



Lowell Public School Committee

Regular Meeting Agenda

Date: September 2, 2020
Time: 6:30PM
Location: City Council Chamber, 375 Merrimack Street, 2nd Floor, Lowell, MA 01852

1. **SALUTE TO FLAG**

2. **ROLL CALL**

3. **SPECIAL ORDER OF BUSINESS**

- 3.1. Communication Remote Participation:
Members Of The Public May View The Meeting Via LTC
And Those Wishing To Speak Regarding A Specific
Agenda Item Shall Register To Speak In Advance Of The
Meeting By Sending Email To The Superintendent
Indicating The Agenda Item And A Phone Number To Call
So That You May Be Tele-Conferenced in to the meeting.
Email Address Is mpalazzo@Lowell.k12.Ma.us
If No Access To Email You May Contact at 978-674-4324.

4. **MINUTES**

- 4.1. Approval Of The Special Meeting Of The Lowell School
Committee Of Tuesday, August 18, 2020

Documents:

[LSC SPECIAL MEETING MINUTES - AUGUST 18, 2020.PDF](#)

- 4.2. Approval Of The Minutes Of The Regularly Scheduled

Lowell School Committee Meeting Of Wednesday, August 19, 2020

Documents:

[LSC MINUTES - AUGUST 19, 2020.PDF](#)

4.3. Approval Of The Special Meeting/Executive Session Of The Lowell School Committee Of Wednesday, August 26, 2020

Documents:

[LSC SPEICAL MEETING MINUTES - AUGUST 26, 2020 - \(1ST\).PDF](#)

4.4. Approval Of The Special Meeting Of The Lowell School Committee Of Wednesday, August 26, 2020

Documents:

[LSC SPECIAL MEETING MINUTES - AUGUST 26, 2020 \(2ND\).PDF](#)

5. **PERMISSION TO ENTER**

5.1. Permission To Enter: September 2, 2020

Documents:

[PERMISSION TO ENTER - SEPTEMBER 2, 2020.PDF](#)

6. **MOTIONS**

6.1. [By Jackie Doherty]:

Request the Superintendent prepare a report for the committee that shares what other communities have done to enable in-person learning this fall.

6.2. [By Jackie Doherty]:

Request the Superintendent prepare a report for the committee that provides information on the timeline, structure and activities re family orientation for the upcoming school year. The report should include specifics re remote learning flexibility and accountability measures to support student learning.

7. **REPORTS OF THE SUPERINTENDENT**

7.1. School Reopening Update

Documents:

[SCHOOL REOPENING UPDATE - SCHOOL COMMITTEE PRESENTATION 9-2-20.PDF](#)

7.2. Facilities Update

Documents:

[FACILITIES UPDATE FOR SCHOOL COMMITTEE 9-2-20.PDF](#)

7.3. Report On Motions

Documents:

[3- REPORT MOTIONS AUGUST 26 , 2020.PDF](#)

8. **NEW BUSINESS**

8.1. Consideration Of Dr. Janice Aide Day School Facility Options For 2020-2021 To Meet COVID-19 Safety Requirements

Documents:

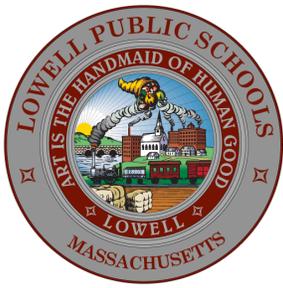
[ADIE DAY FACILITY OPTIONS.PDF](#)

8.2. Lowell Public Schools Handbook Updates

Documents:

[2020-2021 ELEMENTARY AND MIDDLE SCHOOLS -PARENT AND STUDENT HANDBOOK - REVISED AUGUST 2019 AND VERSION PUT ON THE LPS WEBSITE.DOCX.PDF](#)
[2020-21 LHS STUDENT HANDBOOK FINAL UPDATE.PDF](#)

9. **ADJOURNMENT**



LOWELL SCHOOL COMMITTEE

REGULAR MEETING MINUTES

Date: August 18, 2020
Time: 7:30PM
Location: Virtual - Zoom Meeting

<https://zoom.us/j/92112206188?pwd=ZnRPY1B5OHY2S3lEYlYzXoxM25GZz09>

Meeting ID: 921 1220 6188

Passcode: Tuesday

1. SALUTE TO FLAG

2. ROLL CALL

On a roll call at 7:36 p.m., members present were, namely: Ms. Martin, Mr. Dillon, Ms. Doherty and Mr. Hoey. Ms. Clark, Mr. Descoteaux and Mayor Leahy were absent.

3. SPECIAL ORDER OF BUSINESS

3.1. An Executive Session May Be Called To Discuss Collective Bargaining, Strategies and/or Possible Litigation Under Open Meeting Law, Chapter 30A, Section 21 (A) (B), 2, 3 Of The Commonwealth Of Massachusetts General Laws. Open Meeting Discussion May Have A Detrimental Effect On The Bargaining Or Litigating Position Of The Public Body.

4. EXECUTIVE SESSION

4.1. Items: Collective Bargaining- Update and Consideration of current proposals, positions, and issues related to bargaining for successor contracts and for the re-opening of schools related to teachers, paraprofessionals, custodians, and cafeteria workers.



Ms. Doherty made a motion to recess at 7:37 p.m. and to enter into Executive Session for the purpose of discussing Collective Bargaining, Strategies and/or Possible Litigation Under Open Meeting Law, Chapter 30A, Section 21 (A) (B), 2, 3 Of The Commonwealth Of Massachusetts General Laws related to an update and discussion in regards to Collective Bargaining-Update and Consideration of current proposals, positions, and issues related to bargaining for successor contracts and for the re-opening of schools related to teachers, paraprofessionals, custodians, and cafeteria workers., of which Open Meeting Discussion May Have A Detrimental Effect On The Bargaining Or Litigating Position Of The Public Body, and to adjourn from Executive Session; seconded by Mr. Dillon. 4 yeas, 3 absent (Ms. Clark, Mr. Descoteaux, Mayor Leahy) APPROVED



5. ADJOURNMENT

Ms. Doherty made a motion to recess at 7:37 p.m.; seconded by Mr. Dillon. 4 yeas, 3 absent (Ms. Clark, Mr. Descoteaux, Mayor Leahy) APPROVED

Respectfully submitted,

**Joel D. Boyd, Ed.D., Superintendent and
Secretary to the Lowell School Committee**

JDB/mes



LOWELL SCHOOL COMMITTEE

REGULAR MEETING MINUTES

Date: August 19, 2020
Time: 6:30PM
Location: City Council Chamber, 375 Merrimack Street, 2nd Floor, Lowell, MA 01852

1. SALUTE TO FLAG

2. ROLL CALL

On a roll call at 7:01 p.m., members present were, namely: Ms. Clark, Mr. Descoteaux, Mr. Dillon, Ms. Doherty, Mr. Hoey, Mayor Leahy and Ms. Martin.

3. SPECIAL ORDER OF BUSINESS

3.1. Communication Remote Participation: Members Of The Public May View The Meeting Via LTC And Those Wishing To Speak Regarding A Specific Agenda Item Shall Register To Speak In Advance Of The Meeting By Sending Email To The Superintendent Indicating The Agenda Item And A Phone Number To Call So That You May Be Tele-Conferenced In To The Meeting. Email Address Is Mpalazzo@Lowell.k12.Ma.us If No Access To Email You May Contact At 978-674-4324.

3.2. Spotlight on Excellence – Summer School Program

Carolyn Rocheleau, Coordinator of Special Programs and Christine Adams, Special Education Summer Program administrator gave the Committee a brief overview of this year's summer's offerings and programs as well as shared some highlights of the programs.

4. MINUTES

4.1. Approval of the Minutes of the Regularly Scheduled Lowell School Committee Meeting of Wednesday, July 15, 2020

Ms. Doherty made a motion to approve and place on file the Minutes of the Regularly Scheduled Meeting of the Lowell School Committee of July 15, 2020, and the Special Meeting Minutes of the Lowell School Committee of July 16, 2020, July 23, 2020, July 29, 2020, July 30, 2020, August 5, 2020 and two (2) Special Meeting Minutes of August 12, 2020; seconded by Ms. Martin. 7 yeas APPROVED



4.2. Approval of the Minutes of the Special Meeting of the Lowell School Committee of Thursday, July 16, 2020

Ms. Doherty made a motion to approve and place on file the Minutes of the Regularly Scheduled Meeting of the Lowell School Committee of July 15, 2020, and the Special Meeting Minutes of the Lowell School Committee of July 16, 2020, July 23, 2020, July 29, 2020, July 30, 2020, August 5, 2020 and two (2) Special Meeting Minutes of August 12, 2020; seconded by Ms. Martin. 7 yeas APPROVED

4.3. Approval of the Minutes of the Special Meeting of the Lowell School Committee of Thursday, July 23, 2020

Ms. Doherty made a motion to approve and place on file the Minutes of the Regularly Scheduled Meeting of the Lowell School Committee of July 15, 2020, and the Special Meeting Minutes of the Lowell School Committee of July 16, 2020, July 23, 2020, July 29, 2020, July 30, 2020, August 5, 2020 and two (2) Special Meeting Minutes of August 12, 2020; seconded by Ms. Martin. 7 yeas APPROVED

4.4. Approval of the Minutes of the Special Meeting of the Lowell School Committee of Wednesday, July 29, 2020

Ms. Doherty made a motion to approve and place on file the Minutes of the Regularly Scheduled Meeting of the Lowell School Committee of July 15, 2020, and the Special Meeting Minutes of the Lowell School Committee of July 16, 2020, July 23, 2020, July 29, 2020, July 30, 2020, August 5, 2020 and two (2) Special Meeting Minutes of August 12, 2020; seconded by Ms. Martin. 7 yeas APPROVED

4.5. Approval of the Minutes of the Special Meeting of the Lowell School Committee of Thursday, July 30, 2020

Ms. Doherty made a motion to approve and place on file the Minutes of the Regularly Scheduled Meeting of the Lowell School Committee of July 15, 2020, and the Special Meeting Minutes of the Lowell School Committee of July 16, 2020, July 23, 2020, July 29, 2020, July 30, 2020, August 5, 2020 and two (2) Special Meeting Minutes of August 12, 2020; seconded by Ms. Martin. 7 yeas APPROVED

4.6. Approval of the Minutes of the Special Meeting of the Lowell School Committee of Wednesday, August 5, 2020

Ms. Doherty made a motion to approve and place on file the Minutes of the Regularly Scheduled Meeting of the Lowell School Committee of July 15, 2020, and the Special Meeting Minutes of the Lowell School Committee of July 16, 2020, July 23, 2020, July 29, 2020, July 30, 2020, August 5, 2020 and two (2) Special Meeting Minutes of August 12, 2020; seconded by Ms. Martin. 7 yeas APPROVED

4.7. Approval of the Minutes of the Special Meeting/Executive Session of the Lowell School Committee of Wednesday, August 12, 2020

Ms. Doherty made a motion to approve and place on file the Minutes of the Regularly Scheduled Meeting of the Lowell School Committee of July 15, 2020, and the Special Meeting Minutes of the Lowell School Committee of July 16, 2020, July 23, 2020, July 29, 2020, July 30, 2020, August 5, 2020 and two (2) Special Meeting Minutes of August 12, 2020; seconded by Ms. Martin. 7 yeas APPROVED



4.8. Approval of the Special Meeting of the Lowell School Committee of Wednesday, August 12, 2020

Ms. Doherty made a motion to approve and place on file the Minutes of the Regularly Scheduled Meeting of the Lowell School Committee of July 15, 2020, and the Special Meeting Minutes of the Lowell School Committee of July 16, 2020, July 23, 2020, July 29, 2020, July 30, 2020, August 5, 2020 and two (2) Special Meeting Minutes of August 12, 2020; seconded by Ms. Martin. 7 yeas APPROVED

5. PERMISSION TO ENTER

5.1. Permission to Enter: August 19, 2020

Ms. Clark made a motion to approve the Permission to Enter; seconded by Mr. Dillon. 6 yeas, 1 absent (Ms. Martin) APPROVED

6. MOTIONS

6.1. [By Connie Martin And Jackie Doherty]: Requesting that the Lowell School Committee vote to assert that Racism is a National Public Health Crisis affecting the health, safety and educational experience and outcomes of all students, especially the majority of students of color in the district. This will require immediate, on-going, and long term responses and action from the Lowell Public Schools to affirm our steadfast commitment to support efforts both nationally and locally aimed at understanding, addressing and dismantling racism in all its forms, from our public schools.

The following people registered and spoke on the above motion:

Caitlin Kulberg
Curtis Chanthaboun
Monica Lundberg
Marissa Shea
Bobby Tubiyele

Mr. Hoey made a substitute motion: "Requesting that the Lowell School Committee vote to assert that Racism is a National Public Health Crisis affecting the health, safety and educational experience and outcomes of all students"; seconded by Mr. Descoteaux. 2 yeas, 5 nays (Ms. Clark, Mr. Dillon, Ms. Doherty, Mayor Leahy, Ms. Martin) FAILS

Ms. Martin made a motion to approve; seconded by Ms. Doherty. 4 yeas, 3 nays (Mr. Descoteaux, Mr. Dillon, Mr. Hoey) APPROVED

7. REPORTS OF THE SUPERINTENDENT

7.1. School Reopening Update

The following people registered and spoke on the School Reopening Report:



Caitlin Kulberg
Marissa Shea
Trish Williams
Jess Markey
Patricia Pappatian
Anna Baturin
Paul Georges (went into voicemail)
Heather Green
Karlene Farley
Gail Thursby
Katie Urbine
Jake Bridge (busy signal)
Tina Degree

Dr. Guillory, Chief Schools Officer gave the Committee an update on schools reopening. The report included the following:

- Timeline
- How We Are Preparing for a Safe Reopening
- How Will We Ensure School Readiness for Reopening
- How Will We Support Principals to Meet the Steps for Reopening
- How Do We Translate Building Capacity Into Seats for Families/Students
- Next Steps

Mr. Hoey made a motion to accept the following Reports of the Superintendent 7.1 through 7.3 as reports of progress; seconded by Mr. Dillon. 7 yeas APPROVED

7.2. Facilities Analysis

Dr. Hall, Chief Operating Officer gave the Committee an update on the evaluations of HVAC systems and informed the Committee that 94% of all school windows are operational. He also spoke about the filter assessment for all schools and that the City has contracted with Garcia, Galuska, and DeSousa Consulting Engineers to review the existing HVAC system filter capabilities within some of the school buildings to see where filters can be upgraded to higher grades, which filter out smaller particles in the air. He also spoke about the cleaning of HVAC components and other ongoing projects that the DPW and School Facilities Department are prioritizing.

Mr. Hoey made a motion to accept the following Reports of the Superintendent 7.1 through 7.3 as reports of progress; seconded by Mr. Dillon. 7 yeas APPROVED

7.3. Personnel Report

The Personnel Report officially informs the Committee of all retirements, resignations, promotions and new hires.

Mr. Hoey made a motion to accept the following Reports of the Superintendent 7.1 through 7.3 as reports of progress; seconded by Mr. Dillon. 7 yeas APPROVED



Ms. Doherty made a motion to continue the meeting past 10:00 p.m.; seconded by Ms. Martin. 7 years APPROVED

8. NEW BUSINESS

8.1. Adoption of 1/12 Budget for September 2020 in the Amount of \$14,948.596.00

Superintendent Boyd and Ms. Turner, Chief Financial Officer provided an update to the Committee on the budget as of August 19, 2020. The report states that we need to stabilize and finalize school budgets. That the district is moving from a full hiring freeze to a phased reopening of job postings and that there is no additional information from the state. Also, that it is still unclear as to the level of cash funding from the City despite the State's commitment for three (3) months. The district can only appropriate the amount approved by the City despite the state changes and unless there are legislative changes, September will be the final month for a 1/12th budget.

Ms. Doherty made a motion to approve the adoption of a 1/12th budget for September 2020 in the amount of \$14,948,596; seconded by Mr. Descoteaux. 7 years APPROVED

8.2. Approval of UMASS Lowell Research Proposal

Francisco Vicente, Assistant Principal at the Abraham Lincoln School, is enrolled in a doctoral program at UMass Lowell. Mr. Vicente's objective of his research is to systematically identify, describe, and consider the practices of the Abraham Lincoln School Adjustment Program and its efficacy in supporting the provisions of Free and Appropriate Public Education (FAPE) for students with Emotional Impairment. The focus of his dissertation is to identify practices that staff perceive as effective and ineffective, as well as professional development and resource need.

Ms. Clark made a motion to approve the UMASS Lowell Research Proposal; seconded by Mr. Hoey. 7 years APPROVED

8.3. Approval to Accept and Expend Allocated FY21 Awards

Ms. Turner, Chief Financial Officer requested that the Committee vote to approve and accept the list of FY21 grant allocations received to date that was provided to them. The list includes funds from the Federal and State entitlement, continuation, competitive and CARES Act awards that have been secured by the Lowell Public Schools through the Department of Secondary and Elementary Education and the Department of Education and Care.

