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**NOTE:** Additional policies and other important general information can be found in on the school website.

## **GENERAL EXPECTATIONS FOR ALL FACULTY**

### **i. Contracts**

Any full-time faculty member who has not been informed otherwise in writing by February 1<sup>st</sup> may assume that he/she will be offered reappointment for the next academic year. The conditions of reappointment regarding salary and benefits will be specified by the head of school no later than late February. Confirmation of those specifics will normally be made at the first regularly scheduled meeting of the faculty following the winter meeting of the Board of Trustees.

### **ii. Communication: checking and responding to voicemail, email, public folders, calendars**

- Each faculty member has a voice mailbox which s/he must check regularly.
- The School uses email to communicate important information.
- Faculty are expected to check email on a daily basis.
- Faculty are expected to communicate important information to students through email, in advisor meetings, at practices, in dorm meetings, and in class.
- Faculty are expected to use the Master Calendar on OUTLOOK for notification of meetings, events, special schedules, and other school business.

### **iii. Texting notification system for emergencies**

The school uses a texting notification system for emergency campus evacuation or security lock-down procedures. (See All Live in Guidelines for all Faculty in Promoting the General Health and Well-being of all Students)

- In the event of a campus evacuation or lock-down emergency, all cell phones will receive a text message with instructions on what to do.
- This requires that all faculty have their cell phones available and on.
- During assemblies, meetings, class, and evening study hours, cell phones should be on vibrate mode.

### **iv. Attire**

- During the academic day, faculty are expected to present a professional appearance and to wear clothing that is neat, clean, and in accordance with the student dress code with

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regards to undergarments, cleavage, and skirt length. Tee shirts, blue jeans, and flip flops are not allowed.

- On dress-up occasions, faculty are expected to wear coats and ties or dress slacks, skirts, or dresses.

### **v. Absence from work**

- If a teacher is absent, becomes sick, or is otherwise unable to fulfill responsibilities, s/he must notify the department chair or direct supervisor and the dean of faculty.
- The dean of faculty will ensure that the supervisors of all other areas of responsibility are notified.
- For a one-day absence, the chair and other supervisors will make every effort to cover the responsibilities by using volunteers from within the school, and the absent faculty member will do everything possible to suggest to the chair the appropriate activities for the missed duties and provide the next day's assignments.
- For an absence of more than one day, the absent faculty member will do everything possible to give detailed plans to the chair and other supervisors, and all duties must be covered from then on.

### **vi. Learning Profile access rules and requirements**

- Learning Profiles are saved under the "document" tab on each student's account in backpack. Anyone assigned to the student as a teacher, advisor, coach, dorm parent, or Winterim leader will see the Learning Profile.
- Teachers and advisors of students with Learning Profiles are **required** to read the Learning Profiles of those students; dorm parents, coaches, club advisors of those students are also encouraged to read their profiles. If an adult needs access to the Learning Profile without using backpack, contact the director of academic support.
- Adults are not authorized to view profiles on students they do not teach, advise, coach, or serve in some official aspect of their school life.
- These profiles are highly confidential and may not be copied, printed, transmitted, or shared with anyone unless directly authorized by the director of academic support.
- Authorized adults must indicate they have read the required profiles by digitally signing the online list provided by the academic support office.

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- Authorized adults must sign an “Accommodations Agreement Form” brought to them by the student, effectively agreeing to provide the accommodations cited on the form consistently in their classes.
- If and when new profile information becomes available, the director of academic support will update the student’s profile in backpack and notify a student’s advisor and classroom teachers by email. Teachers and advisors are **required** to read the updated information.

### **vii. Sabbaticals and other faculty recognitions**

There are two endowed funds at Lawrence Academy that support term-long sabbaticals – the Ansin Sabbatical Fund, and the Williams Family Endowment Fund. Due to the income from these funds, LA has the ability to make possible three term-long sabbaticals a year.

- Sabbaticals are awarded based on seniority, and all faculty and administrators are eligible.
- The sabbaticals are administered by the assistant head of school and the director of finance and operations.

