexual Harassment Policy, beginning on page 73.

Student's Name (Print): _____

ID Number: _____ House Office: _____ Advisory: _____

Parent(s)/Guardian(s) Name(s)

Address: _____

Apt. # _____ Zip Code: _____

Parent(s)/Guardian(s) Cell Phone Number(s): _____

Home Number: _____ Work Number: _____

Emergency Phone Number: _____

Emergency Contact Name: _____

Relationship: (i.e. grandparent/guardian, uncle, friend, etc.) _____

Indicate if Emergency Contact can pick up student: ___ Yes ___ No

Parent(s)/Guardian(s) Email Address(es):

Would you prefer letters and documents sent via: ___ Postal Service or ___ Email

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

I do not have access to the on-line version of the handbook. I request a hardcopy.

To be filled out by house office only

_____ Date hardcopy provided to parent/guardian/guardian.

Return to House Office

Lowell High School--Student Information, Photo and Video Release

Dear Parent/Guardian:

Throughout the course of the school year, Lowell High School honors the various achievements of our students. The student information may include the student's name, a description of the actual achievement and/or award, academic or athletic, the student's grade level, academic test score, photograph(s) and video(s), student work, etc. This is not an exhaustive listing.

In addition, during school events images of students may be displayed, photographed and/or video recorded. This student information may be published, displayed and/or duplicated and/or released to the media (including but not limited to newspapers, cable/television and internet) for public display and/or published/used in school/district newspapers, on school/district websites and/or by other third parties.

Pursuant to Massachusetts Department of Education regulation 603 CMR 23.00, we are limited in what information we can share regarding your child's achievements, without first obtaining both you and your child's written consent.

By signing this release and checking the "Yes Box" below, you the parent//legal guardian and/or the student (if the student is his/her own legal guardian or emancipated) acknowledge that you and/or the student have the legal right to sign this release. You and/or the student also acknowledge that you and/or the student have the legal right to grant the Lowell Public Schools or its employees or agents the authority to release the student's information. In addition, by signing below you and/or the student acknowledge that you and/or the student have knowingly and voluntarily agreed to allow the Lowell Public Schools or its employees or agents to release the student's information

By signing this release and checking the "Yes Box" below, you and/or the student also agree to release and discharge the Lowell Public Schools and/or its employees and/or agents and the City of Lowell from any and all liability or claims of liability or claims of harm of any kind, both in law and in equity that may arise from the release of the student's information and/or its misuse either intentionally or otherwise by any third party or other person or persons. Specifically as to photos and videos you and/or student also release and discharge the Lowell Public Schools and/or its employees and/or agents and the City of Lowell for any liability that may arise by virtue of distortion, blurring, alteration, optical illusion or use in composite form, whether intentional or otherwise; and that you and/or the student understand that you and/or the student relinquish all rights to any remuneration for the use and/or subsequent uses of photograph(s) and/or video; and understand that images posted on the internet can be viewed and downloaded by others.

Yes, I give permission

No, I do not give permission

Name of Student: _____ House: _____

Please Print

Signature of Student: _____ Date: _____

Signature of a Parent/Guardian: _____ Date: _____

Return to House Office

Medical Emergency Form

Please Print

Student: _____ DOB: _____ Gender: M/ F Grade: _____ HR _____

Address _____

Parent/Guardian _____ Home Phone# () _____

Mother's work # _____ Mother's Cell Phone# _____

Father's work # _____ Father's Cell Phone# _____

Student's Physician _____ Telephone # _____

List 3 local adults (other than parent/guardian/guardian) who will assume immediate care of your child or pick up your child at school in the event of illness or emergency:

Name: _____ Tel: _____

Name: _____ Tel: _____

Name: _____ Tel: _____

Circle **all** current or active health conditions that apply to your child:

ADD ADHD Anxiety Asthma Autism/PDD Cerebral Palsy Depression Diabetes Heart Condition

Lactose Intolerance Migraines Seizure Disorder OTHER (please list)

Vision Problems (specify) Glasses _____ Contacts _____

Hearing Problems (specify) Left _____ Right _____ Hearing aids: Left _____ Right _____

Allergies (please list) _____

Is your child prescribed an **Epi pen** for treatment of the allergy listed above? Yes No

List medication and dosage taken by your child on a regular basis or as needed: _____

Does your child have health insurance? Yes No MassHealth? Yes No

I give permission to the school nurse to share information relevant to my child's health condition with appropriate school personnel as needed to meet my child's health and safety needs. Yes No

In case of emergency, your child will be transported to the hospital by EMS

I hereby authorize the school nurse to contact my child's physician if necessary.

Signature of parent/guardian/Guardian _____

Date: _____

Return to Nurses' Office

Condom Availability Exemption Form
Lowell Community Health Center's School-Based Health Center at LHS

Please sign and return this form only if you **Do Not** want your child to have access to condoms at the Lowell High School-Based Health Center. Please note that this option shall not apply to students who are 18 years or older, who are or who have been married, who are parents, or who are entitled under law to give consent for themselves. If you have more than one child enrolled at Lowell High School, please complete a separate form for each child.

COMPLETE THE FOLLOWING INFORMATION

Child's name _____
(Last) (First)

My child's School Identification Number: _____

If unknown, please include your child's Date of Birth: _____

Name of parent/guardian/custodian _____
(Please Print)

Signature of Parent/guardian/custodian:

Contact Information (Telephone/Cell Phone): _____

Date signed by parent/guardian/custodian _____

Mail to: Lowell High School
Nurses' Office
50 Fr. Morissette Blvd.
Lowell, MA 01852

or Turn in directly to the Nurses' Office at Lowell High School

Return to Nurses' Office

Grades 11 & 12 Only
2021-2022 School Year

**Denial of Consent for Release of Student Information
To Military Recruiters or College/University Recruiters Form**

Under the federal “No Child Left Behind” Act, public high schools must give the names, addresses and telephone numbers of students to the U.S. military and college/university recruiters if the recruiters request the information. However, students or their parent/guardians have the right to instruct the school in writing that this information is not to be released to either the military or colleges or both.

If you do not consent to the release of this information to military recruiters and/or colleges, please check the appropriate box or boxes below. To be certain your wishes are respected, return this form to Lowell High School within 10 days of receipt of the parent/guardian & Student Handbook:

*Lowell High School
Attn: House Office
50 Fr. Morissette Blvd
Lowell, MA 01852*

- DO NOT release student contact information to Military Recruiters.

- DO NOT release student contact information to College or University Recruiters.

Student’s Name: _____

Student ID Number: _____ House/Advisory: _____

Signature of Parent/Guardian** : _____

Date Signed: _____

** Students have the right to request that their contact information not be released to recruiters. Parent(s)/Guardian(s) can override a student’s decision by notifying the school in writing, only if the student is under 18. We encourage Parent(s)/Guardian(s) and students to discuss this information.

Return to House Office

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