Ms. Doherty made a motion to approve and accept the Allocated FY21 Awards; seconded by Mr. Descoteaux. 7 years APPROVED



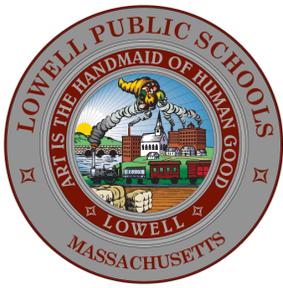
9. ADJOURNMENT

Ms. Clark made a motion to adjourn at 10:06 p.m.; seconded by Mr. Dillon. 7 yeas APPROVED

Respectfully submitted,

**Joel D. Boyd, Ed.D., Superintendent and
Secretary to the Lowell School Committee**

JDB/mes



LOWELL SCHOOL COMMITTEE

REGULAR MEETING MINUTES

Date: August 26, 2020
Time: 5:30PM
Location: City Council Chamber, 375 Merrimack Street, 2nd Floor, Lowell, MA 01852

1. SALUTE TO FLAG

2. ROLL CALL

On a roll call at 5:30 p.m., members present were, namely: Mr. Descoteaux, Mr. Dillon, Ms. Doherty, Mr. Hoey, Mayor Leahy, Ms. Martin and Ms. Clark.

3. SPECIAL ORDER OF BUSINESS

3.1. An Executive Session May Be Called To Discuss Collective Bargaining, Strategies and/or Possible Litigation Under Open Meeting Law, Chapter 30A, Section 21 (A) (B), 2, 3 Of The Commonwealth Of Massachusetts General Laws. Open Meeting Discussion May Have A Detrimental Effect On The Bargaining Or Litigating Position Of The Public Body.

4. EXECUTIVE SESSION

4.1. Items: `

1. Litigation Update
2. Update Relative to Transportation Contracts and Negotiations
3. Collective Bargaining

A - SEIU - Update on negotiations and consideration of proposals;
B - LSAA - Update on negotiations and consideration of proposals;
C - UTL - update on negotiations and consideration of proposals for paraprofessionals; update on negotiations and consideration of proposals for custodians; update on negotiations and consideration of proposals for cafeteria workers; update on negotiations and consideration of proposals for teachers.

Ms. Doherty made a motion to recess at 5:33 p.m. and to enter into Executive Session for the purpose of discussing Collective Bargaining, Strategies and/or Possible Litigation Under Open Meeting Law, Chapter 30A, Section 21 (A) (B), 2, 3 Of The Commonwealth Of Massachusetts General Laws related to an update and discussion in regards to Litigation Update, Update Relative to Transportation Contracts and Negotiations, Collective Bargaining: SEIU - Update on negotiations and consideration of proposals; LSAA - Update on negotiations and consideration of proposals; UTL - update on negotiations and consideration of proposals for paraprofessionals; update on negotiations and consideration of proposals for custodians; update on negotiations and consideration of proposals for cafeteria workers; update on negotiations and consideration of proposals for teachers., of which Open Meeting Discussion May Have A Detrimental Effect On The Bargaining Or Litigating Position Of The Public Body, and to adjourn from Executive Session; seconded by Ms. Martin. 7 yeas APPROVED



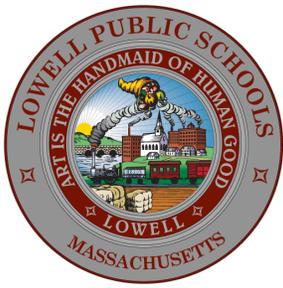
5. ADJOURNMENT

Ms. Doherty made a motion to recess at 5:33 p.m.; seconded by Ms. Martin. 7 yeas APPROVED

Respectfully submitted,

**Joel D. Boyd, Ed.D., Superintendent and
Secretary to the Lowell School Committee**

JDB/mes



LOWELL SCHOOL COMMITTEE

REGULAR MEETING MINUTES

Date: August 26, 2020
Time: 6:30PM
Location: City Council Chamber, 375 Merrimack Street, 2nd Floor, Lowell, MA 01852

1. SALUTE TO FLAG

2. ROLL CALL

On a roll call at 6:46 p.m., members present were, namely: Mr. Dillon, Ms. Doherty, Mr. Hoey, Mayor Leahy, Ms. Martin, Ms. Clark and Mr. Descoteaux.

3. SPECIAL ORDER OF BUSINESS

3.1. Communication Remote Participation: Members Of The Public May View The Meeting Via LTC And Those Wishing To Speak Regarding A Specific Agenda Item Shall Register To Speak In Advance Of The Meeting By Sending Email To The Superintendent Indicating The Agenda Item And A Phone Number To Call So That You May Be Teleconferenced In To The Meeting. Email Address Is Mpalazzo@Lowell.k12.Ma.us. If No Access To Email You May Contact At 978-674-4324.

4. PERMISSION TO ENTER

4.1. Permission to Enter: August 26, 2020 # 1

This item as removed.

4.2. Permission to Enter: August 26, 2020 # 2

Ms. Doherty made a motion to approve the Permission to Enter; seconded by Mr. Descoteaux. 7 yeas APPROVED

5. REPORTS OF THE SUPERINTENDENT

5.1. School Reopening Update

Darcie Boyer registered and spoke on the School Reopening Report.

Superintendent Boyd and his team gave the Committee an update on the schools reopening. The report included the following:

- Timeline
- How will we support teachers and school-based staff to meet the needs of both in-person and remote learners?



- How many seats will be available on September 17th at each school, at each grade level and within each program for in-person learning?
- How are we supporting families in choosing between in-person and remote learning to start the school year?
- Learning Management System – Florida Virtual School
- Professional Development
- In-Person and Remote Seats by School
- 2020-2021 Seat Assignment Process
- Next Steps

Ms. Doherty made a motion to accept the following Reports of the Superintendent 5.1 and 5.2 as reports of progress; seconded by Ms. Martin. 7 yeas APPROVED

5.2. Facilities Update

Dr. Hall, Chief Operating Officer and Mr. Underwood, Facilities Director spoke to the Committee about the Facilities Analysis report. The report included building capacity for in-person learning regarding facility, safety equipment, building supplies, campus seats and safety messaging (in place). It also showed the Massachusetts Department of Health information and all the rooms per school that will not be used.

Ms. Doherty made a motion to accept the following Reports of the Superintendent 5.1 and 5.2 as reports of progress; seconded by Ms. Martin. 7 yeas APPROVED

6. UNFINISHED BUSINESS

6.1. Adoption of Final 2020-2021 School Calendar Following Requested State Waiver Approval

Mr. Dillon made a motion to approve and adopt the final School Calendar for 2020-2021 following the requested state waiver approval; seconded by Ms. Clark. 7 yeas APPROVED



7. ADJOURNMENT

Ms. Martin made a motion to adjourn at 9:12 p.m.; seconded by Mr. Dillon. 7 yeas APPROVED

Respectfully submitted,

**Joel D. Boyd, Ed.D., Superintendent and
Secretary to the Lowell School Committee**

JDB/mes



PERMISSION TO ENTER

To: Joel D. Boyd, Superintendent of Schools

From: Billie Jo Turner, Assistant Superintendent for Finance and Business

Date: August 28, 2020

Subject: Permission to Enter – September 2, 2020 School Committee Meeting

PRIDESTAR EMS
229 Stedman Street
Lowell, MA 01851

\$ 114,075.00

To provide roundtrip transportation for three (3) medical fragile special needs students from Lowell, MA to New England Pediatric Care in Billerica, MA.

Funding provided by the School Department Budget: SPED Transportation



Lowell Public Schools

School Reopening Update:

Preparing for a Flawless Opening on Day 1

September 2, 2020



LOWELL

PUBLIC SCHOOLS



Timeline



- Step 1: By July 31, Districts must complete and submit a preliminary reopening plan to DESE



- Step 2: By August 14, Districts must finalize their comprehensive reopening plans, submit them to DESE and release them publicly.



- Step 3: August 17th, Administrators return and participate in school readiness preparation for a safe school reopening



- Step 4: August 31st, Teachers/School-based Staff return for the first day of extended professional development as part of the newly adopted school calendar



- **Step 5: Students return - September 17**



Avoiding the Pitfalls of Reopening Plans That Are Being Implemented Around the Country



Shana V. White
@ShanaVWhite

GEORGIA

I'm supposed to teach 19 students in person in a computer lab and the remaining 12 students virtually at the same time behind this starting tomorrow. 🙄

What do you notice?

What do you wonder?



CALIFORNIA



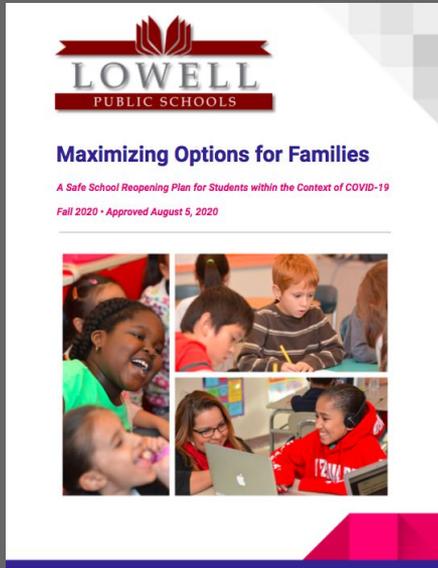
Luis Alejo @Supervisor... · 11h

2 of our children trying to get WiFi for their classes outside a Taco Bell in East Salinas! We must do better & solve this digital divide once & for all for all California students

CALIFORNIA NEEDS A UNIVERSAL BROADBAND INFRASTRUCTURE BOND FOR OUR STUDENTS
link.medium.com/7lr6Dyo5f9

[Show this thread](#)





Agenda: Preparing for a Safe Reopening

-
- How many seats are available to students for in-person learning by grade, school and program?
 - How do we support teachers/staff to fill in-person positions?
 - How do we continue to support students & families for the start of the school year?





In-Person and Remote Seats for School Opening

<i>In Person Seats</i>	<i>Remote Seats</i>	<i>Total Enrollment</i>
3763	11143	14906



How many seats are available to students for in-person learning by grade?

Grade Level	In-Person Seats
PK	136
K	296
1	313
2	309
3	297
4	288
5	285

Grade Level	In-Person Seats
6	293
7	255
8	268
9	195
10	129
11	136
12	66



How many seats are available to students for in-person learning by grade, school and program? - *Elementary Schools*

SCHOOL	PK	K	1	2	3	4	PK CSA	CSA	ADJ	SWD	EL	LEAP	Language Based	Hard of Hearing	TOTAL	TTL SEATS FACILITIES
Bailey		20	20	20	20	20	9	23							132	140
Greenhalge	12	40	24	24	20		12	24		43	57				156	120
Lincoln	16	16	24	24	24	24			6	57	70				128	120
McAuliffe	18	20	24	24	24	24				45	36		8	7	142	120
McAvinnue	10	30	28	24	26	27	10	15		38	66				145	120
Moody		16	16	16	16	16					60		16		96	100
Morey	24	24	20	20	20	20						13			141	140
Murkland	18	24	24	24	24	24			12	53	76				150	125
Pawtucketville		19	19	19	19	19		15			20				110	140
Reilly		12	24	20	24	24		10	16						130	125
Shaughnessy		20	20	20	20	20	9	17		58	48				126	125
Washington	22	12	12	12	12	12	12	24		26	24				142	120
		120	253	255	247	249	230								1598	1495



How many seats are available to students for in-person learning by grade, school and program? - Middle Schools

SCHOOL	5	6	7	8	CS A	ADJ	SWD	EL	LEAP	Language Based	Hard of Hearing	TOTAL	TTL SEATS FACILITIES
Butler	31	35	32	33		20	96	15				131	150
Daley	44	44	22	22	24		83	16	8			180	175
Robinson	44	44	44	44	12		84	78		22	10	176	160
Stoklosa	33	33	33	33		16	92	55		16		164	160
Sullivan	48	48	41	48	24	14		40				223	150
Wang	44	42	44	40		20	107	29				190	180
	244	246	216	220								1064	975



How many seats are available to students for in-person learning by grade, school and program? - K-8 Schools

SCHOOL	PK	K	1	2	3	4	5	6	7	8	PK CSA	CS A	ADJ	SWD	EL	LEAP	Language Based	Hard of Hearing	TOTAL	TTL SEATS FACILITIES
Bartlett		15	20	26	18	24	10	10	12	12				60	44	32			147	140
Pyne	16	14	14	12	12	12	12	12	12	12	24			93	78				152	150
STEM		14	24	24	18	22	19	25	15	24		14		87	69				199	200
	16	43	58	62	48	58	41	47	39	48									498	490



How many seats are available to students for in-person learning by grade, school and program? - *High School & Alternative Schools*

SCHOOL	9	10	11	12	CSA	ADJ	SWD	EL	LEAP	Language Based	Hard of Hearing	TOTAL	TTL SEATS FACILITIES
Career Academy	10	10	10	10			14	11				40	40
LHS	185	119	126	56								486	500
	195	129	136	66								526	540

SCHOOL	TOTAL	TTL SEATS FACILITIES
Adie	55	
BRIDGE	26	40
Cardinal		45
Laura Lee	26	20
Leblanc	23	40
	130	145



Staffing Process - Filling On-Campus Positions

-
1. Teachers will have the opportunity to choose on-campus teaching positions by September 2.
 2. Principals will make selections; priority given to those already assigned to that school.
 3. If someone from outside school selected, teacher will return to their previous school next year.
 4. If we have insufficient applicants for on-campus positions, positions will be posted for Long Term Substitutes until September 14.





Read through "A Safe School Reopening Plan for Students"

Attend an info session about the LPS Learning Plan for the start of the 2020-2021 school year



Decide whether in-person or remote learning is the best fit for each of your children and for your family



Declare whether you want in-person learning during the opt-in period (August 19-27)



NOW

- Student/family school orientation
- Make sure you sign up for email notifications, follow LPS on social media and check the LPS website for the latest updates



Continuing to Support Students & Families



Next Steps

How would we consider expanding in-person capacity, if health data permits?

- Reevaluate in-person capacity on an ongoing basis during the school year, finalizing capacity increases one month ahead of the start of each new marking period to align with quarterly review of student assignments.

As an example:

Quarter	In-Person Capacity (By Percentage)
1	25%
2	50%
3	60%
4	70%

**Numbers may be increased when a vaccine is available*

Lowell Public Schools

Facilities Update

School Committee Presentation - September 2, 2020



LOWELL
HIGH



Building Capacity for In-Person Learning

MA DEPARTMENT PUBLIC HEALTH INFORMATION	
Lowell- August 5, 2020- Percent Positivity (Last 14 days)	1.13
Lowell- August 12, 2020- Percent Positivity (Last 14 days)	1.18
Lowell-August 19, 2020- Percent Positivity (Last 14 days)	1.34
Lowell-August 26, 2020- Percent Positivity (Last 14 days)	1.18
Lowell-September 2, 2020- Percent Positivity (Last 14 days)	?
Average Daily Incidence Rate per 100,000	
12-Aug-20	2.24 green
19-Aug-20	2.9 green
26-Aug-20	2.4 green
2-Sep-20	?

**Revised as of 8/28/20*



Building Capacity for In-Person Learning

	Bailey	Cardinal	Greenhalge	Laura Lee	Lincoln	Adie Day	McAuliffe	McAvinue	Moody	Morey	Murkland	Paw. Memorial	Reilly	Shaughnessy	Washington	Bartlett	Pyne/Arts	Stem	Butler	Daley	Leblanc	Riverside/ BRIDGE	Robinson	Stoklosa	Sullivan	Wang	Career Academy	Lowell High & FA
FACILITY																												
Windows which open	102	111	168	55	141	n/a	136	140	148	117	150	195	416	108	124	337	237	265	120	238	81	24	140	55	410	444	68	1270
Windows which do not open	62	9	1	2	33	n/a	70	0	0	0	52	0	0	14	0	19	8	15	0	10	0	0	0	0	0	0	0	250
Classroom Filters in Building	21	0	34	0	28	n/a	30	40	0	0	32	42	27	24	0	43	32	42	30	60	0	0	30	8	48	50	0	0
Classroom Filters remaining to be changed	0	0	34	0	4	n/a	0	0	0	0	0	0	0	0	0	0	0	0	0	36	0	0	0	0	0	50	0	0
SAFETY EQUIPMENT																												
# of foggers needed for start of school (to be procured)	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	0	1
Foggers on hand now	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5
# of handwashing stations needed for start of school	63	14	62	6	55	TBD	55	55	14	43	50	75	37	53	15	54	81	37	34	76	13	8	58	26	41	53	8	228
# of hand sanitizing stations now	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
# of hand sanitizing stations (to be procured)	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Air purifiers needed for start of school	24	9	30	6	31	14	34	44	16	32	29	39	30	26	26	34	42	55	28	26	11	8	47	46	43	43	11	202
Air purifiers on hand now	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dividers/barriers planned for front desk(to be procured)	18	18	18	5	18	5	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	5	18	18	18	18	5	66
Dividers/barriers emplaced now	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BUILDING SUPPLIES																												
Hand Sanitizer (Gallons)	52	19	65	13	67	30	74	95	35	69	63	84	65	56	56	74	91	119	81	56	24	17	102	100	93	93	24	302
Hand Sanitizer (on hand)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	28
Classroom Hand Sanitizer Pump Bottles(To be procured)	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	40	40	40	40	40	20	20	40	40	40	40	25	200
Soap Dispensers In Place	59	11	52	6	27	12	31	49	10	36	45	20	32	39	11	40	66	15	28	57	9	8	35	21	32	31	8	194
Soap Dispensers (to be procured)	4	3	10	0	28	0	24	6	4	7	5	55	5	14	4	14	15	22	6	19	4	0	23	5	9	22	0	34
Betco Disinfectant Concentrate (yields 700 gallons/case)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4
Disinfectant Spray Bottles (On Hand)	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	24
Disinfectant Spray Bottles(to be procured)	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	36	36	36	36	36	20	20	36	36	36	36	20	144
Waste Disposal Medium																												

**Revised as of 8/28/20*



Building Capacity for In-Person Learning

	Bailey	Cardinal	Greenhalge	Laura Lee	Lincoln	Adie Day	McAuliffe	McAvinnue	Moody	Morey	Murkland	Paw. Memorial	Reilly	Shaughnessy	Washington	Bartlett	Pine/Arts	Stem	Butler	Daley	Leblanc	RIVERSIDE/BRIDGE	Robinson	Stoklosa	Sullivan	Wang	Career Academy	Lowell High & FA	
SAFETY MESSAGING - (In Place)																													
Social Distancing Signs (produced-placement by 17AUG)	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
Markings for Desk Spacing	IN PROGRESS	IN PROGRESS	IN PROGRESS	IN PROGRESS	IN PROGRESS	IN PROGRESS	IN PROGRESS	IN PROGRESS	IN PROGRESS	IN PROGRESS	IN PROGRESS	IN PROGRESS	IN PROGRESS	IN PROGRESS	IN PROGRESS	IN PROGRESS	IN PROGRESS	IN PROGRESS											
Bathroom Signage (produced- placement on 17AUG)	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
Elevator Signage (produced-placement by 17AUG)	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
Main Office Delivery Station and Protocol (In Place)	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
Food Service/Ops - Vendor Delivery Station and Protocol (In Place)	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
PERSONAL PROTECTIVE EQUIPMENT (In Place)																													
Face Masks	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	250	500
Face Shields	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	40
Protective Gowns	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
Nitrile Disposable Gloves	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	4000

**Revised as of 8/28/20*



Building Capacity for In-Person Learning - *Notes*

Bailey

- Do not use - A117, A120; A125; A110, B105, A012, A009, Library, A106, Gym; windows don't open- 115, 112, 114, 002, ~~003~~, ~~010~~, 011
- Using rooms - 111, 113, 118, 119, 123, 124, 126, 127, 128, 129, 003, 008, 009, 010, 013, 014. Rooms 003 and 010 have working windows now.