Other faculty recognitions include

- Departmental Chair for Excellence in Teaching – awarded annually with a stipend and the expectation of a presentation to the community, recommended by the Department Chairs Committee to the head of school, for excellence in teaching
- The Darling Chair – awarded every five years, appointed by the head of school
- Alumni Faculty Appreciation Award – awarded annually by a vote of the alumni and presented on Reunion Weekend

### **viii. Facility use**

#### Rink

- The rink may be used when Buildings and Grounds opens the facility and recreational hockey or free skating is scheduled.
- Recreational hockey players **MUST WEAR HELMETS** and other safety equipment.
- No keys to the building will be distributed for personal use, and those who do have access to the rink (i.e. their own key) are asked not to use it when a member of Buildings and Grounds is not there.
- Faculty should not open the facility for youngsters unless they will remain in the rink and supervise the activity of those children.

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## Stone Athletic Center

- There is no supervision provided, and, therefore, faculty are responsible for their own safety.
- Adults using the facility must agree to assume the role of “adult in charge.” This means that adults present agree to enforce athletic center rules and maintain a safe environment.
- Children 14 years old and under must be accompanied by a parent or other designated adult care-giver while using the facility.
- No one under the age of 14 may use the weight and/or fitness rooms.
- Any child who is not a Lawrence Academy student aged 14 and older must be accompanied and directly supervised by a parent or designated adult care-giver.
- There will be times when various rental groups or camps are in session and the athletic center will not be open for Lawrence Academy personnel.
- Anyone who is the last person to leave the athletic center must shut off any lights and close windows that have been in use. Note that some lights (i.e. in stairways) stay on all the time. **ALL DOORS MUST BE LOCKED UPON LEAVING THE BUILDING.**

Weight Room: Faculty members and staff may use the Weight Room if they follow the established rules posted in the Weight Room.

- A "buddy" (spotter) must be present in order to lift weights.
- The Weight Room should not be used by anyone under the age of 14.

Pool: This system has worked for several years, and continued cooperation will allow the school to continue to make the pool available for use by members of the LA community. If the system does not work, the options would be either to close the pool or to require people to contribute to the cost of a lifeguard.

- Pool Hours:
  - When summer programs are in session: 5:30 PM – 8:00 PM
  - When summer programs are NOT in session: 8:00 AM – 8:00 PM



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- **THERE WILL BE NO LIFEGUARD ON DUTY.** Those who swim are responsible for their own safety. Parents are fully responsible for the safety of their children and any guests they bring to the pool.
- The pool gate will be locked whenever the pool is not in use. Faculty or staff who wish to use the pool may sign for a key in the Business Office. When they sign for a key, they are agreeing to assume the responsibilities described in these pool guidelines.
- Adults using the pool must agree to assume the role of “adult in charge.” This means that adults present agree to enforce pool rules and maintain a safe pool environment.
- Parents must agree to inform their children of the pool rules and agree to abide by them.
- Children 10 years of age and under may not swim unless accompanied by a parent or other adult from that family.
- Children between the ages of 11 and 18 may swim as long as another adult is present at the pool. If only one adult is present and that adult wishes to leave, then everyone must leave.
- No one will be allowed to swim alone.
- The last adult to leave the pool must shut the safety latch and lock the gate padlock. **DO NOT LEAVE THE GATE UNLOCKED!**
- No one will be permitted to swim unless both person and suit are clean. No person with a communicable disease or contagious skin irritation will be permitted in the pool. All persons should take a cleansing shower before entering the pool.
- No glass is permitted in the pool area. Trash must be taken out upon leaving the pool area. No food or drink is allowed in the pool.
- No dogs inside the pool fence.
- No running or roughhousing is allowed within the pool enclosure.
- Mattresses and other large floating devices are not allowed in the pool.
- The ring of buoys and poles are lifesaving devices. They must not be used for other purposes.

- Stay out of and away from the pool during lightning and thunderstorms.
- Diving from the sides of the pool is permitted only in the deep end of the pool. Be sure the area is clear before entering the water.
- Please refer to additional pool rules which are posted at the pool.

All facilities: Anyone using the facilities during vacation time shall take full responsibility for the appearance of the area used.

Summer Programs' use of facilities: The summer programs use all the campus facilities, including classrooms, dining hall, and dorms. The residential summer programs provide their own supervision.

### **ix. Observing and reporting repair and maintenance issues**

Faculty members should report all breakage and maintenance problems to the Buildings and Grounds Department, using the online work order forms.