Bartlett

- Do not use - Room 4, review Gym (no windows but many doors to outside)

BRIDGE

- All classrooms can be used
- Using ELA, Skills (Literacy Lab) Science Classrooms and the SPED Classrooms. If another room is needed, will use the Social Studies Room.

Butler

- Do not use - First Floor Rm 138, Art Room, Library, Auditorium; Second Floor Rm 239, Rm 240, Rm 206, Rm 205. Exhaust system is fully functional in the gym - under review for use
- Plan to use the following rooms - 110, 116, 115, 121, 122, 125, 127, 128, 134, 135, 142, Cafe, Gym, 202, 201, 203, 208, 209, 211, 212, 217, 218, 223, 224, 227, 229, 230, 236, 237



Building Capacity for In-Person Learning - *Notes*

Cardinal

- Potential to use almost all classrooms spaces if 22 windows (including hallways) become fully operational to allow for increased ventilation
- Plan to use Room 1 CSA, Room 7 CSA, Room 8 CSA, Room 5 Inclusion, Room 6 Inclusion, or Room 2 Inclusion

Daley

- Do not use - 309, 313, 311, 307
- Planning to use the following rooms - Rooms 103 and 105, Rooms 104 and 106, Rooms 120 and 122, Rooms 107 and 109, Rooms 204 and 206, Rooms 203 and 205, Rooms 218 and 220, and Rooms 130, 132, 129, 118, 210, 209

Greenhalge

- Concerns about the front stairwell/entryway not being completed, still missing some air filters, work ongoing on our ventilation system.
- Classrooms to be used - 201, 202, 205, 206, 207, 208, 209, 210, 212, 103, 104, 301, 302, 305, 306, 309
- Rooms to be used as ancillary spaces for small group instruction, related services, etc. - 102, 115, 204, 303.
- Will use all rooms in office suite - 317, 216, 216A, and 308 as office-type spaces.



Building Capacity for In-Person Learning - *Notes*

Lincoln

- Do not use gym, 207A, counselor's office, ETC room

Lowell High School

- See separate attachment on final page

McAvinue

- Do not use - 105, 106, 108, 109, 116, 116A, 214A, 226, 306A, 306B, Gym, Cafeteria
- The following needs fixed windows - 007, 008, 011, 107B, 108, 114, 200, 207, 208 and the Main Office
- Plan to Use - Room 102, Room 103, Room 202, Room 203, Room 207, Room 208, Room 209, Room 211, Room 212, Room 302, Room 303, Room 308, Room 309



Building Capacity for In-Person Learning - *Notes*

McAuliffe

- Do not use - Library, Gym, Art room, Music Room
- Rooms without working windows include - 007, 008, 011, 107B, 108, 114, 200, 207, 208, the Cafeteria, and the Main Office.
- Plan to use the following rooms -
 - Pre-K – 113 (review ventilation) and 115 (review ventilation), Kindergarten – 114 (monitor ventilation) and 116 (review ventilation)
 - 1st Grade – 007 (Windows do not work; review ventilation) and 008 (Windows do not work; review ventilation)
 - 2nd Grade – 207 (Windows do not work, review ventilation) and 208 (Windows do not work; ventilation)
 - 3rd Grade – 201 (review ventilation) and 202 (review ventilation)
 - 4th Grade – 003 (review ventilation) and 004 (review ventilation)
- Issues:
 - Music Room (No working windows)
 - 102A for Pullout – (No ventilation)
 - 107B for SPED Testing (Windows do not work and no ventilation)
 - 111 for Pullout (No ventilation)



Building Capacity for In-Person Learning - *Notes*

Morey

- Do not use - 107, 1-9, 111, 112, 113, 114, Library, Gym, ESL/Computer Lab; hot water system will be replaced prior to start of school - need to monitor progress, but items have been ordered.
- Using following rooms as classrooms for students - 101, 122, 126, 127, 136, 137, 138, 139, 214, 219, 220, 224, 228, 232, 233, 237, 243, 244, 245, and the Cafeteria (for indoor recess)

Murkland

- Need stoppers or another solution for rooms 110, 111, 107, & 108 (a public walkway is directly outside the building, along those classrooms).
- Could likely move students from 110 & 111 to another space, but rooms 107 & 108 houses adjustment program, i.e. challenge to find an adequate space elsewhere.
- Use the following rooms
 - *PK: 105 & 106*
 - *K: 102 & 103*
 - *1: 110 & 111*
 - *2: 218 & 219*
 - *3: 206 & 207*
 - *4: 203 & 204*
 - *Adjustment: 107 & 108*



Building Capacity for In-Person Learning - *Notes*

Pawtucketville

- Do not use Art Room, Music Room

Pyne Arts

- Do not use - Room 2008, Gross motor room for CSA, 1015; offices in basement have no windows; Cafeteria, Room 1016
- Review Gym (has doors which open to outside).
- Plan to use - 1101 (PK), 1104 (SPED), 1164 (K), 1159 (1), 1129 (2), 1127 (3), 1028 (4), 1107 (SPED), 1104 (SPED), 0015 (SPED), 0016 (SPED), 0017 (SPED), 0018 (SPED), 0021 (potential if additional CSA class needs to open and teacher provided)

Reilly

- Do not use Science center and computer lab and OT/PT rooms
- Review - gym (does it have window near ceiling)
- Use - Pre K1 & Pre K2, K2, Grade 1 - Rooms 102 & 104; Grade 2 - Rooms 202 & 204; Grade 3 - Rooms 303 & 305; Grade 4 - Rooms 403 & 405; Adjustment- Rooms 206 & 209



Building Capacity for In-Person Learning - *Notes*

Robinson

- Do not use gym, 117, 118, and 119

Sullivan

- Use
 - 5th: 201/203 and 202/204 (for one teacher/para and one group of students)
 - 6th: 213/215 and 214/218 (for one teacher/para and one group of students)
 - 7th: 223, 224, 226, 231 (could change based on the staff members who choose in-school)
 - 8th: 101, 102, 115, 110 (could change based on the staff members who choose in-school)
 - CSA: 111, 113
 - Adjustment: 205, 127
 - ELL: 209, 112, 235



Building Capacity for In-Person Learning - *Notes*

Shaughnessy

- Do not use - Library, Gym, B105, B121, A117, A115, 202,
- Classrooms used for instruction - A111, A112, A113, B122, B123 (small group pull out), B130, B131, A116, A118, A124 (small group pull out), A125, A201 (small group pull out), A209, A210, A208, B204, B205, B213 (small group pull out).

Stoklosa

- Do not use - D116A, A214, A212, A217, A218, B214, B216, A314, A312, A317, A314, A316, Cafeteria.
- Following have exterior doors, but no windows: Gymnasium, Library, Music

Washington

- Do not Use Basement Music Room



Building Capacity for In-Person Learning - *Notes*

- Lowell High School

STATUS OF ROOM IN THE 1922 and 1980 BUILDINGS		
Classrooms scheduled for use	Rooms off-line no windows	Rooms in reserve that can hold 10-12 students
12	9	101
16	13	104
20	14	105
102	15	131
107	18	132
109	24	134
110	25	136
113	522	137
114	523	139
115	525	147
117	526	202
118	527	203
119	528	204
121	533	210

STATUS OF ROOM IN THE 1922 and 1980 BUILDINGS		
Classrooms scheduled for use	Rooms off-line no windows	Rooms in reserve that can hold 10-12 students
122	535	213
123	537	215
131	542	216
133	543	217
201	545	219
207A	546	223
207B	547	224
212	548	226
214	550	227
218	620	232
220	622	234
229	623	237
230	624	239

Lowell Public Schools



REPORT ON STATUS OF OUTSTANDING MOTIONS

Report on Motions: September 2, 2020

ON-GOING REPORTS

Lowell High School Advisory: October 2 nd , December 18 th , March 18 th , May 20 th ,
Recognize Retirees: Every June
Annual Report on Textbook Purchases: Every August
Quarterly Enrollment Figures: October, January, April and July

OFFICE OF THE SUPERINTENDENT

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
1. SUPT	03/04/20	<p style="text-align: center;"><u>Redline Edits to Specify Changes</u></p> <p>[Jackie Doherty]: Request the Superintendent provide contracts, job descriptions, and other documents requiring school committee review (whether for executive session or open meeting) at least 24 hours before the meeting occurs. Also, the documents being reviewed must have redline edits that specify all changes from previous similar-type documents.</p>	Offices of Personnel & Superintendent	Ongoing
2. SUPT	08/19/20	<p style="text-align: center;"><u>Racism is a National Public Health Crisis</u></p> <p>[by Connie Martin & Jackie Doherty]: Requesting that the Lowell School Committee vote to assert that Racism is a National Public Health Crisis affecting the health, safety and educational experience and outcomes of all students, especially the majority of students of color in the district. This will require immediate, On-going and long-term responses and action from the Lowell Public Schools to affirm our steadfast commitment to support efforts both nationally and locally aimed at understanding, addressing and dismantling racism in all its forms, from our public schools.</p>		Completed 08/19/20



REPORT ON STATUS OF OUTSTANDING MOTIONS

OFFICE OF EDUCATIONAL EQUITY & COMMUNITY EMPOWERMENT - CHIEF EQUITY & ENGAGEMENT OFFICER

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
1. CEEO	08/21/19	<u>Revise Policy School Visits, Social Media & Fundraising</u> [by Gerard Nutter]: Request policy subcommittee meet with the administration before the two October School committee meetings to review/revise policy on school committee visits, social media, fundraising.	Legislative Affairs	Will be raised for discussion at one of the upcoming Policy Subcommittee meetings that will be held per the availability of the Policy Subcommittee members
2. CEEO	09/04/19	<u>Review School Assignment Policy</u> [by Mayor William Samaras and Gerard Nutter]: Administration to review the JCA - School Assignment Policy and provide recommendations especially with regard to siblings and the importance of family along with the student living within the school neighborhood street directory criteria.	Welcome Services/FRC	Closed. School Assignment Policy approved at January 15, 2020 meeting
3. CEEO	09/18/19	<u>District Wide Recess Policy</u> [by Gerard Nutter And Andy Descoteaux]: Administration compile a report on the implementation of District Wide Recess Policy to see how it is being followed and consider partnering with Lowell Education Justice Alliance to form a task force for further review and recommendations on recess being taken away as punishment.	Office of Equity & Engagement	Will be discussed further at one of the upcoming Policy Subcommittee meetings that will be held per the availability of the Policy Subcommittee members
4. CEEO	10/02/19	<u>Training Program for School Site Council</u> [by Jackie Doherty]: Request the Superintendent collaborates with the Citywide Family Council to develop and implement a training/educational program for School Site Council members in preparation for school-based budgeting in Spring 2020.	Office of Equity & Engagement	School Site Council Memo Click link for memo In progress.
5. CEEO	11/06/19	<u>Support Citywide Family Council</u> [by Jackie Doherty]: Request the Superintendent provide the committee with a plan to support the Citywide Family Council efforts to engage parents that includes regular access to school leadership, designated school	Office of Equity & Engagement	Collaborative plan being developed to include strengthening communication and providing leadership

Update on Status of Motions

To be presented at the meeting of Wednesday, September 2, 2020



REPORT ON STATUS OF OUTSTANDING MOTIONS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
		contacts, assistance in promoting CFC events directly to families, school site councils, advisory councils, and parent-teacher organizations, as well as other suggestions to collaborate with CFC in support of family-school engagement.		workshops/trainings for implementation this school year.
6. CEE0	11/20/19	<u>Adult Education Graduation Rate</u> [by Gerard Nutter]: Request Superintendent provides a report on how many Lowell Parents / Adults were enrolled in Adult Education for the last 3 years, how many out of City adults are we educating? Graduation rate of both.	Adult Education Center	Closed. information provided at the December 18 th School Committee meeting.
7. CEE0	02/19/20	[by Andy Descoteaux]: Ask the Superintendent to assign the responsibility to someone in the district to maintain a system-wide calendar of events that will be easy to navigate for all of our parents and staff who would attend many of these events if they knew where they could go on our website to find out.	Office of Equity & Engagement - Communications Team	In progress
8. CEE0	02/19/20	<u>Selection Process on SSC</u> [by Andy Descoteaux]: Ask the Superintendent to review whether or not some schools had administrative interference in the selection process of their SSC's. It should involve parents only.	Office of Equity & Engagement	In progress
9. CEE0	02/19/20	<u>Smore newsletter software</u> [by Hilary Clark]: Request the Superintendent provide the committee	Office of Equity & Engagement - Communications Team	In progress. LPS purchased licenses for Smore and will begin issuing them to

Update on Status of Motions

To be presented at the meeting of Wednesday, September 2, 2020



REPORT ON STATUS OF OUTSTANDING MOTIONS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
		with a report on the feasibility of procuring licenses for the Smore newsletter software for use at every school in the district. Report back should include cost and plan for implementation including training. Smore is currently in use at the Pyne Arts Magnet School, Washington Elementary and Lowell High School. Benefits include translation of newsletter content into 100 languages and tracks engagement.		schools this month (May 2020)
10. CEEO	02/19/20	<u>Funds From Student Opportunity Act</u> [by Jackie Doherty]: Request the Superintendent develop the spending plan and timeline for informing the committee and engaging the community on how the district will use additional funds generated from the Student Opportunity Act prior to April 1, which is the deadline for submitting to DESE.	Office of Equity & Engagement	In progress
11. CEEO	02/19/20	<u>Citywide Family Council Annual Update</u> [by Jackie Doherty]: Per December 2018 motion, request the Superintendent invite leaders from the Citywide Family Council to make their annual presentation updating the school committee on their work to engage families.	Office of Equity and Engagement - Family Engagement Team	In progress
12. CEEO	04/01/20	<u>United States Census</u> [By Mayor John Leahy]: Request the Superintendent to update the Committee on district's plan to support the 2020 United States Census.	Office of Equity & Engagement	In Progress

Update on Status of Motions

To be presented at the meeting of Wednesday, September 2, 2020



REPORT ON STATUS OF OUTSTANDING MOTIONS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
13. CEEO	05/06/20	[by Andy Descoteaux]: Ask the Superintendent to form a committee tasked to raise funds for the purpose of obtaining enough technology for EVERY child in the LPS.	Office of Equity & Engagement & Office of ELearning & Teaching	In Progress
14. CEEO	07/15/20	<u>Mandate Training for SC Members</u> Mandate school committee members participate in antiracism, unconscious attitudes and implicit bias training provided to district level administrators.	Office of Equity & Engagement & Office of ELearning & Teaching	In Progress

OFFICE OF TEACHING & LEARNING - CHIEF OF SCHOOLS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
1. CSO				

Update on Status of Motions

To be presented at the meeting of Wednesday, September 2, 2020



REPORT ON STATUS OF OUTSTANDING MOTIONS

OFFICE OF TEACHING & LEARNING - CHIEF OF ACADEMICS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
1. CAO	10/16/19	<u>Learning a Trade at LHS</u> [by Dominik Lay]: Ask the Superintendent to develop a partnership with the Greater Lowell Technical School to afford students to learn a trade while attending Lowell High School.	Office of Teaching and Learning Chief Academic Officer	Report will be prepared once grant notification from the DESE is received.
2. CAO	10/16/19	<u>Community Service Requirement</u> [by Gerard Nutter]: Request LHS Sub-Committee meet to discuss possibility of adding a Community Service Requirement for all grades to count towards Graduation.	LHS Head of Schools	Taskforce will be created to look at the feasibility
3. CAO	12/18/19	<u>Update on Bullying Policies</u> [by Andy Descoteaux]: Request the Superintendent to update us on any new policies going forward on bullying.	Office of Teaching & Learning	Referred to Policy Subcommittee
4. CAO	02/19/20	<u>Opioid Prevention Program</u> [by Mayor John Leahy]: Request that the Superintendent work with the Fire Department to establish an Opioid Prevention Program at Lowell High School.	Office of Teaching & Learning	Ongoing
5. CAO	05/06/20	<u>Remote learning & Snow Days</u> [by Andy Descoteaux]: Ask the Superintendent to ask DESE if what we can develop as a plan for remote learning could be used to cover snow days; thereby eliminating the need to make up snow days at the end of the year.	Office of Teaching & Learning	Awaiting DESE Guidance