### **x. Faculty Housing**

Faculty housing will be assigned each year by the head of school and considered as part of a faculty member's total compensation. Factors that contribute to housing decisions include, but are not limited to: needs of school, family size, tenure, job responsibilities, and job performance.

### **xi. Faculty families and the dining hall**

Faculty members and families are encouraged to eat meals in the dining room during the school year. Guests are welcome.

### **xii. Cohabitation in campus housing**

The unmarried partner of a faculty member may not reside in campus housing with that faculty member without express written approval for the occupancy from the head of school. If the relationship can be demonstrated to be one of long-term, serious commitment, permission for cohabitation may be granted so long as doing so does not run counter to the good purposes or mission of the school. (See section ii. Dorm parent job description in Expectations and Responsibilities for Faculty in the Residential Life Program.)

### **xiii. Tobacco use**

No tobacco may be used in areas that students and other nonsmokers also use, such as classrooms, offices, dormitories (except in faculty residences), the dining hall, the faculty room, etc..

### **xiv. Employee use of alcohol**

- There is to be no use of alcohol by an employee before or during regular school hours, Monday through Friday. Employees who are on active duty on weekends or after regular school hours (5:00 p.m., Monday through Friday) and employees who are preparing to come on active duty at those times should not be consuming alcoholic beverages.
- Employees who are off duty at those times should exercise good judgment in determining whether to consume alcoholic beverages and in what quantity. This pertains to employees who are coming off duty after being on duty in dormitory residences as well.
- It is expected that employees who have been consuming alcoholic beverages consistent with this policy will nonetheless avoid common areas frequented by students.
- There should be no consumption of alcoholic beverages whatsoever by any employee who is engaged in a supervisory role off campus (chaperoning, driving, etc.).
- There should be no consumption of alcoholic beverages whatsoever by any employee who is engaged in an off-campus Winterim trip, for the entirety of that trip.
- Faculty members are not to serve alcohol to students in their own apartments, nor are they to drink with students off campus. (Students are not permitted by school rules or the laws of the Commonwealth of Massachusetts to consume alcoholic beverages at any time on or off campus.)

### **EXPECTATIONS AND RESPONSIBILITIES FOR ADVISORS**

The advisor system is a most important program and a central reason why many parents enroll their children at Lawrence Academy. When we talk about the school to prospective families, the Admissions Office emphasizes that students at Lawrence do not fall through the cracks because the advisor system (especially in conjunction with the comment cards) prevents neglect or anonymity. The professional obligation of each advisor is to make this promise a reality. The advisor is at the very center of communication about concerns for the individual student.

Advisor responsibilities fall into five general categories:

#### **i. Meetings and attendance**

- All advisors are expected to meet with their advisees each day.
- Advisors should make face-to-face contact with each advisee in the morning. Students are not permitted to check in with advisors via email or text.
- On Monday and Friday, advisees sit with their advisee group and should check in with their advisors before the start of assembly at 8:00 a.m. Advisors need to submit attendance via a paper slip available outside the theater immediately after the assembly.
- On Tuesday, Wednesday, and Thursday, advisors should meet with all of their advisees at 8:00 a.m. in their assigned meeting places. Advisors are expected to keep their advisees in these meetings for at least 10 minutes. On these days, advisors need to submit attendance to the Student Life Office via My Backpack by 9:00 a.m.
- If you are unable to attend an advisor meeting, please find someone to cover your advisees and sit with them during the advisory meeting.
- In addition to advisor/advisee meetings and early morning assemblies, advisors are responsible for making sure their advisees are present at all other required all-school assemblies. (See Individual Welfare below.)

#### **ii. Individual welfare**

- Advisors should be sensitive to their advisees' morale and general well-being on a daily basis and take appropriate action when there is reason for concern.
- Advisors and advisees are expected to attend all advisor/advisee meetings, school assemblies, and school meetings. It is imperative that attendance for each of these events be submitted promptly. If all advisees are present, a slip should be submitted so stating. (See Meetings and Attendance above.)