Update on Status of Motions

To be presented at the meeting of Wednesday, September 2, 2020



REPORT ON STATUS OF OUTSTANDING MOTIONS

OFFICE OF FINANCE & OPERATIONS - CHIEF FINANCIAL OFFICER

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
1. CFO	11/06/19	<u>PEG Funding</u> [by Gerard Nutter And Andy Descoteaux]: Request School Committee vote to direct ALL PEG funding be used to update TV Studio Equipment and NOT on Personal salaries.	In Progress Dec 2019	Report is in progress/draft
2. CFO	11/06/19	<u>Status of C.E.P. Program</u>	Draft	Draft Memo

Update on Status of Motions

To be presented at the meeting of Wednesday, September 2, 2020



REPORT ON STATUS OF OUTSTANDING MOTIONS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
		[by Gerard Nutter]: Request Update from Administration on status of C.E.P. program (Community Eligibility Provision) specifically if Gov't funding will continue/possible cuts and date when we have to reapply.	11/15/19	Click link for memo Waiting for DESE response
3. CFO	04/01/20	<p style="text-align: center;"><u>Expenditures by year</u></p> <p>By Bob Hoey]: That the superintendent produce a report by April 1, 2020 meet with the following information charting out spend expenditures by year for the last 15 years (or as far as back as possible)</p> <ul style="list-style-type: none"> • Number of total special education budget; I Percentage of kids receiving special location services; • Amount of money spent on out of district services; I Percentages of children utilizing out of district services; • Number of employees working in Special Education (please also provide their job descriptions); • Total of number of employees within the district per year. 	CFO	Presented 06/17/20 And 07/15/20 Completed
4. CFO	04/15/20	<p style="text-align: center;"><u>Plan B for the FY21 Budget</u></p> <p>[By Mayor John Leahy]: Request that the Superintendent provide the committee with a report showing that the administration is working on a plan B for the FY21 Budget.</p>	CFO April 2020	Ongoing

Update on Status of Motions

To be presented at the meeting of Wednesday, September 2, 2020



REPORT ON STATUS OF OUTSTANDING MOTIONS

OFFICE OF FINANCE & OPERATIONS- CHIEF OPERATING OFFICER

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
1. COO	11/06/19	<u>Collegiate Charter School Hours</u> [by Gerard Nutter]: Request Update from Administration on plans to alleviate additional transportation cost caused by the change in hours at the Collegiate Charter School of Lowell.	Ongoing Transportation John Descoteaux	Transportation is in contact with CCS to addressing any proposed changes
2. COO	11/06/19	<u>MSBA School Repairs Update</u> [by Andy Descoteaux]: Request the Superintendent provides the Committee with an update on the process of MSBA school repairs.	Ongoing Facilities	Meetings occurred @ MSBA on 11/06/19 coordination with City is ongoing
3. COO	12/18/19	<u>Staff Evaluations</u> [by Jacqueline Doherty]: Request the Superintendent provide the committee with a report on the staffing positions (and number of employees impacted) that were not evaluated or only partially evaluated during the 2018-2019 academic year and the reasons, if known, why those evaluations were not completed. The report also should include whether any positions are not scheduled to be evaluated during the current academic year, and if so, what plans are in place to remedy any challenges going forward.	COO	Ongoing Presented 02/05/20
4. COO	3/27/20	<u>S.C. Authority to Act on Contracts</u> [by Bob Hoey]: Superintendent to review with Solicitor the School Committee's authority to vote on paying transportation providers and other	COO	See memo dated 4/13/20

Update on Status of Motions

To be presented at the meeting of Wednesday, September 2, 2020



REPORT ON STATUS OF OUTSTANDING MOTIONS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
		venders when services could not be performed because of COVID-19 closure of schools.		
5. COO	04/01/20	<u>Empty Judicial Building</u> [by Andy Descoteaux]: Ask the Superintendent to ask the City Manager what the status is of the empty judicial buildings in the city. If they are available for city use, the LPS could use one or two.	COO	Will be Presented 05/20/20
6. COO	05/20/20	<u>New LHS & Named Areas</u> [by Bob Hoey]: That the Facilities Subcommittee meet to talk about procedures to name areas of the new Lowell High School and to determine whether current dedications will carry over to the new Lowell High School from the current.	COO	Subcommittee will be scheduled in the summer
7. COO	06/17/20	<u>Participation in Collective Bargaining</u> [by Hilary Clark]: Motion to have the Lowell School Committee Participate in collective bargaining with all unions instead of the Human Resources & Labor Relations Subcommittee.	COO	Ongoing

CITY COUNCIL MOTIONS

LEAD	DATE OF MOTION	MOTION	DEPARTMENT ASSIGNED & EXPECTED COMPLETION DATE	STATUS
2. CSO				

Update on Status of Motions

To be presented at the meeting of Wednesday, September 2, 2020

Lowell Public Schools

**Facility Options for the
Janice Adie Day School for 2020-2021 to
Meet COVID-19 Safety Requirements**

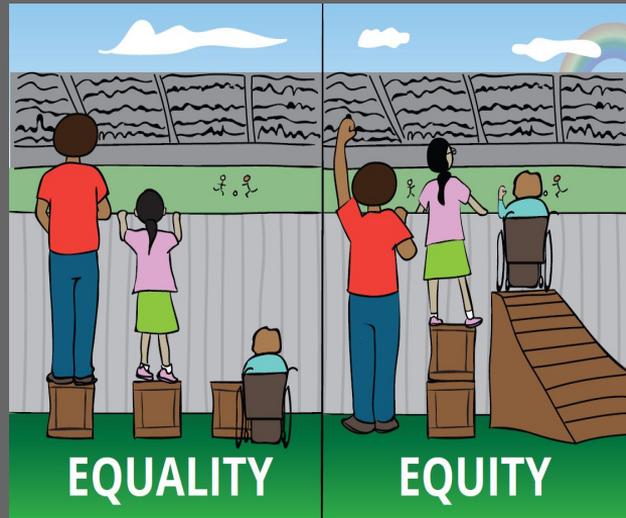
September 2, 2020





Policy Making Process on Building Closure or Repurposing

1. Review of building spaces;
2. Identify spacing issues, problems, concerns;
3. Review issues with building leads;
4. Review potential solutions and options;
5. Review staff input and recommendations on potential options;
6. Collect public input on potential options;
7. Consolidation of staff input and public input;
8. Conduct cost/benefit analysis on possible solutions;
9. Present to Cabinet for analysis and discussion;
10. Cabinet recommendation to Superintendent;
11. Superintendent recommendation to School Committee;
12. Provide 48 hour notice of agenda item for School Committee action;
13. School Committee publicly hears recommendation during public comment period;
14. School Committee public discussion of matter;
15. School Committee takes action or requests further information/action; and
16. Execute decision of School Committee.





Janice Adie Day School Facility Options for 2020-2021 to Meet COVID-19 Safety Requirements

Location	Impact on Other Programs	Opportunities	Challenges
Current Location	None	<ul style="list-style-type: none"> No relocation costs Familiarity for students and staff 	<ul style="list-style-type: none"> Can only support 46% of enrolled students for in-person learning due to social distancing requirements 100% of students within the program are among the highest need students in the district and only 16% have requested remote learning for SY20/21
Lowell High School - Freshman Academy	Low to moderate impact on LHS	<ul style="list-style-type: none"> Downtown location Facility can support 100% of Adie Day enrollment 	<ul style="list-style-type: none"> Multiple safety concerns raised by Day school staff and families No outdoor playspace May complicate potential transition of more LHS students back to campus Requires a waiver from DESE
Leblanc	Significant impact on Leblanc	<ul style="list-style-type: none"> Facility meets all of the needs of the Adie Day students 100% of students within both programs can be supported 	<ul style="list-style-type: none"> Leblanc program would need to relocate to current Adie location or LHS Relocation impact and costs for two programs vs one Multiple SEL and mental health concerns raised by Leblanc program staff and families



Other Facilities Vetted

Career Academy at the Molloy

- Unlikely to meet facility requirements for a licensed/approved Public Day School (no elevator)
- The intermingling/co-existence of the two distinct populations and programs e.g. a therapeutic program serving an Emotional/Social population versus an Alternative Education Program

Riverside School (BRIDGE)

- Building/facility is too small
- Unlikely to meet facility requirements for a licensed/approved Public Day School (no elevator)

St. Louis School

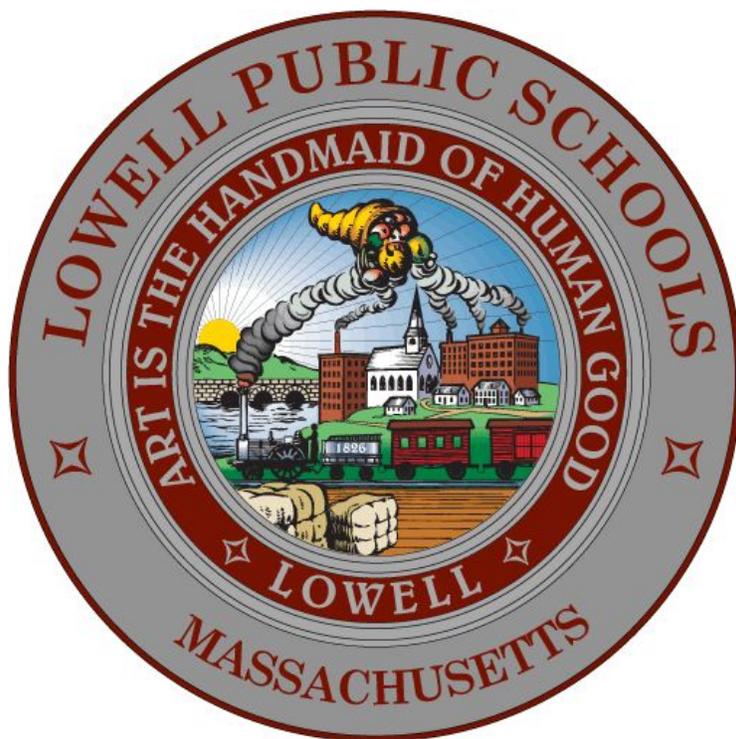
- The District is currently obligated for one more year under the present lease of the Adie School.
- Given the current budget climate, it's difficult to propose an additional expenditure for a new lease agreement when a viable facility option exists within the district.



Lowell Public Schools

Elementary and Middle Schools

Parent and Student Handbook



School Year 2020-2021

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Parent/Guardian & Student Signature Page

The Parent/Student Handbook is available on-line at: <http://www.lowell.k12.ma.us>
By signing below, I acknowledge I have accessed the school handbook, and I acknowledge that my child is responsible for adhering to these policies and may face consequences for failing to comply.

Student's Name (Print): _____

ID Number: _____

Parent/Guardian Name: _____

Address: _____

Apt. # _____ Zip Code: _____

Home Phone Number: _____

Work Number: _____ Cell Phone: _____

Emergency Phone Number: _____

Emergency Contact Name: _____

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

Indicate if emergency contact can pick up student: ____ Yes ____ No

Parent Email Address: _____

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

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

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

To be filled out by office only with copy kept on file.

_____ Date hardcopy provided to parent/guardian.

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Student Information, Photo and Video Release

Dear Parent/Guardian:

Throughout the course of the school year, Lowell Public Schools 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, social media 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 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: _____ School/Teacher: _____
Please Print

Signature of Student: _____ Date: _____

Signature of Parent/Guardian: _____

Date: _____

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Medical Emergency Form

Student: _____ Date of Birth: _____ Grade: _____ HR _____

Address _____ Home Phone # _____

Parent/Guardian _____ Home Phone# _____

Parent/Guardian's work # _____ Parent/Guardian's Cell Phone# _____

Parent/Guardian's work # _____ Parent/Guardian's Cell Phone# _____

Student's Physician _____ Telephone # _____

List 3 local adults (other than parent/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 OTHER (please list) _____

Vision Problems (specify) glasses ____ contacts ____ preferential seating ____

Hearing Problems (specify) Left ____ Right ____ Hearing aids: Left ____ Right ____ Preferential seating ____

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 _____ Date: _____

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Lowell School Committee

John Leahy, Mayor-Chairperson

Andre P. Descoteaux, Vice Chairperson

Hilary Clark

Mike Dillon Jr.

Jackie Doherty

Robert J. Hoey

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

Dr. James P. Hall

Chief Schools Officer

Dr. Linus Guillory

Lowell Public Schools
155 Merrimack Street
School Year 2020-2021

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Elementary and Middle Schools

<u>School</u>	<u>Administrator</u>	<u>Telephone #</u>
Bailey	Kimberly Clements	978-937-7644
Bartlett Community Partnership	Peter Holtz	978-937-8968
Butler	Teresa Soares-Pena	978-937-8973
Early Childhood Center @ Cardinal O'Connell	Lisa Van Thiel	978-446-7000
Daley	William Skinner	978-937-8981
Greenhalge	Jennifer Scarpati	978-937-7670
Laura Lee	Paula Peters	978-937-7655
Leblanc	Carolyn Cuneo	978-970-5467
Lincoln	Ginger Coleman	978-937-2846
Lowell Day School	Christine Adams	978-674-2400
McAuliffe	David Anderson	978-937-2838
McAvinnue	Michael Domina	978-937-2871
Moody	Roberta Keefe	978-937-7673
Morey	Dr. Kathleen McLaughlin	978-937-7662
Murkland	Kevin Andriolo	978-937-2826
Pawtucketville Memorial	Dr. Mathew McLean	978-937-7667
Pyne/Arts	Wendy Crocker-Roberge	978-937-7639
Reilly	Sean Carabatsos	978-937-7652
Riverside (BRIDGE)	Ellen Spiegel	978-453-1115
Robinson	Bridget Dowling	978-937-8974
Rogers STEM	Dr. Kimberlee Henry	978-674-2040
Shaughnessy	Dr. Gregory Passeri	978-937-7657
Stoklosa	James Cardaci	978-275-6330
Sullivan	Ian Charles	978-937-8993
Wang	Dr. Matthew Stahl	978-937-7683
Washington	Jason McCrevan	978-937-7635

Expectations

Common sense and the laws of the Commonwealth of Massachusetts require the Lowell School Committee to adopt a set of procedures, policies, and rules to regulate the conduct of students in the Lowell Public Schools. These rules and regulations are intended to safeguard students and to provide a safe and orderly environment in which they may learn and grow. The rules are not demanding, difficult or unreasonable. They are based on common courtesy and respect for the general good of all.

To our students: We ask for your cooperation. Read this handbook carefully. Get to know what is expected of you - what is right and what is wrong. With this knowledge you can make good decisions about your conduct in school.

To the parents or guardians of our students: We ask you to support these rules and regulations. Review them with your children and reinforce the idea that school is a community and that if all members of this community (the students and staff) are courteous, respectful and thoughtful then school will be a pleasant, productive and meaningful experience.

We encourage you to contact your children's teachers and building administrators with any questions or concerns you may have. Attending parent/teacher conferences, school functions, school sponsored family activities and working collaboratively with the school staff will enhance your children's educational experience.

General Statement on Conduct and Behavior

This handbook is not meant to be exhaustive or comprehensive enough to include all of the possible situations, behaviors and consequences of these behaviors, which results in transgression of a policy, procedure, or State or Federal law. This is a reasonable framework upon which responsible people can build a community of learners. The school administration reserves the right to take any action deemed necessary and appropriate, whether or not specifically addressed herein.

Essence of a School

The elementary and middle schools are educational environments that address the unique characteristics as well as the developmental and intellectual needs of its students. In the elementary and middle schools, these developmental and intellectual needs are met through a student-centered curriculum in which a child can grow in a warm, caring environment. In Lowell, the nurturing child-centered elementary school years encompass grades Pk-4. The middle school years encompass grades 5 – 8 where young adolescents receive the crucial help they need to acquire:

- Durable self-esteem
- Flexible and inquiring habits of mind
- Reliable and relatively close human relationships

- A sense of belonging in a valued group
- A sense of usefulness in some way beyond the self
- A sense of responsibility
- An opportunity to practice teamwork

Aims and Goals

The aims and goals of the Lowell Public Schools encompass the total development of the middle school child. To achieve these goals, it is important that school staff, students, and parents work together to:

1. Help students develop the ability to think
2. Equip students with **strong** academic skills
3. Help students develop the ability to communicate effectively
4. Help students be creative
5. Help students develop a sense of dignity and of personal worth
6. Help students develop self-discipline
7. Help students learn the need to initiate change and to adapt to change throughout their lives
8. Help students learn to find enjoyment in life
9. Foster an understanding of, and a respect for, differences in people and ideas
10. Help students develop a sense of social responsibility and a sensitivity to the needs of others
11. Foster a belief in democracy through an understanding of what it is and how people can make it work
12. Prepare students to make vocational decisions
13. Promote mental and physical health
14. Foster a desire for continued life-long learning
15. Develop attitudes and behaviors that lead to making good choices

Academic Policies

Promotion/Retention Policy—Elementary Schools

Student Progress, Promotion and Retention Policies - Elementary Schools

The administration and teaching staff strive to create plans of instruction and instructional organization that provide the maximum opportunity for a student to progress through school according to their own needs and abilities without the stigma of failure or retention. All students are entitled to promotion upon satisfactory completion of the previous year's work. Grading and promotion will be based on the improvement, achievement, capability of the student, and the professional judgment of the teacher and principal.