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- The advisor must be cognizant of parental permission forms (for weekends, driving with others, etc.) and sign school permission slips only in accordance therewith. All weekend forms must be approved by the student's advisor before being submitted to the dean. Parents are expected to notify the advisor of their child's plan before the advisor approves the sign-out for each weekend plan. Parents need to notify the advisor even if the student is signing out to home for the weekend.
- Advisors should be familiar with an advisee's learning profile. (See Learning Profile access rules and requirements, in Expectations and Responsibilities for all Faculty.)
- Advisors will often learn of concerns that various faculty members have about a specific advisee. Advisors may in turn consult with the dean of students, assistant head, director of studies, and other faculty members who work with the student and, when appropriate, should include the student on the agenda for general discussion in a faculty meeting. The written notes of concern collected by advisors will provide a specific basis for these discussions.
- Advisors should keep parents informed of any significant developments.
- It is essential that parental requests for communication regarding an advisee's welfare be honored **within 24 hours**. (See Communication, below.)

### iii. Academic advising

- The advisor must work in cooperation with the Studies Office and classroom teachers to help advisees select courses, process schedule changes, meet graduation requirements, understand their individual learning profiles, and seek extra help.
- The advisor must obtain the comment cards from the Comment Card Room in the Ansin Academic Building, distribute them during advisee meetings, and discuss them with each student either at that time or by appointment soon thereafter.
- Advisors will obtain students' grades and comments from the Studies Office after each marking period and review them with advisees as soon as they are made available.
- The advisor should feel free to consult with any teacher about a student's situation at any time.
- In the spring of each year, advisors meet with each advisee to select courses for the next year. At this time, advisors receive a great deal of information, such as guidelines for selecting courses, graduation requirements, and departmental recommendations. It is expected that advisors will read the information that is relevant to their job as academic advisor and take the time to ensure that each advisee is properly signed up for the appropriate courses.

### iv. Communication

- As the person most certain to see a student every day, the advisor is a facilitator of communication.
- **Again, it is essential that parental requests for communication be honored within 24 hours.** Furthermore, faculty members should take the initiative in communicating with the advisor when any concern over a particular student arises. The advisor should then contact the parent immediately or, if appropriate, discuss the problem with the head, assistant head, dean of students, director of studies, or school counselor, who may then contact parents. This communication is particularly important in the case of a serious decline in a student's grades.
- Advisors must be faithful in passing communications to advisees, in making requested announcements, and in serving as the collector of information about each advisee.
- The advisors are the chief channel of communication with the parents.
  - At the beginning of the year (no later than Sept. 30), advisors must inform parents of their appointment as advisor and give their contact info (phone, email, etc.). This may be done via email, phone, or letter.
  - Faculty should inform the dean of students once all of their advisee parents have been contacted.
  - Throughout the year, they must keep parents informed of academic issues, disciplinary actions taken, and any other important concerns regarding an advisee.
  - Advisors should keep parents abreast of information on advisees' comment cards, particularly if there is an area of concern in a specific class.
  - It is especially gratifying for a parent to hear of positive development from an advisor.
  - A file should be kept on each advisee, including copies of such correspondence and any other helpful matter regarding the student's career at Lawrence Academy.
- At the end of the fall and spring terms, advisors will write a formal letter to the parents and file it in My Backpack.
  - The letters should provide an overview of the advisee's academic progress and general development, highlighting significant accomplishments or difficulties in academics, sports, activities, etc.
  - These letters should provide parents with as much meaningful insight as possible; they should tell the story behind the numbers and grades, not simply restate the obvious. For example, there is little point in saying that John has an A in English and got an F in the math exam; these facts are readily gleaned from the report card.
  - The letters should be carefully proofread for grammar and mechanics and neatness — they will also be read by a group of readers assembled for this purpose. (For more writing tips, see section xiii. Teacher comments in Expectations and Responsibilities for Classroom Teachers.)

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## sample advisor letters

### sample 1

Dear \_\_\_\_\_,

The ultimate evaluation of (student's name)'s first year at Lawrence Academy will be his performance next year when he applies his study habits, study skills, improved self-confidence, and sense of purpose to a most challenging course of study. He has used this year to build a solid foundation, to become adjusted to both the environment and expectations of Lawrence, and to experience the satisfaction of success and learning. You and (student's name) should be proud of his substantial progress and growth and at the same time should recognize that the progress has only begun.