Please note that multiple factors are considered in promotion or retention recommendations by the teacher and the Principal when making recommendations for promotion or retention of elementary students. A thorough examination of the child's record takes place, with specific notice of attendance, tardiness, academic progress, academic performance, developmental readiness, and any other applicable indicators of the student's potential for success in the next grade.

In any instance in which there is a recommendation of promotion by the teacher and Principal, and the parent is in disagreement, Lowell Public Schools recognizes the right of the parents to request that their child be retained. All requests by parents to retain their child for the coming year, must be made in writing to the Superintendent and explain the parent's rationale for retention. In any instance of admittance, promotion and/or placement, final decision will rest with the Superintendent, except in those cases requiring a vote of the school committee.

Promotion/Retention Policy—Middle Schools

The administration and teaching staff will provide a challenging educational environment in order to maximize the opportunity for each student to progress through middle school according to his/her own needs and abilities without the stigma of failure or retention.

Academics

In order to be promoted to the next grade, middle school students must earn:

1. English and Mathematics:
 - Final passing grade of 65 or better in English.
 - Final passing grade of 65 or better in all Mathematics classes.
 - Students who earn a final grade between 60 and 64 will be provisionally retained and with permission of the principal, must attend Summer School in order to be promoted.
 - Students who earn a final grade below 60 will be retained.
2. Other Core Academic areas: Reading, Writing, Social Studies, Science
 - Cumulative final average of 65 or better in all academic classes.
 - Students who earn a cumulative, final average between 60 and 64 will be provisionally retained.
 - Students who earn a final grade below 60 will be retained.

3. Allied Arts:
 - Cumulative final average of 65 or better in all other allied arts classes.
 - Students who earn a cumulative final average between 60 and 64 will be provisionally retained.
 - Students who earn a final grade below 60 will be retained.

Grading

- 1st marking period – A grade no lower than 60 can be given in any subject area.
- 2 Subsequent marking periods – A grade no lower than 55 can be given in any subject area.

Attendance

- Four (4) or more excused or unexcused absences per marking period MAY result in a school attendance hearing at the discretion of the Principal.
- Unexcused absences of between 16-25 days for a school year will result in Retention/Provisional Promotion in Middle School and may result in grade retention in Elementary School.
- Unexcused absences over 25 days will result in retention.

Retention/Provisional Promotion

- Summer School, when budgeted and with Principal approval, is a requirement for students who meet the stipulated grade and absence criteria. A Failure Intervention Plan will be developed at the school level for students in danger of failing one or more classes in lieu of Summer School.
- A child can take no more than two (2) academic courses in summer school.
- A child may have no more than three (3) absences during the summer school program.

Student Procedural Matters

Arrivals and Dismissals

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

- Arrival: Student arrival should not be any earlier than 15 minutes before the start of the school day.
- Dismissal: Upon dismissal at the close of the school day, students are to leave promptly, unless they are detained by a teacher or administrator, or are participating in a supervised school activity.

No School/Delay of School Announcements

On stormy days, the NO SCHOOL or DELAY OF SCHOOL announcements will be made through a ConnectEd call home and posted on the Lowell Public School website. Announcements will also be publicized on the local radio station WCAP – 980 AM, televised on Channels 4, 5, 7 and 25 and posted on social media. Do not call police or fire headquarters. It is the responsibility of parents to determine whether conditions during inclement weather are such that their child should not go to school on days school is in session. This is not considered an excused absence. In the case of a delay, there will be specific information about the time of the delay. For example, if there is a one hour (60 minute) delay then school will start one hour later than the regularly scheduled time. School buses will pick up children one hour later than the normal pick-up time. No breakfast will be served at school. Dismissal will occur at the regular time.

Registration—Family Resource Center

All students entering the Lowell Public School System for the first time must register at the Family Resource Center for a school assignment. The Family Resource Center, located at 151 Merrimack Street, is open year round. Its hours of operation are Monday through Friday from 7:00 a.m. to 4:00 p.m. (7-3 during the summer) Due to COVID-19 families must call ahead, or use the online form found on our website, to schedule an appointment if they would like to be serviced in person. Please continue to check the district's homepage for updated service hours and protocols in response to COVID-19. Many services, including registration, may be completed online and can be found the Family Resource Center website (<https://www.lowell.k12.ma.us/site/Default.aspx?PageID=124>)

To enroll a student to the Lowell Public Schools, families will be requested for the following at registration:

- Child's birth certificate
- Child's custodial records
- Child's vaccinations
- Proof of Lowell residency (current gas, electricity, or cable bill, or lease, or mortgage statement. Current is defined as within the past 30 days.)
- Parent's photo identification
- IEP (if the child receives Special Education services)
- 504 plan (if the child receives 504 accommodations)
- High school students must present transcripts. Missing or incomplete transcripts will delay high school entry.

In order to keep accurate and updated school department records, parents must report a change of address to the student's school immediately.

If you are living with a Lowell resident and cannot provide proof of residency, you will need to complete a third party affidavit. Both of you (child's parent/guardian and the Lowell resident with whom you are living) must fill out the form and have it notarized. The Lowell resident will need to have a photo id and a current utility bill.

Please have a conversation with us if you are unable to produce sufficient documentation or if your housing is insecure as you may qualify for McKinney-Vento services.

All students entering the Lowell Public School System for the first time, all students who have moved within the city of Lowell, and all students wishing to transfer from one public school to another within the Lowell Public School System, must register at the Family Resource Center for a school assignment. The Family Resource Center, located at 151 Merrimack Street, is open year round. Its hours of operation are Monday, Tuesday, Wednesday and Friday from 8:00 a.m. to 4:00p.m. and on Thursday from 8:00 a.m. to 6:00 p.m.

Withdrawals and Transfers

Parents/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.

1. Only Parents/Guardians or an agency with legal custody can request that a student be withdrawn/transferred from the Lowell Public Schools.

2. Parents/Guardians or an agency with legal custody must notify the school's office in advance or as early as possible concerning the withdrawal/transfer of a child to another school.
3. Parents/Guardians or an agency with legal custody must provide the school's office:
 - a. 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).
 - b. 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).
4. Parents/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).

Emergency Procedure Cards/Records

Emergency procedure cards/records are kept on file at the school in case of accident or illness during the school day. Every year a new card is filled out for each student. It is important that any change in information be forwarded to the principal immediately. **We must have an accurate phone number for the parent/guardian of every student at all times and a minimum of two emergency contact numbers.**

Prohibited Items

The following items are considered disruptive to the educational process in Lowell Public Schools and are not allowed in school:

- Cell Phones and **communication devices such as Apple watch**
- Video Games
- Radios, iPods and other Walkman Type Devices
- 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 Principal

Students displaying and/or using these devices will have the device confiscated and may receive disciplinary action including suspension. 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 or guardian must come in to 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.

Ear Buds/Head Phones

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 ear buds in school. Ear buds will be confiscated and not returned until the end of the school year or until a parent/guardian comes in to collect the article. The only exception to this prohibition applies to teachers who allow the use of ear buds in the classroom for educational purposes, but the ear buds must be put away before exiting the classroom.

Proper Dress

It is expected that all students in Lowell Public Schools will be appropriately attired while in school. Additionally, students must 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 backpack or other accessory which is lewd, which promotes violence or hate for any individuals or groups, or which degrades the beliefs of others. Also prohibited is the wearing of studded accessories, jewelry or chains, which could be utilized as weapons. Students who violate this policy will be directed to remove the offensive or unsafe items before being allowed to remain in school. Students are also prohibited from wearing any apparel that hinders identification. Students who refuse to adhere with this policy will be in violation of school rules and penalized accordingly.

Students are not permitted to wear the following:

- Any apparel that hinders identification. This includes but is not limited to: hats, hoods, bandanas, wave caps, doo rags, 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 Principal or his designee.

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

Hats and Coats

In addition to the above regarding proper dress, students are not permitted to wear hats and coats in classrooms, corridors or public school assemblies. Modifications to the dress policy, hat policy and coat policy may be issued by the Principal when necessitated by extenuating circumstances such as medical or religious reasons and extremely hot/cold weather. Students must put all hats in their assigned lockers prior to the start of school. Students found wearing hats will have the hat confiscated until the end of the year or until a parent/guardian comes in to collect the article. Subsequent offenses may result in further disciplinary action and long term confiscation.

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. Disruption of the fire drill is a major violation and could be cause for a suspension or expulsion.

In the event of an emergency that poses a hazard to the safety of the students, the school population will be evacuated to a predetermined site. This information is on file in the school offices as well as at Central Office.

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, transportation 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.

Student Lockers/Desks

Locks are not allowed in Elementary Schools. In Middle Schools, only approved school locks can be used. Locks other than those approved by school administrators will be removed or cut off by school personnel.

All lockers and desks must be emptied at the end of the school year and/or other times as required by school officials. Certain items may not be stored in lockers or desks. These include, but are not limited to such items as: weapons or 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. Students are to use only lockers assigned to them by the school administration. Emergency or unannounced inspections or searches may be carried out by school officials and other appropriate personnel (such as firefighters, police) to safeguard students and provide a safe and orderly environment.

Special Notice – The Lowell School Department reserves the right to collaborate with law enforcement officials to bring in trained dogs to detect drugs and other banned substances in emergency situations.

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 any public school in Lowell.

Lost Books, Instructional Materials or Other School Property

Books, instructional technology (computers/iPads, accessories, etc.), instructional material, uniforms, etc., when issued to students 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.

Students shall be excused from making restitution for stolen textbooks provided that the student reports that his/her textbook has been stolen within 24 hours of the theft and the or designee has satisfactorily investigated the complaint.

Homework

Homework is a tool to be used for reinforcement and/or for review of material previously presented to students and/or for independent study and research assignments. Homework is assigned on a regular basis, a minimum of 4 nights weekly – Monday through Thursday. Indicated below are the grade level and the suggested amount of time students should be spending on homework each night. Homework may also be assigned on Friday, along with special long-range assignments, such as book reports and class projects.

Grade 1	Suggested Amount of Homework Time Nightly 20 - 30 minutes
Grade 2	Suggested Amount of Homework Time Nightly 25 - 45 minutes
Grades 3 / 4	Suggested Amount of Homework Time Nightly 40 - 60 minutes
Grade 5	Suggested Amount of Homework Time Nightly 45 - 60 minutes
Grade 6	Suggested Amount of Homework Time Nightly 45 - 75 minutes
Grades 7 / 8	Suggested Amount of Homework Time Nightly 60 - 120 minutes

Your cooperation as a parent, in monitoring the time that your child spends on homework is requested in the interest of improving student performance.

Extracurricular Activities

A variety of extra-curricular activities, depending on school facilities and staff, are available in the Lowell Public Schools. Students are encouraged to participate in these programs, which are provided to enhance the total educational program. Students at any school-related activity who are involved in behavior that constitutes major violations of student conduct will be subject to disciplinary action.

Student Support Services

Guidance and Counseling Programs function to assist all pupils to:

- Assess and understand their abilities, aptitudes, interests and educational needs
- Increase their understanding of educational and occupational opportunities and requirements
- Help them make the best possible use of these opportunities through the formulation and achievement of personal social adjustments
- Provide information useful to school staff members, parents and community in planning and evaluating the school's total program

School Visitation

Parents/Guardians are welcome to meet with administrators and teachers of Lowell Public Schools. To accommodate the needs of all parties, an appointment is required and may be made by contacting your child's school. All visitors entering the building must report to the Main Office and obtain a guest ID Badge. All visitors to LPS facilities are expected to follow the code of conduct. **Options for meeting in person or virtually will be made available. When entering a school building, all visitors must 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.

Food Service

As part of the 2010 Healthy and Hunger-Free Kids Act, Lowell Public Schools offers free breakfast and lunch to all students during both in-person and remote learning. For schools that means no more lunch forms or asking parents to pay for balances. For parents, 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! Please refer to the Food Services website for the most updated information on how to access meals.

What Parents Need to Know

For those schools that are providing breakfast directly in the classroom, your child can simply take the breakfast items that are offered. For other schools, the child 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 grains (or one grain and one protein), two fruits 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 a grain, protein, vegetable, 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 LPS homepage to view menus.

http://www.lowell.k12.ma.us/pages/lpsd/depts/Food_Services/School_Menus/Menu01

What if my child only wants a milk or a single item? We are only reimbursed by the USDA for complete meals. If your child only wants a 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).

Any Questions - Your food and nutrition team is here to answer all your questions. Contact the Lowell Public Schools Nutrition Office at 978-674-2177.

Lowell Public Schools Face Mask Policy

In compliance with Governor Charles Baker's order dated May 1, 2020, which went into effect on May 6, 2020, and the guidelines written by the Department of Elementary and Secondary Education (DESE), until further notice, all students, employees, volunteers, and visitors entering Lowell Public Schools (LPS) buildings and/or utilizing transportation or school buses, and/or attending or participating in LPS sponsored events and activities are required to wear a face mask at all times. You cannot enter or move within a building without a mask. Masks may be removed for eating – in designated spaces within each building.

Knowing that the use of a face mask can potentially slow the spread of the virus and protects against the transmission of the virus from people who may have the virus and be asymptomatic; we recommend the use of a CDC approved face mask. Either a cloth or surgical face mask must be worn and must cover the mouth and nose properly. The following are not recommended at this time [per CDC guidelines](#): single layer gaiter masks or bandeaus, masks with an exhalation valve or vent, or face shields unless used along with a mask.

General considerations for the use of face masks, please make sure:

- ✓ The mouth and nose are fully covered.
- ✓ The covering fits snugly against the sides of the face so there are no gaps.
- ✓ The cloth face covering does not constrict or create difficulty breathing while wearing.
- ✓ The cloth face covering is tied or otherwise secured to prevent slipping.
- ✓ Avoid touching your face as much as possible.
- ✓ Keep the covering clean. Clean hands with soap and water or alcohol-based hand sanitizer immediately, before putting on, after touching or adjusting, and after removing the cloth face covering.
- ✓ In general, face masks should be washed regularly (e.g., daily and whenever soiled). Follow laundry instructions as directed.

- ✓ Don't share it with anyone else.
- ✓ Do mark the mask with your initials or name in permanent ink.
- ✓ Don't touch the outside of your mask while it is on your face.
- ✓ Don't pull your mask below your chin while you are wearing it. Leaving the mask dangling or improperly fitted to your face creates opportunities for cross-contamination.
- ✓ One-time use masks should be disposed of in a trash can.

Exceptions to mask requirements:

- Children younger than 2 years old.
- Anyone who has a medical condition, a disability, or other health or safety factors which impact an individual's ability to wear a mask - a doctor's note will need to be supplied in this situation.
- Please seek further guidance on these exceptions through your school nurse, principal or designee and also work with your doctor.
- Employees working alone in a private office or workspace do not need to wear a mask but must put it on when leaving the office space or immediately upon someone else entering the office.
- Meal times, mask breaks and recess, are times when masks may not be required as long as the 6 ft. distancing rules are applied and teacher/school approved.

It is recommended that everyone wear a plain face mask and/or LPS or college/university logo masks. However, ultimately all masks must follow the school dress code:

“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”.

Any other dress that distracts, disrupts, intimidates, or provokes can be deemed inappropriate by the Principal or designee.

Suggested protocol for students who are not wearing a mask:

1. All students entering the building must wear a mask.
2. 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.
3. We encourage teachers to seek assistance from their administrator if prolonged refusal or elevated risk to others exists.
4. 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.
5. Given that mask-wearing is not a choice, and that it is a requirement of everyone in the building; if the student continues to refuse to comply then a conversation regarding remote learning may need to take place between the administration and the family.

Suggested protocol for staff who are not wearing a mask:

1. All staff entering the building must wear a mask.
2. 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.
3. 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 visitors/parents who are not wearing a mask:

1. All visitors/parents entering the building must wear a mask.
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. 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
3. 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 six 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.

The student 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. Additionally, 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 while still requiring at least six feet of physical distance. Your school’s administrators should help you identify an appropriate location as well as set a schedule for this.

Conduct and Behavior

The rules noted in this handbook are for the protection of personal rights. They are based on normal courtesy and respect for others and include social as well as academic responsibilities. These rules are not meant to be exhaustive or comprehensive enough to include all of the possible situations, behaviors, and consequences of behaviors that violate policy, procedure, or State or Federal Law.

Social Responsibilities

A student's social responsibilities include good citizenship. In schools, good citizenship is based on respect and consideration for the rights of others. All students in Lowell's public schools are expected to conduct themselves in such a way that the rights and privileges of others are upheld. Good citizenship includes a student's responsibility to:

- respect authority
- understand and adhere to school rules as well as health and safety guidelines/expectations
- be fully responsible for their own actions and for the consequences of those actions
- respect the rights and beliefs of others
- respect and obey the federal, state and local laws
- respect the property of others, both private and public

Academic Responsibilities

A student's academic responsibilities in school and remote learning are based upon study and hard work. In order to participate successfully in academic programs, students must:

- be on time for school
- attend school every day
- be prepared for class
- listen and participate in class
- complete all class work and homework
- study for tests
- demonstrate effective effort

Student Discipline

Discipline, the need to identify constructive limits and controls in order to develop positive behaviors in all children, is an essential ingredient in every student's total learning experience. The goal of discipline is to help students develop wise decision-making skills so that they may learn to make responsible choices in their interactions with others. To deal with student discipline issues, progressive discipline strategies are used by the teachers and administrators of the Lowell Public School System and may include at the discretion of the Principal or Assistant and dependent on the nature of the discipline infraction any one of the following strategies and/or combination of the following discipline strategies:

- Counseling that starts at the classroom level between teacher and student, and if not productive, proceeds to the social worker, guidance counselor, or Principal and/or the Assistant
- Detention: office, after-school, and/or weekend
- Assignment to a Behavior Modification Center (BMC) or In-School Suspension if available at the school
- Suspension from school that may be imposed by the Principal or Assistant for up to 5 days for serious misbehavior and that may be extended to 10 days with the approval of the Superintendent or Chief Schools Officer.

- Assignment to an alternative program that may be recommended by the Principal
- Expulsion from school that may be imposed by the Principal or by the School Committee

Suspension and Expulsion

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. No student shall cause any other student to be subjected to any form of harassment, including but not limited to 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 parenting status, sexual orientation, 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. In addition, no student shall subject any other student to threats, intimidation, assault, battery, or any other forms of violence. Such violations are subject to immediate suspension and/or expulsion in accordance with this Student Handbook. Rules pertaining to student behavior are in full force and effect for any school event including those held before or after school hours. These events include, but are not limited to, team or club activities, field trips, and school transportation. Rules apply to participants as well as spectators.

Code of Discipline

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

Major Violations Listing

All major violations warrant suspension at the discretion of the Principal. Depending on the seriousness of the offense or the frequency of the violation, the Principal may refer the issue for further action, which could include an expulsion hearing before the Principal 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. Any explicit or implicit acts of racial bias and/discrimination
7. Causing personal or public property damage
8. Cheating and/or knowingly using and/or copying the academic work of another and presenting it as one's own; plagiarism
9. 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
10. Fighting
11. 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, and 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

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 Principal or Assistant 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. A classroom management plan will be located in each classroom and only when no improvement is shown, will the student be referred to the Principal or Assistant for further discipline. However, exceptions may be made to this procedure as warranted and authorized by the Principal.

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 Habitual School Offender with the courts for 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)

In-School Suspension

"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 Principal/Designee may impose an in-school suspension for a disciplinary offense provided that the Principal/Designee follows the due process set forth within this paragraph and provided that the student has the opportunity to make academic progress.

The Principal/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 Principal/Designee determines that the student committed the disciplinary offense, the Principal/Designee shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year. On the same day as the in-school suspension decision, the Principal/Designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Principal/Designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such a meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Principal/Designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The Principal/Designee shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the Principal/Designee, if such meeting has not already occurred. The Principal/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 for school communications, or by other method of delivery agreed to by the Principal/Designee and the parent.

Short-Term Suspension

"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 Principal/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 Principal/Designee may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

The Principal/Designee shall provide oral and written notice to the student and the parent 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 Principal/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 to attend the hearing;
- (e) the date, time, and location of the hearing; and
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate.

The Principal/Designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the Principal/Designee must be able to document reasonable efforts to include the parent. The Principal/Designee is presumed to have made reasonable efforts if the Principal/Designee has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

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

The purpose of the hearing with the Principal/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 Principal/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 Principal/Designee should consider in determining whether other remedies and consequences may be appropriate. The Principal/Designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal/Designee should consider in determining consequences for the student.

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

The Principal/Designee shall notify the student and parent 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.

If the child is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Emergency Removal

The Principal/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 Principal/Designee's judgment, there is no alternative available to alleviate the danger or disruption. The Principal/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 Principal/Designee shall:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and which meets and complies with the notice and due process requirements of short-term suspension.
- (b) Provide written notice to the student and parent 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 Principal/Designee that complies with the notice requirements of short-term and long-term suspensions, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal/Designee, student, and parent.
- (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 Principal/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 Suspension and Appeal Process under M.G.L. 37H 3/4

"Long-term suspension" means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A Principal/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 Principal/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'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 Principal/Designee, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal/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 upon request.

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

Based on the evidence, the Principal/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 Principal/Designee shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal/Designee and the parent. If the Principal/Designee decides to suspend the student, the written determination shall:

- Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- Set out the key facts and conclusions reached by the Principal/Designee;
- Identify the length and effective date of the suspension, as well as a date of return to school;
- 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);
- Inform the student of the right to appeal the Principal/Designee's decision to the superintendent or designee, but only if the Principal/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 must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the Principal/Designee's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

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

The student or parent 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 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 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 and Superintendent to participate. The Superintendent shall send written notice to the parent 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 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 upon request. The student shall have all the rights afforded the student at the Principal/Designee's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of the law. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal/Designee, but shall not impose a suspension greater than that imposed by the Principal/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 Principal 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 Principal. (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 Principal.

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 Principal.

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 Principal. After said hearing, the Principal may, at his discretion, decide to suspend rather than expel a student who has been determined by the Principal to violate any of the above-mentioned items.

Appeal Process for a Suspension or Expulsion under M.G.L. 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 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 M.G.L. 37H1/2 (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 Principal may expel or choose to suspend such student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a *substantial detrimental effect* on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect.

The student 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 calendar days** following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days 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 3/4)

(M.G.L. Chapter 76, Sections 16 &17)

The Principal 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 is 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.)

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.

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 extra-curricular 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.

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:

- 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 and must return with a parent on the next school day to meet with the Principal. The student will complete the original in-house penalty.

Procedures Pertaining to Discipline of Students with Special Needs

The underlying principle of this section is that students with special needs must not be denied access to their education programs and services due to suspension for behavior that is directly related to their special needs or disability, or the result of an inappropriate special education program.

A student is considered a student with Special Needs if one of the following applies:

- The student is presently receiving services through an Individualized Education Plan;

- The district is presently conducting an initial evaluation;
- The student is presently eligible for accommodations under a Section 504 Plan;
- The student's parent(s) raised concern that the student was disabled and/or special needs in writing, and/or requested an evaluation; or if
- The school district staff had expressed concern that the student may have had a disability and needed services, prior to the disciplinary action.

If prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, either from the staff or the parent(s), then the district must make all protections available to the student until and unless the student is subsequently determined not to be eligible. In these cases, where eligibility has not yet been determined, the district shall immediately make a referral for a special education evaluation.

Suspension of such special needs students is defined as any action resulting in the removal of such students from their educational program, including expulsion from prescribed transportation and time in an in-house suspension program. An Individualized Education Plan may designate whether or not a student can comply with the school's discipline code.

Bus Conduct

All students riding the school buses are expected to board the buses at the end of the school day unless excused by a parent's note and are expected to comply with the rules noted above. Students who refuse to obey the directions of the bus driver promptly or who refuse to obey regulations may, among other disciplinary actions, forfeit their right to ride on the bus.

Students must obey all bus rules including:

- Being on time at the designated bus stop.
- Conducting themselves in a safe manner while waiting.
- Moving toward the bus only when the bus has come to a complete stop.
- Boarding the bus in a manner that is respectful of other riders.
- Follow expectations for social distancing and wearing a mask as prescribed by MA Department of Health and Lowell Public Schools Policy on Mask Wearing.

Bus rules while on the school bus:

- Students must keep hands, feet, and head inside bus.
- Students must assist in keeping the bus safe and sanitary.
- Students must treat bus equipment well.
- Students must keep books, packages, coats, and all other objects out of the aisle.
- Students must be courteous to other students and to the bus driver.
- Students must help look after the safety and comfort of small children.
- Students must remain on the bus unless requested to leave by the bus driver in case of a road emergency. Students must be absolutely quiet when approaching a railroad-crossing stop.
- Students must sit where they are told to sit.
- Students must have written permission to leave the bus other than at home or at school.
- Students must not shout or cause unnecessary confusion.
- Students must not open and close bus windows.
- Students must not tamper with the bus or any of its equipment. (Damage to equipment will be paid for by the offender.)

- Students must not leave books, lunches, or other articles on the bus.
- Students must not leave or change seats while the bus is in motion.
- Students must not throw anything out of the bus windows.
- Students must not play roughly.
- Students must not use inappropriate language.
- Students must not smoke.

Attendance

The School Committee, School Administrators and Teachers consider regular attendance essential for success in school. Every student is required to attend regularly and punctually. In keeping with state requirements, the Lowell Public School System acknowledges that **an absence is considered to be excused if it is due to one or more of the following well-documented reasons:**

- Suspension
- Illness
- Hospitalization
- Disability of the child is such that it precludes the child from attending school as determined by a physician
- Death of a family member
- Court appearance
- Religious Holidays/Observations
- Incomplete or outdated immunization records
- Physician's statement attesting to a medical condition that prevents school attendance
- Required quarantine

Procedure when a student is absent:

- Parents or Guardians will call the school at the start of the school day on the dates of absence and notify the school of the student's absence.
- A student will bring a note from the parent or guardian containing the reason and date (s) of absence no later than the second day following the absence.
- If a student is absent, it is his/her responsibility to complete make up work due to the absences in the time period indicated in the school wide education service plan. If the schoolwork is not made up, the student may lose credit for incomplete work.
- Teachers must provide makeup work according to the school wide education service plan. Extenuating circumstances that may make it difficult to complete work within the time period designated in the plan, such as hospitalization, should be discussed with the Principal.
- An absence will be considered unexcused if the above steps are not taken.
- If a student is excessively absent from school or has a pattern of extensive absenteeism over time the Principal or Designee is authorized to request additional documentation including doctor's notes.

Remote Learning

When students are engaged in remote learning, attendance will be determined by students' engagement in virtual, live lessons and completion of assignments. Students are expected to have regular attendance during remote learning in alignment with expectations prescribed by the school/District. If families are experiencing challenges due to technology or schedules, they should reach out to their school (administrators and teachers).

Please make every effort to schedule appointments involving your child before or after school hours.

School's Obligation when a student is absent:

Per Chapter 222, the Acts of 2012, An Act Relative to Student Access to Educational Services and Exclusion from School, Lowell Public Schools developed the Lowell Public Schools Attendance Intervention Plan. Per the Plan you should expect the following:

- An automated phone call following every absence;
- On or before the 3rd absence in each quarter, a telephone conference or meeting will be scheduled with the parent to develop an Attendance Agreement;
- On or after the 4th absence in each quarter, an Attendance Warning Letter will be sent to the Parent via email or US mail to inform them of the significance and impact on their child's grade;
- Every quarter the parent will be notified of their child's absences on their report card;
- On or before the 5th absence, a parent may expect to receive a Home Visit from one or two Attendance Team members of your child's school and/or an invitation to a school-based Attendance Meeting;
- On or before the 6th absence, you may be referred to an Attendance Intervention Meeting; and
- Per the law, on or about the 9th absence, the school may file a Child Requiring Assistance (CRA) and/or a Failure to Compel School Attendance with the Middlesex Juvenile Court.

Please be aware that the Department of Elementary and Secondary 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. **Family vacations are NOT considered excused absences.**

It is the policy of the Lowell Public School System that students who have 15 consecutive days of unexcused absence will be deemed to be non-members and removed from school rolls.

Students under 16 years of age must return either to the Lowell Public Schools or to another school district in a new community of residence. Those students returning to Lowell Public Schools in grades K-8 must register at the Family Resource Center (FRC) for re-entry and placement. All such students will be subject to the established policies and procedures that apply to new entrants to the Lowell Public Schools.

Tardiness

Tardiness to school is a hindrance to the educational process and something that needs to be avoided for future success in the workforce. *Please make every effort to schedule appointments for students before or after school hours.*

A student who is late for school must sign in at the Main Office when entering school and state the reason for tardiness that will be documented in the school office. For **tardiness in excess of five (5) days in a marking period**, school officials are authorized to contact parents. Patterns of tardiness may result in disciplinary action.

Truancy and Class Cutting

Any student cutting class and/or absent from school without a legitimate excuse (with or without parent consent) is considered truant. Before the truant student will be readmitted to class, the student accompanied by his/her parent or guardian must have a conference with the Principal or designee. A plan to address missed work and time will be developed by the school with missed school work being made up within 3 days in order to receive credit.

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.

The Attendance Officer will make house and school visits regarding excessive absence, excessive tardiness and truancy and will investigate and make recommendations in all school cases in juvenile courts and in all cases of school offenders and truants.

Dismissal

School provides valuable academic time. Please be aware that dismissing a student affects the student’s and other children’s time on learning. A pattern of early dismissal may result in disciplinary actions. Parents are urged to make necessary appointments for students after school hours in order to minimize the need for dismissal.

Students who wish to be dismissed must bring in a parent-signed note to the main office on the morning of the dismissal indicating:

- Student’s name
- Day/date/year of the dismissal The reason for the dismissal
- Parent/guardian name
- Signature
- Phone number(s) where parent can be reached to verify dismissal
- The name of the person who will be picking the student up from school

Please note: No student will be dismissed unless the parent 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. If this is not possible, a fax signed by the parent that provides all the necessary information may be faxed to the main office with a follow-up phone call to the parent/guardian.

No Emergency Dismissals will be Approved by Telephone Contact Only.

Students with Disabilities

A child is not presumed unable to attend school solely because he/she is entitled to special education services or accommodations through a Section 504 plan. Any child with an individualized educational

plan (I.E.P) or a Section 504 plan is expected to attend school regularly unless there are health issues documented on the plan that prevent attendance.

Policy and Guidelines Regarding Search and Seizure

All parents and students must understand that:

- The Principal, Assistant Principal or Designee may conduct a search of a student on school premises if he/she has reason or cause to believe that the student has in his/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, all of the same sex as the alleged suspect except in the case of 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 Principal, Assistant Principal 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/guardian 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 parents 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

All students must be afforded due process whenever deprived of their right to education through exclusion from their regular classroom instruction or from other school activities including: long term suspension, expulsion, transfer, probation or withdrawal of privileges. The right to due process includes the right to a fair hearing prior to any of the above exclusions, except for emergency suspension pursuant to this code.

- An **expulsion** is the complete severing of a student's membership from school. Expulsion would be the result of an action taken by the Principal based on Massachusetts General Law Ch. 71 Sections 37H & 37H1/2 or by the School Committee based on Massachusetts General Law Ch. 76 Section 17. A decision regarding student expulsion is made by the Lowell School Committee using the expulsion procedure noted above.
- A **long-term suspension** is exclusion from regular classroom instruction for more than 10 school days.
- All students must be afforded **due process** whenever there is a possibility of expulsion for more than 10 days. The right to due process includes the right to a fair hearing prior to expulsion or long-term suspension except for emergency suspension pursuant to these regulations.

Physical Restraint

The Board of Education regulation (603 CMR 46.00) regarding physical restraint in public education programs are 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 will be subject to disciplinary action; suspension, expulsion, transfer, probation, withdrawal of privileges or arrest.

In the case of an arrest, it is not necessary to show that the defendant possessed a specific intent to disturb the school proceedings. The willfulness requirements of Massachusetts General Law Ch. 272 Section 40 demands 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 for arrest is satisfied (Commonwealth vs. Bohmer, 374 Mass. 368, 377; 372 NE 2nd 1381, 1978)

Harassment and Bullying

Harassment is defined as any conduct of a verbal or physical nature that embarrasses, distresses, agitates, disturbs, causes fear, causes an apprehension of harm, harms or troubles a student on the basis of race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting 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. Harassment also includes **sexual harassment, teen dating violence and sexual assault**. Harassment is illegal and will not be tolerated. The following behaviors are examples of sexual harassment: gestures with sexual overtones, spreading sexual gossip or rumors, unwanted sexual or suggestive gestures, looks, verbal comments, (including but not limited to “mooning”, “barking”, and other noises) or jokes, touching, pinching, and grabbing body parts, sexual notes or pictures (including electronic transmissions), sexual graffiti, being coerced to do something sexual, any unwanted physical contact of a sexual nature, attempted rape, and rape. Some forms of sexual harassment may also be crimes and could be reported to the police.

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 victim that, (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the 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 parenting status, sexual orientation, 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 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 and/or law enforcement official as soon as possible.
To the extent that the student/parent believes that harassment and/or bullying creates a grievance under

Title IX and/or Chapter 662 the student would also have the option of filing a complaint in writing to the coordinator of Title IX or Chapter 622.

A report (verbal or written) of harassment and/or bullying 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 principal of your child's school and/or the Office of Equity and 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.

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.

Equal Educational Opportunities

Policy Against Discrimination

It is the policy of the Lowell Public Schools not to discriminate on the basis of sex, sexual orientation, religion, color, or national origin in the educational program, activities, or employment policies as required by Title IX of the 1972 Education Amendments and Chapter 622 of the Acts of 1971. Title IX is federal legislation that prohibits discrimination against students and employees on the basis of sex. Chapter 22 is state legislation that includes prohibition of discrimination on the basis of sex, sexual orientation, or gender identity but also prohibits discrimination on the basis of race, color, national origin and religion. (Chapter 622 deals with students only.)

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

Grievance Procedures

A student or employee in the Lowell Public Schools who feels that he/she has grievance under the Title IX or Chapter 622 shall file it in writing to the following:

Level 1 Principal/Designee

Level 2 Designated Coordinator of Title IX/622

Level 3 Superintendent of Schools

Level 4 School Committee

Level 1: A student or employee who feels there is a complaint under Title IX or chapter 622 shall submit it in writing to the Principal/Designee. The Principal/Designee will meet with the student or the employee 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 Title IX Coordinator, who shall, within ten (10) school days thereafter, meet in an effort to settle the grievance.