(Student's name) grew up quickly and was generally able to devote his energy to his schoolwork and his athletics. He certainly did not ignore friendships, social life, and even occasionally testing limits, but he developed a healthy perspective and sense of values. His teachers commented as early as last autumn on his motivation to improve, and, as the year progressed, (student's name) earned even more respect from the faculty. This respect was translated into high expectations and standards. Although he did need occasionally to be reminded to be consistent, as we saw on his recent midterm comments, he understood and could respond with action.

(Student's name)'s greatest academic gain has been in study skills, and it is to that area that he must continue to give his attention. He should read and write this summer beyond what is required, and it would be a mistake to go three months without looking at an algebraic equation. While his math final was a very difficult test for the entire class, his grade points out that there are still concepts that he needs to understand better. Building vocabulary and challenging himself with ideas (critical thinking) through reading will pay off when he tackles the reading, writing, and organizational demands of CSC.

I am pleased with what (student's name) has accomplished, encouraged tremendously by his sincere desire to do well and the steps he has already taken to make that desire into reality, and I am excited about working with him to continue this growth. I hope you all have a great summer. Please don't hesitate to contact me with any questions or concerns you may have.

Sincerely,

\_\_\_\_\_

### sample 2

Dear \_\_\_\_\_,

I have truly enjoyed working with (student's name) this year through all of her highs and lows, and I believe that she has made significant growth in her understanding of her abilities. She has had periods when she was doing well in almost all of her courses for several weeks, followed by periods when she seemed unable to concentrate well enough to keep up.

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The highs indicate to me that (student's name) is capable of achieving higher grades than her record shows if she believes in herself and if she becomes more consistent in her study habits. Her teachers have mentioned that she has some difficulty concentrating in class and will miss important information. (Student's name) and I have discussed this, and I believe that she is trying hard to overcome it. Judging from the cycle of highs and lows, I believe that she is making progress, but she must give extra effort to paying attention in all her classes. In addition, she must seek extra help, as she has done this past term, before she gets into difficulties.

This next year will be a real challenge for (student's name). To fulfill the graduation requirements, she must take five challenging courses. We have chosen the options that seem best suited to (student's name)'s needs; however, U.S. History and biology are going to be particularly challenging. I am pleased that she will be getting a head start on geometry this summer. In biology, (student's name) should get into the habit, at the very beginning of the course, of making vocabulary cards to help her with the many terms she will be learning. She should be very careful not to become overconfident in the beginning when some of the material will be familiar from last year.

I believe that (student's name) has more potential than she believes she has and that she can have a successful Lawrence experience if she will continue to think positively about herself and her ability. She needs a great deal of encouragement when she is trying new and difficult tasks, whether in the classroom or on the athletic field; however, she CAN succeed, and she HAS succeeded this year.

I hope all of you have a wonderful summer. I look forward to hearing from (student's name) about your trip.

Sincerely,

- In addition to the advisor letters, advisors are encouraged to write comments home whenever they feel that doing so would be helpful.

### **v. Discipline**

- Advisors will take such minor disciplinary action as they see fit in matters such as dress, slack attendance at advisee meeting and assemblies, and general deportment. Action may take the form of campus restrictions, restricting to dorm, and the like. The advisor should be sensitive to the necessity of maintaining reasonable order and conduct while at the same time maintaining as close a relationship with the advisee as possible. Admonishment is often preferable to punishment in this relationship. The dean of students is always available for consultation in these matters.
- Matters of major infractions of school rules will be referred to the dean of students, and in such cases, the advisor serves as the student's advocate.
  - The closeness that frequently develops between advisor and advisee can be truly rewarding. It can, however, also create some subtle tension and problems, most of which arise as a result of the advisor's role as advocate in disciplinary matters.



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- Painful though it may be, students need to learn that actions have consequences.
- Advisors who stand between clearly established rules and the penalties for infractions thereof are not acting in the best interest of their advisees.
- Helping a student to beat the system when the advisor knows the student is guilty is unprofessional and wrong.
- Advisors play an important role in each student's disciplinary tracking.
  - It is imperative that advisors respond promptly (within 24 hours) when notified by the dean of students of a disciplinary problem involving an advisee.
  - This attention is particularly important when class or sport cuts are involved. The usual procedure is outlined below:
    - Student cuts classes or sports commitment.
    - Dean of students is informed of attendance submitted via My Backpack by the classroom teacher or by the coach.
    - Student Life Office determines if the student has an excused absence on that day's attendance report.
    - If the student did not have an excused absence, the cut is recorded and a consequence is assigned. The student and advisor are notified.
    - The administrative assistant to student life emails a draft of the parent letter to the advisor and the student. If there is no response within three days, the dean of students emails the parents and the student serves his/her consequence — see *Omnibus Lucet*.
    - A file containing a record of all probations and suspension contracts will be kept in the dean of students' office.

## EXPECTATIONS AND RESPONSIBILITIES FOR CLASSROOM TEACHERS

Since the late 1960's, Lawrence Academy has had a tradition of educational innovation and student-centered teaching and learning. In 2007, the faculty adopted the Academic Objective, which articulates the school's rationale for what LA's teachers do in the classroom every day.

### Lawrence Academy's Academic Objective

#### WHAT WE DO IN OUR ACADEMIC PROGRAM

**Start with the student:** Lawrence Academy builds students into learners who can make the most of their abilities. Lawrence Academy understands students individually: their strengths and weaknesses and, in a qualified way, their learning styles. Parts of the curriculum are generated by the students. Student-conceived questions, ideas, topics, and avenues of thought have an essential place in the Lawrence Academy classroom.

**Build problem-solving skills:** Lawrence Academy helps students develop their writing, reading, listening, speaking, reasoning, numeracy, creative, and artistic skills so that they can solve problems and take action, both at school and in the world. Lawrence Academy believes that these skills are not learned once but are best learned in increasingly complex and varied settings as students move through their high school careers.

**Ask the right questions:** At Lawrence Academy, teachers know that good questions lead students into fruitful academic work. Some questions help to increase students' knowledge; others hone skills. Lawrence Academy expects students' responses to take time; in most cases, this depth of thought is preferred over breadth of information. The teachers' questions reflect their own commitment to intellectual work, a passion that rubs off on students as they search for their own paths to understanding.

#### WHAT WE WANT OUR STUDENTS TO BECOME

**Self-directed:** Lawrence Academy students learn not only to participate in academic life but also to discover what excites them about the world and what motivates them to pursue those passions. Lawrence Academy wants students to understand how they learn and to pursue their education with enthusiasm, purpose, and integrity.

**Flexible:** Lawrence Academy wants students to use knowledge in critical and creative ways. Lawrence Academy students play to their strengths as well as broaden their ideas of what intellectual responses can look like. Lawrence Academy's goal is that students use skills and knowledge to ask the questions and do the work of historians, artists, writers, scientists, mathematicians, and communicators in foreign languages.

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**Open:** Lawrence Academy students come to realize that while pursuing knowledge can be a personal endeavor, the pursuit is often most effective when it is shared. Lawrence Academy wants students to be respectful of and open to ideas, people, and cultures and to develop the traits that will prepare them to be ethically responsible citizens in both the Lawrence Academy community and the global community.

## **i. Change of class meeting location**

- If the location of a class is changed, clearance must be obtained from the director of studies.

## **ii. Use of library for class time**

- If a class is to use the library for a period, the teacher should accompany the class and remain there to help supervise.
- Prior arrangement for using the library should be made with the librarian.

## **iii. Teacher tardiness**

- Teachers are expected to be role models for students and should arrive at class on time.
- Teachers must inform their students of the procedure to follow if the teacher is late to class.
  - If a teacher is late, one student from the class must, after 5 to 10 minutes, leave to speak with the director of studies, the assistant head, the dean of students, the assistant dean of students, the dean of faculty, or the assistant to the head of school in order to ascertain whether the teacher is likely to be arriving.
  - The administrator will try to locate the teacher and/or tell the student what to do.
  - The student will return to class and tell the others.
  - The required waiting time before a class can be dismissed is 20 minutes.
  - If a student has followed the above instructions and the teacher has not appeared 20 minutes after the class was scheduled to begin, the students may leave with permission from the administrator.
  - **NOTE:** The only exception would be if the teacher had, the previous day, told the class of anticipated tardiness and instructed them to wait longer.