Designated Coordinators/Officers

Title IX Billie Jo Turner, Chief Finance Officer (978) 674-4325

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

504 Coordinator TBD

Level 3: If at the end of ten (10) school days next following the meeting, the grievance shall not have 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 next following the meeting with the Superintendent of Schools, the grievance shall not have been disposed of to the satisfaction of the complainant, the complainant may refer the written grievance to the School Committee. Under a Chapter 622 grievance, the complainant may submit a copy to the Bureau of Equal Educational Opportunity. The School Committee shall respond promptly, but no later than thirty (30) school days, in writing to the complaining

party. The School Committee shall also send a copy of the response to a Chapter 622 grievance to the Bureau of Equal Educational Opportunity at the Massachusetts Department of Education.

Complainants under Title IX have the right to send a complaint at any time to the Office of Civil Rights, Department of Education in Boston, MA.

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, parenting 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, parenting 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 parents 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 parents 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 and/or parent/guardian 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:

Reporting channels

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

Level 1: The designated school administrator will meet with the student and/or school staff within five (5) school days of receiving the grievance in an effort to resolve the complaint. The administrator will report the findings and determinations of those meetings to the Principal/Designee.

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 complaint shall be addressed to the appropriate Coordinator/Officer, who shall, within ten (10) school days thereafter, meet in an effort to settle the grievance.

Designated Coordinators/Officers

Title IX Billie Jo Turner, Chief Finance Officer (978) 674-4325

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

504 Coordinator Michael Lovato, Director of Special Education (978) 674-4322

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:

Massachusetts Bureau of Special Educations, 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) 338-3000, Fax (781) 338-3710, TTY Relay (800) 439-2370.

United States Department of Education Office of Civil Rights, Department of Education 5 Post Office Square, 8th Floor, Boston, Massachusetts 02109

Tel. (617) 289-0012, Fax (617) 289-0150, TTD (877) 521-2172.

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

The term “hazing” as used in this section 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. (Massachusetts General Laws Ch. 269, Section 17)

Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined and is at the scene of such activity shall, to the extent that such person can do so without danger or peril to himself or others, report such activity as soon as reasonably practicable to the Principal, Assistant Principal or school staff.

Alcohol, Tobacco and Drug Use Policy

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, Vapor/E-cigarettes, 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 parents 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 parents.
- 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 the 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.

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 parents 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.

School Health Unit

A Parent's Guide to the Lowell Health Department

2020-2021 School opening plans related to Covid safety are being created with the guidance of Mass DPH and DESE, details to follow.

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 100.4 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.

****New for 2020-21: Meningococcal (MenACWY) required for Grade 7 and a booster for Grade 11 on or after age 16****

NEW: Flu Vaccine Required for ALL students.

- 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) Grades 7 and 11.

Physical Exam Requirements

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

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 prescriptions or over the counter medication.

Medication Pick up

Parents/guardians may retrieve medications from the School Nurse and signed for 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.

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. All 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.

Special Education

The Individuals with Disabilities Education Act (IDEA) applies to all people ages three to twenty-two who have not graduated from high school and who meet the eligibility guidelines for special education services. Once a student with a suspected special need is identified and referred, the evaluation process begins. If the student is determined eligible for services, an Individualized Educational Plan (IEP) 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 Special Education students 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 Individualized Educational Plan (IEP). When a student with an identified disability is to be suspended the following is required:

Manifestation Determination Review (§300.523)

If a student being serviced by an Individualized Education Program (IEP) or Section 504 Plan engages in conduct, which would warrant suspension of more than 10 days or expulsion for a non-disabled student the following must occur:

- Not later than the date on which the decision to take that action is made, the parents must be notified of that decision and provided the procedural safeguards notice.
- Immediately, if possible, but in no case later than 10 school days after the date on which the decision to take that action is made, a review must be conducted of the relationship between the child's disability and the behavior subject to the disciplinary action (a manifestation determination review). The review must be conducted by the IEP team and other qualified personnel in a meeting.
- The purpose of this Team meeting will be to determine whether the behavior under review is connected to the student's disability. The IEP team and other qualified personnel must first consider, in terms of the behavior subject to disciplinary action, all relevant information, including:
 - Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the child
 - Observations of the child
 - The child's IEP and placement
- If the Team determines that in relationship to the behavior subject to disciplinary action, the child's IEP and placement were appropriate and the special education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the child's IEP and placement and the child's disability did not impair the ability of the child to understand the impact and consequences of the behavior

subject to disciplinary action; and the child's disability did not impair the ability of the child to control the behavior subject to disciplinary action; then the child may be disciplined in compliance with school policy not to exceed 45 school days of suspension. This suspension could be further extended consistent with state and federal law.

- However, if the Team and other qualified personnel determine that any of the standards were not met, the behavior must be considered a manifestation of the child's disability. If, in the review deficiencies are identified in the child's IEP or placement or in their implementation, the Team must take immediate steps to remedy those deficiencies. As a result the student would have a right to stay put to his/her last agreed educational setting, in accordance with state and federal law, unless the Parent/Legal Guardian/Student (if appropriate) agree to waive such right. However, the School District would reserve its rights to challenge stay put consistent with state and federal laws and in doing so, may be able to remove the child from his/her stay put placement not to exceed 45 school days. Similarly, said removal could also be extended consistent with said state and federal laws.
- Under either circumstance, the student would be entitled to receive educational services and/or compensatory services for whatever services that may have been missed and/or not delivered and the Parent/Legal Guardian/Student (if appropriate) must be informed of their due process rights.
- The goal being that an IEP would be reviewed/amended/developed/etc. consistent with state and federal law, so that the child would receive a Free and Appropriate Education within the Least Restrictive Environment.

Alternative and Day School Programs

The **BRIDGE Program at the David J. McHugh Alternative Middle School** accepts LPS students between the ages of 12-16 who are in grades 6th through 8th. Students are referred to the BRIDGE based on school allocations if they are not experiencing success in their traditional middle school placement and have academic, behavioral and attendance issues. For students with an IEP, a placement meeting must be held prior to movement. In an effort to ensure that appropriate services can be delivered, students with IEPs will be evaluated on a case by case basis to ensure that enrollment does not exceed capacity to meet the needs of the students. Students diagnosed with an emotional disability and with limited English acquisition do not qualify for a referral to the BRIDGE. Students are accepted into the program throughout the school year, as needs present. General education students may remain in an alternative placement for 90 school days. Special education and 504 students may remain in the 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 parents/guardians (allows the student to stay without holding such a meeting). This meeting would need to be held every 90 school days for general education students or it could be waived by parents/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 the IEP/504 and any meeting will be consistent with federal and state special education laws. The expectation is that student's remain in the Bridge program for their middle school years. However, students may return back to their home school once they have made sufficient progress to be successful.

The **Laura Lee Therapeutic Day School** is a substantially separate Special Education Program that services students in Kindergarten through grade 7. All students that attend the Laura Lee 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 who attend the Laura Lee 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 elementary and middle school settings. In addition, the student population also consists of students who are returning to a public school after stepping down from an out of district placement. Most enrolled students have been diagnosed with one or more major mental health diagnoses. Students in grades 8 through 12 transition to the LeBlanc Therapeutic Day School.

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 **Janice Adie Day School** is a full day, five-day a week program which serves students in grades Pre K-12 with Autism. The students' unique needs require a smaller setting with more individualized and specialized programming. Our interdisciplinary teamwork in a supportive

learning environment is designed to help every student succeed in class, the community and home through generalization of skills. Students are admitted to the Lowell Day School through the IEP/Team process. There are ten (10) classrooms, each consisting of one (1) teacher and three (3) paraprofessionals. All students at the Lowell Day School will participate in state and district-wide assessments as determined by their IEP.

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 and 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

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 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:

- Suspension/Revocation of network access
- Suspension/Revocation of computer access
- Referral to Principal or Assistant for disciplinary action:
 - Community Service
 - Detention
 - School suspension
 - School expulsion
 - Legal action/prosecution by authorities
 - Or any other action deemed appropriate by the Principal or Assistant

Parental Notification Relative to Sex Education

In accordance with Massachusetts General Laws Chapter 71, Section 32A, the Lowell School Committee has adopted this policy on the rights of parents and guardians 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 parents/guardians 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. Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parent/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians 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/guardian 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 parents/guardians and others to the extent practicable. Parents/guardians 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 of schools 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 Elementary and Secondary Education for review of the issue in dispute.

Student Records Regulations

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

For students 14 years of age or older, the rights noted below belong to the student and his/her parents. For students under the age of 14, the rights noted below belong only to the parents.

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(s) rights with respect to Student Records.

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

Seeing your Records

The student and the parents have the right to see and have copies made of everything in the student’s record within 10 days of a request. The school may not charge you more than the cost of the copies.

Privacy of your Records

School personnel who work directly with the student may see the records when it is necessary for them to perform their duties. With very few exceptions, no one else may see student records without written permission of the student or parents.

Destroying your Records

Pursuant to 603 CMR 23.06 (2) during the school year that a student is enrolled in a school, the Principal or his/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 his or her parent are notified in writing and are given 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 Principal or his/her designee to destroy such records or if you wish to take custody of the records that are requested that are described above, then you must notify the or his designee in writing of that request.

Amending your Record and Appealing It

The student or parents may add any relevant written material to the record. If there is information in the record that the student or parents feel is inaccurate, misleading, or irrelevant and the student or parents want it removed, the student or parents 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 parents have any other objections to the school records policy, there is an appeals process the student or parents can use. This process is described in Department of Education Records Regulations, 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).

Release of Records to Other Schools:

Pursuant to 603 CMR 23.07 (4) (g) during the school year that a student is enrolled, the Principal or his/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 parent. The student record may also be forwarded by the Principal or his/her Designee to the school to which student seeks or intends to transfer to.

Above is a summary of your rights under the Student Records Regulations. You can request a copy of the regulations from the Student Service Center of the Massachusetts Department of Elementary and Secondary Education (Chapter 71: Sections 34D and 34F of the General Laws, 1973).

Notice to all Parents and Students Regarding the Destruction of Student Records

In accordance with state regulation number 603CMR23.06, a student's temporary record (all information not contained in the student's transcript) shall be destroyed no later than 7 years from the date of the child's withdrawal, transfer or graduation. It is your right to obtain these records before they are destroyed. If the student or parents wish to have these records, they contact the guidance counselor at the student's school. If the records are not requested within 7 years of the student's withdrawal, transfer or completion date, records including, but not limited to test results, class rank, extracurricular activities and teacher evaluations may be destroyed. **The permanent record will be kept for sixty (60) years.**

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

- Student's father
- Student's mother
- 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 (subject to any written agreement between parents or court order governing the rights of such parent that is brought to the attention of the school).

Access to School Records for Non-Custodial Parents

Massachusetts School Record Regulations Law Chapter 71 Section 34H requires the non-custodial parent 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 court order, custody based on a threat to the safety of the child or the custodial parent.

Non-custodial parents shall not have access to a student's school records when the:

- Parent has been denied legal custody on a threat to the safety of the child or to the custodial parent.
- Parent has been denied visitation or has been ordered to supervised visitation.
- Parent's access to the child or to the custodial parent 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 information described in the statute.

Massachusetts General Law Chapter 71 Section 34H requires the non-custodial parent to submit a written request to the school **annually**. For further information, contact your child's Principal.

Lowell High School



Parent & Student Handbook

School Year 2020-2021

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Notice to Parents

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

Parents 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 (Mrs. 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

Robert J. Hoey

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

Dr. Linus Guillory

Lowell Public Schools

155 Merrimack Street

School Year 2020-2021

Lowell High School Administrators

Michael Fiato, Head of School

Petra Farias, 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

Freshmen Academy

Jill Rothschild, Director
Angela Lawler-Brennan, 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
Elizabeth Often, Mathematics
Stephanie Selvaggio, Science & Health

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

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

2008 Honorees

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

2009 Honorees

Charles H. Allen	Class of 1865	Politician/Businessman/Artist
Edward McMahan	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

2010 Honorees

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

2011 Honorees

William O'Connell
John Stack
George Tsapatsaris
Robert Goldberg
Patti Fleming

Class of 1876
Class of 1924
Class of 1949
Class of 1968
Class of 1982

Cardinal
Aeronautics Engineer
School Superintendent
Doctor/Professor
Humanitarian

2012 Honorees

Milton Bradley
George F. McLean
Roger M. Boisjoly
William J. Samaras
Timothy M. Sweeney

Class of 1854
Class of 1946
Class of 1955
Class of 1959
Class of 1983

Entrepreneur
Scholar/Oblate Missionary
Engineer
Head of School
Insurance Executive

2013 Honorees

Frank Goldman
Mary Agnes Hallaren
Arthur C. Anton
James S. Herscot
George Michael Ward, Jr.

Class of 1907
Class of 1925
Class of 1943
Class of 1954
Class of 1991

Founder of Hebrew Center
Women's Army Corps, Colonel
Businessman/Philanthropist
Businessman/Philanthropist
Professional Fighter/Author

2014 Honorees

James F. Linnehan
John J. Lardner
Marilyn Swartz-Lloyd
Robert J. Kilmartin
Michael J. Kuenzler

Class of 1939
Class of 1949
Class of 1962
Class of 1976
Class of 1979

Assistant Attorney General
Agent with Secret Service
President/CEO MASCO
Colonel, U.S. Marine Corp
Businessman

2015 Honorees

James F. Sullivan
Joseph P. Donahue
Robert A. Lemire
Hazel Ann Roper
James F. Conway

Class of 1877
Class of 1909
Class of 1950
Class of 1957
Class of 1970

Physician
Attorney
Investment Banker
Minister
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 2020-2021 School Year Calendar

Monday, August 31, 2020

Staff Return to School to Begin 10 days of Professional Development

Friday, September 4, 2020	No School Labor Day Recess
Monday, September 7, 2020 *	No School – Labor Day
Thursday, September 17, 2020	First Day of School – Grades 1-12
Monday, September 21, 2020	First Day of School – Pre-Kindergarten & Kindergarten
Wednesday, October 7, 2020	Wednesday - ½ Day Early Release for grades PreK-12
Monday, October 12, 2020 *	No School – Columbus Day
Tuesday, November 3, 2020	No School for Students -Election Day -Professional Day for Staff
Wednesday, November 11, 2020 *	No School - Veterans' Day Observed
Wednesday, November 25, 2020	Early Dismissal - Thanksgiving Recess
Thursday, November 26, 2020 *	No School - Thanksgiving Day
Friday, November 27, 2020 *	No School – Thanksgiving Recess
Monday, November 30, 2020	Schools Re-Open
Wednesday, December 9, 2020	Wednesday -½ Day Early Release for grades PreK-12
Wednesday, December 23, 2020	Holiday Vacation Begins at the Close of Day
Thursday, December 24, 2020 *	Christmas Eve
Friday, December 25, 2020 *	Christmas Day [Holiday Break: Thursday, December 24th – Friday, January 1, 2021]
Friday, January 1, 2021 *	New Year's Day
Monday, January 4, 2021	Schools Re-Open
Wednesday, January 13, 2021	Wednesday - ½ Day Early Release for grades PreK-12
Monday, January 18, 2021 *	No School – Martin Luther King, Jr. Day
Wednesday, February 10, 2021	Wednesday - ½ Day Early Release for grades PreK-12
Friday, February 12, 2021	Mid-Winter Vacation Begins at the Close of School
Monday, February 15, 2021 *	President's Day -[Mid-Winter Vacation: Monday, February 15 – Friday, February 19, 2021]
Monday, February 22, 2021	Monday - Schools Re-Open
Wednesday, March 10, 2021	Wednesday - ½ Day Early Release for grades PreK-12
Friday, April 2, 2021 *	No School – Good Friday
Friday, April 16, 2021	Spring Vacation Begins at the Close of School
Monday, April 19, 2021 *	Patriot's Day - [Spring Break: Monday, April 19th – Friday, April 23, 2021]
Monday, April 26, 2021	Schools Re-Open
Wednesday, May 12, 2021	Wednesday - ½ Day Early Release for grades PreK-12
Monday, May 31, 2021 *	No School – Memorial Day
June 2021 (TBD) Will be on the last day of School	TBD- ½ Day Early Release for grades PreK-12
Wednesday, June 16, 2021	170 th School Day
Wednesday, June 23, 2021	175 th School Day [Includes five (5) Snow Days]

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.

Parents 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 following MCAS requirements to earn a competency determination:

ELA and Math

- (a) Meet or exceed a scaled score of 240 on the English Language Arts and Mathematics Grade 10 MCAS test – OR
- (b) Meet or exceed a scaled score of 220 on the English Language Arts and Mathematics Grade 10 MCAS tests – AND – complete an Educational Proficiency Plan*.

Science

Earn a scaled score of at least 220 on one of the high school MCAS Science tests. Lowell High School offers the Biology, Chemistry, and Introductory Physics tests.

*An Educational Proficiency Plan (EPP) for each required content area shall include, at a minimum:

1. A review of a student's strengths and weaknesses in the content area.
2. Courses that the student will be required to take and must successfully complete in grades 11 and 12 that will satisfy state MCAS EPP requirements.
3. A description of the assessments the school will administer (on at least an annual basis) to determine whether the student is making progress towards, or has satisfied, grade 10 requirements. These assessments include MCAS tests and/or other methods supported by the Department of Elementary and Secondary Education.

MCAS Appeals Processes

Students may request an appeal of the MCAS requirement through two procedures:

Performance Appeals Process

- A. Eligibility Requirements
 1. Must have taken MCAS testing three (3) times.
 2. Must have 95% attendance for current and previous school years.
 3. Must have participated satisfactorily in prescribed MCAS tutoring sessions.
 4. Any extenuating circumstances must be well documented.
- For Science MCAS, the student must have taken an MCAS high school STE test or an MCAS Alternate Assessment at least once, and be currently enrolled in a high school STE course, or has completed grade 12.

- Note: The appeal can only be in the same discipline as the MCAS test the student took.

B. Evidence/Performance Requirements

1. Teacher Recommendation in subject area
2. Student must have a minimum Grade Point Average (GPA) in subject area.
3. Cohort Group GPA (the student must perform similarly to classroom peers).

Portfolio Appeals Process

1. Portfolios in each subject area must reflect the learning standards in the Massachusetts Curriculum Frameworks.
2. Portfolio evidence must be produced over a period of more than a single year.
3. Specific learning standards must be addressed in each area.

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 = 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: Student 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 2018-2019 school year was \$94.00 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.

Dual Enrollment Procedures (taking courses with college credit)

- This option will be open to students in their junior and senior years.
- The student will obtain the application and discuss the matter with the appropriate guidance counselor.
- Students must apply for approval from the Head of School by the established deadline.
- 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 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 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 club are: Scholarship, Character, Leadership, and Service. Our NHS inducts qualified Juniors and Seniors each fall.

Qualifications for Membership in the National Honor Society:

- Juniors and Seniors who have a cumulative GPA 3.6 at of the completion of their Sophomore or Junior year, and who demonstrate the four qualities of membership, are eligible to fill out an Information Packet at the end of each August for a two week period. Exact dates are publicized each August on school media including our school's NHS website. www.lhsnhs1927.weebly.com
- 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

- Applications will be reviewed by a five-teacher 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.
- The NHS Constitution and local bylaws are accessible online. Please refer to the Lowell High School NHS Club's link <http://lhsnhs1927.weebly.com>. (This link can also be accessed via Lowell High School's website.)
- Students are not considered members in good standing until they are formally inducted at the annual Induction Ceremony.

The NHS Information Packet will be available online in late August. Students may download the forms and complete all requirements by the stated September deadline. Any questions may be directed to the NHS Adviser. **No late packets will be accepted.**

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 or guardian must come in to 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 as 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 and House Office for further support.**

- Failure to surrender the device to faculty member or administrator when asked will 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 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 are requested not to contact their child during the school day via cell phone. Any parent 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/Head Phones

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 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 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 and 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 assignments(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

For health and safety reasons, lockers will not be used during the 20-21 school year.

Lockers must be locked at all times. 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

Books, instructional material, uniforms, etc., when issued to students 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 textbooks provided that the student reports that his or her textbook 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 20-21 school year and are responsible for any damage or loss.

Cafeteria

The cafeteria will not be in use during the 20-21 school year. All meals will occur in the classroom.

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 to pay for balances. For parents, 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 need to know?

For those schools that are providing breakfast directly in the classroom, your child can simply take the breakfast items that are offered. For other schools, the child 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 grains (or one grain and one protein), two fruits, 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 a grain, protein, vegetable, 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 LPS homepage to view menus.

http://www.lowell.k12.ma.us/pages/lpsd/depts/Food_Services/School_Menus/Menu01

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

We are only reimbursed by the USDA for complete meals. If your child only wants a milk or a single menu items 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 978-674-2177.

For students who are participating in remote learning, please check the LPS and LHS websites for information on the breakfast and lunch locations throughout the city.

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 Student Support Office after school and during the student's lunch period. 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/Domain/84>

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 a Summer School Program. This program is primarily a make-up (remedial) or review effort. Courses taken in the program are not 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.
- Parental 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 the Director of Curriculum. 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 must call the office of the Assistant Superintendent of Student Support Services at 978-674-2034.

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.

LPS Face Mask Policy

In compliance with Governor Charles Baker's order dated May 1, 2020, which went into effect on May 6, 2020, and the guidelines written by the Department of Elementary and Secondary Education (DESE), until further notice, all students, employees, volunteers, and visitors entering Lowell Public Schools (LPS) buildings and/or utilizing transportation or school buses, and/or attending or participating in LPS sponsored events and activities are required to wear a face mask at all times. You cannot enter or move within a building without a mask. Masks may be removed for eating – in designated spaces within each building.

Knowing that the use of a face mask can potentially slow the spread of the virus and protects against the transmission of the virus from people who may have the virus and be asymptomatic; we recommend the use of a CDC approved face mask. Either a cloth or surgical face mask must be worn and must cover the mouth and nose properly. The following are not recommended at this time [per CDC guidelines](#): single layer gaiter masks or bandeaus, masks with an exhalation valve or vent, or face shields unless used along with a mask.

General considerations for the use of face masks, please make sure:

- The mouth and nose are fully covered.

- The covering fits snugly against the sides of the face so there are no gaps.

- The cloth face covering does not constrict or create difficulty breathing while wearing.

- The cloth face covering is tied or otherwise secured to prevent slipping.

- Avoid touching your face as much as possible.

- Keep the covering clean. Clean hands with soap and water or alcohol-based hand sanitizer immediately, before putting on, after touching or adjusting, and after removing the cloth face covering.

- In general, face masks should be washed regularly (e.g., daily and whenever soiled). Follow laundry instructions as directed.

- Don't share it with anyone else.

- Do mark the mask with your initials or name in permanent ink.

- Don't touch the outside of your mask while it is on your face.

- Don't pull your mask below your chin while you are wearing it. Leaving the mask dangling or improperly fitted to your face creates opportunities for cross-contamination.

- One-time use masks should be disposed of in a trash can.

Exceptions to mask requirements:

- Children younger than 2 years old.
- Anyone who has a medical condition, a disability, or other health or safety factors which impact an individual's ability to wear a mask - a doctor's note will need to be supplied in this situation.
- Please seek further guidance on these exceptions through your school nurse, principal or designee and also work with your doctor.
- Employees working alone in a private office or workspace do not need to wear a mask but must put it on when leaving the office space or immediately upon someone else entering the office.
- Meal times, mask breaks and recess, are times when masks may not be required as long as the 6 ft. distancing rules are applied and teacher/school approved.

It is recommended that everyone wear a plain face mask and/or LPS or college/university logo masks. However, ultimately all masks must follow the school dress code:

“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”.

Any other dress that distracts, disrupts, intimidates, or provokes can be deemed inappropriate by the Principal or designee.

Suggested protocol for students who are not wearing a mask:

1. All students entering the building must wear a mask.
2. 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.
3. We encourage teachers to seek assistance from their administrator if prolonged refusal or elevated risk to others exists.
4. 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.
5. Given that mask-wearing is not a choice, and that it is a requirement of everyone in the building; if the student continues to refuse to comply then a conversation regarding remote learning may need to take place between the administration and the family.

Suggested protocol for staff who are not wearing a mask:

1. All staff entering the building must wear a mask.
2. 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.
3. 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 visitors/parents who are not wearing a mask:

1. All visitors/parents entering the building must wear a mask.
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. 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
3. 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 six 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.

The student 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 while still requiring at least six feet of physical distance. 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, 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, in-house suspension, 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 and the following General Laws: M.G.L. Chapter 71, section 37H ³/₄; M.G.L. Chapter 71, section 37H; M.G.L. Chapter 71, section 37H 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

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 Habitual School offender with the courts for 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)

In-School Suspension:

“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 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 to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such 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 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 of the in-school suspension.

The Head of School/Designee shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the 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 for school communications, or by other method of delivery agreed to by the Head of School/Designee and the parent.

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 oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

The Head of School/Designee shall provide oral and written notice to the student and the parent 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 to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

The Head of School/Designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the Head of School/Designee must be able to document reasonable efforts to include the parent. 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 in the manner specified by the parent for emergency notification. Written notice to the parent may be made by hand delivery, first-class mail, certified mail, and email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Head of School/Designee and parent.

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, 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 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 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 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 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.
- (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 ³/₄

"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 ¹/₂ 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'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 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 upon request.

The Head of School/Designee shall provide the parent, 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 by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Head of School/Designee and the parent. If the Head of School/Designee decides to suspend the student, the written determination shall:

- Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- Set out the key facts and conclusions reached by the Head of School/Designee;
- Identify the length and effective date of the suspension, as well as a date of return to school;
- 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);
- 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 must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
- b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the 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 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 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 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 and superintendent to participate. The superintendent shall send written notice to the parent 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 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 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 which meets the requirements of the law. 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 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 ¾)
(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 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 classroom.**

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 classroom.**

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 extra-curricular 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 teacher, 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 parents 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 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 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 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 parents 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, parents 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 Parents 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 Parents and Students Regarding Dismissal

Please be aware that dismissing a student can impact his or her ability to earn credit in a course. Parents 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-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 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 will meet the student outside. The parent will call the House Office upon arrival to 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.

Please note: No student will be dismissed unless the parent 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 that provides all the necessary information may be faxed to the house office with a follow-up phone call to the parent/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 parents 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 parents 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):

Parents/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 Parents/Guardians or an agency with legal custody can request that a student be withdrawn/transferred from the Lowell Public Schools.
- Parents/Guardians or an agency with legal custody must notify the school's office concerning the withdrawal/transfer of a child to another school.
- Parents/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).
- Parents/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 or guardian of that student in both the primary language of the parent 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 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 or guardian and no extension shall be for longer than 14 days. The House Attendance Team, may proceed with any such interview without a parent or guardian if the House Attendance Team, makes a good faith effort to include the parent or guardian. 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 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) 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 both to the re-entry meeting and for re-enrollment.
- Students and parents 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.
 - Measureable 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 parents, 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, parents 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 and student to all student support services. The following is a list of general services provided by counselors for students and their parents:

- Educational planning and counseling
- Personal counseling
- Scheduling new students
- Information sharing and consultation with parents 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 to students and families are also provided through the Crisis Intervention Team, the school-based social workers, and parent 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 insure 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 parents/guardians. This meeting would need to be held every 90 school days for general education students or it could be waived by parents/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 Guide to the Lowell Health Department

2020-2021 School opening plans related to Covid safety are being created with the guidance of Mass DPH and DESE, details to follow.

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 100.4 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.

****New for 2020-21: Meningococcal (MenACWY) required for Grade 7 and a booster for Grade 11 on or after age 16****

NEW: Flu Vaccine Required ALL students

- 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) Grades 7 and 11.

Physical Exam Requirements:

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

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 prescriptions or over the counter medication.

Medication Pick Up:

Parents/guardians may retrieve medications from the School Nurse and signed for 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.

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. All 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. When a student with an identified disability is to be suspended the following is required:

Manifestation Determination Review (§300.523)

If a student being serviced by an individualized education program (IEP), or Section 504 Plan engages in conduct, which would warrant suspension of more than 10 **school** days or expulsion for a non-disabled student the following must occur:

- Not later than the date on which the decision to take that action is made, the parents must be notified of that decision and provided the procedural safeguards notice.
- Immediately, if possible, but in no case later than 10 **school** days after the date on which the decision to take that action is made, a review must be conducted of the relationship between the child's disability and the behavior subject to the disciplinary action (a manifestation determination review). The review must be conducted by the IEP team and other qualified personnel in a meeting.
- The purpose of this Team meeting will be to determine whether the behavior under review is connected to the student's disability. The IEP team and other qualified personnel must first consider, in terms of the behavior subject to disciplinary action, all relevant information, including but not limited to:
 - Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the child
 - Observations of the child
 - The child's IEP and placement
- If the Team determines that in relationship to the behavior subject to disciplinary action, the child's IEP and placement were appropriate and the special education

services, supplementary aids and services, and behavior intervention strategies were provided consistent with the child's IEP and placement and the child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action; and the child's disability did not impair the ability of the child to control the behavior subject to disciplinary action; then the child may be disciplined in compliance with school policy not to exceed 45 **school** days of suspension. This suspension could be further extended consistent with state and federal law.

- However, if the Team and other qualified personnel determine that any of the standards were not met, the behavior must be considered a manifestation of the child's disability. If, in the review deficiencies are identified in the child's IEP or placement or in their implementation, the Team must take immediate steps to remedy those deficiencies. As a result the student would have a right to stay put to his/her last agreed educational setting, in accordance with state and federal law, unless the Parent/Legal Guardian/Student (if appropriate) agree to waive such right. However, the School District would reserve its rights to challenge stay put consistent with state and federal laws and in doing so, may be able to remove the child from his/her stay put placement not to exceed 45 **school** days. Similarly, said removal could also be extended consistent with said state and federal laws.
- Under either circumstance, the student would be entitled to receive educational services and/or compensatory services for whatever services that may have been missed and/or not delivered and the Parent/Legal Guardian/Student (if appropriate) must be informed of their due process rights.
- The goal being that an IEP would be reviewed/amended/developed/etc. consistent with state and federal law, so that the child would receive a Free and Appropriate Education within the Least Restrictive Environment.

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), student 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 Parents/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 parents 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 any subject taken during the summer, unless that subject has been 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 part 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 part 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 student is attending or issue a certificate of completion. If student does not complete program, penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional part 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 parents 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/guardian 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 parents 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 are 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 MG.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 and Bullying

Harassment is defined as any conduct of a verbal or physical nature that embarrasses, distresses, agitates, disturbs, causes fear, causes an apprehension of harm, harms or troubles a student on the basis of race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting 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. Harassment also includes **sexual harassment, teen dating violence and sexual assault**. Harassment is illegal and will not be tolerated. The following behaviors are examples of sexual harassment: gestures with sexual overtones, spreading sexual gossip or rumors, unwanted sexual or suggestive gestures, looks, verbal comments, (including but not limited to “mooning”, “barking”, and other noises) or jokes, touching, pinching, and grabbing body parts, sexual notes or pictures (including electronic transmissions), sexual graffiti, being coerced to do something sexual, any unwanted physical contact of a sexual nature, attempted rape, and rape. Some forms of sexual harassment may also be crimes and could be reported to the police.

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 parenting 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 and/or law enforcement official as soon as possible. To the extent that the student/parent 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.

A report (verbal or written) of harassment and/or bullying 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 Equity and 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.

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 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 or 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, parenting 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, parenting 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.

Title II

Robin Desmond, Chief Academic Officer-978-674-4323

504 Coordinator

TBD

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 have 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) 338-3000: fax (781)- 338-3710: TTY: Relay (800)-439-2370.

United States Department of Education Office of Civil Rights, Department of Education 5 Post Office Square, 8th Floor, Boston, Massachusetts 02109
Tel. (617) 289-0012: Fax: (617-289-0150): TTD: (877)-521-2172.

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 parents 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 parents.
- 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 the 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 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 parents 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 School's 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 e-mailing 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 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 anytime.
- 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

Parental 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 parents and guardians 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 parents/guardians 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. Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parent/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians 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/guardian 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 parents/guardians and others to the extent practicable. Parents/guardians 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(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. 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 parents, should have these rights. Under 14 or not yet in the 9th grade, then the rights below belong only to the parents.

Seeing your Records

The student and the parents 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 request must show photo I.D.

Notice to all Parents 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 the 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 Parents

Massachusetts School Records Regulation law Chapter 71 Section 34H requires the noncustodial parent 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. The non-custodial parent must submit a written request to the school principal annually.

The following persons serving in a parental 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 (subject to any written agreement between parents or court order governing the rights of such a parent that is brought to the attention of the school Head of School).

Non-custodial parents shall not have access to a student’s school records when:

- The parent has been denied legal custody on a threat to the safety of the child or to the custodial parent, or
- The parent has been denied visitation or has been ordered to supervised visitations, or
- The parent’s access to the student or to the custodial parent 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 students information described in the statute.
- The parent 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 parents.

Access to Student Records

- **Other schools:** Parents 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 eligibility student or parent. 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 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. If you do not want the Head of School or his designee to destroy such records described above that may be in the temporary record, then you must notify the Head of School or his designee in writing of that request.

Amending and Appealing your Record

The student or parents may add any relevant written material to the record. If there is information in the record that the student or parents feel is inaccurate, misleading, or irrelevant and the student or parents want it removed, the student or parents 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 parents have any other objections to the school records, policy, there is an appeals process the student or parents 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 parents 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. 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; 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 parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent.

Parents 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 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/parents annual notice of their general rights relative to student records, as contained herein. Upon request, Lowell Public School will make available to Parents and Students a complete copy of the regulations which will detail their rights.

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Student Signature Page

By signing below, I acknowledge I have access to the on-line Parent & 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.

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 Work
No. _____

Emergency Phone Number: _____

Emergency Contact Name: _____

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

Student's Signature: _____ Date: _____

Return to House Office

Parent/Guardian 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.

Student's Name (Print): _____

ID Number: _____ House Office: _____ Advisory: _____

Parent/Guardian Name: _____

Address: _____

Apt. # _____ Zip Code: _____

Parent Cell Phone Number: _____

Home Number: _____ Work Number: _____

Emergency Phone Number: _____

Emergency Contact Name: _____

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

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

Parent Email Address: _____

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

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.

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 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 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 Parent/Guardian: _____ Date: _____

Return to House Office

Medical Emergency Form

Please Print

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

Address _____

Parent/Guardian _____ Home Phone# (978) _____

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) 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 (pleas 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 school nurse to contact my child's physician if necessary.

Signature of Parent/Guardian _____ Date: _____

Return to Nurses' Office

Grades 11 & 12 Only
2020-2021 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 parents 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 & 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. Parents can override a child’s decision by notifying the school in writing, only if the student is under 18. We encourage parents and students to discuss this information.

Return to House Office