## **iv. Teacher absence** See section v. Absence from work in General Expectations for All Faculty.

### **v. Student attendance**

There is a clear expectation that teachers keep track of absences. (See *Omnibus Lucet*.)

- All student absences and lateness for academic, athletic, extracurricular, or other commitments must be reported to the Student Life Office by the end of the day.
- The absence must be turned in via My Backpack.
- The dean will record the absence and inform the advisor.
- Advisors have the major responsibility for developing constructive student attitudes toward school commitments. (See Expectations and Responsibilities for Advisors.)

### **vi. Brain Injury Return to Class Academic Accommodations Checklist: RED SHEET**

- Once the school receives notification from a clinician of a brain-injured student's condition and expectations for any academic accommodations, the student will complete a daily post-concussion symptom scale at the health center.
- The Health Center will give the student a checklist, or Red Sheet, to bring to each of the adults who have contact with him/her, informing those adults of what to expect from that student for that day.
- The student must obtain the required adult signatures and return the completed form to the studies office at the end of the academic day.
- The student must report to the Health Center until s/he has been cleared for full activity by the treating clinician.
- After clearance for full activity has been granted, the student must follow the return to play protocol under the supervision of the athletic trainer before returning to the full athletic program. (See <http://www.lacademy.edu/page.cfm?p=1443> Return to Play Policy on the school's website.)
- Students must be cleared for academics before they will be cleared for athletics.

### **vii. Classroom tidiness**

- Faculty members are responsible for the general neatness of their classrooms, areas they use for class purposes or student gatherings, and study halls that they proctor.
- Papers should be picked up and furniture returned to its proper order following use. This is particularly important in MacNeil Lounge.

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- Classroom windows should be closed and doors locked at the end of the academic day.

### **viii. Student concerns**

- Academic concerns about students should be reported on the comment cards. (See section xi. Comment Cards, below.) If additional concerns arise, those concerns should be reported directly to the advisor, to relevant department chairs, and to the Studies Office. NOTE: Teachers and advisors of students with Learning Profiles are **required** to read the Learning Profiles of those students. (See Learning Profile access rules and requirements, in Expectations and Responsibilities for all Faculty.)
- Concerns about a student's emotional well-being should be reported to the school counselor, the Health Center, the Intervention Team, and/or the advisor. (See Guidelines for All Faculty in Promoting the General Health and Well-Being of All Students and flow chart for communicating concerns about students at the end of this handbook.)
- Concerns about a student's physical health should be reported to the school nurses and/or the advisor. (See flow chart for short term and extended leave at the end of this handbook.)
- Concerns about a student's behavior with regards to school rules should be reported to the dean of students and/or the advisor.

### **ix. Homework and learning management system policy**

- Homework for each class should not exceed 240 minutes over the course of a full week (including the weekend).
- Schoology Policy: Homework for morning classes must be posted by noon. Homework for afternoon classes must be posted by the end of the academic day.

### **x. Academic honesty process**

- If a teacher identifies work which is questionable with regard to academic honesty, s/he first meets with the student to ask how the work was completed.
- If the teacher continues to suspect academic dishonesty, the teacher then meets with the department chair to present the concerns.
- With the department chair's support, the teacher contacts the director of studies if questions remain after meeting with the chair.
- The director of studies meets with the advisor to explain the situation.

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- The director of studies calls for meeting with the student, the student's advisor, the teacher, the department chair, and the dean of students, at which the student explains his/her work process and answers questions until all present are clear about the work process as described by the student.
- The director of studies, the dean of students, the teacher, and the department chair meet to determine the appropriate response to the student's explanation.
- The director of studies and/or the dean of students meets with the student and with the advisor to communicate the response.

**NOTE:** Once the matter has been brought forward to the director of studies, the advisor, the director of studies, and the dean of students will coordinate with the student on how and when to communicate with parents throughout the rest of the process.

### **xi. Studies Office academic standing policy procedures**

#### Academic Warning:

At the end of each midterm and term, any student earning a grade lower than C- in any course, will be placed on Academic Warning. Any student on Academic Warning will be reviewed at a faculty meeting to gather information on the student's academic situation as part of the process for developing an academic plan for the student. The student and the student's advisor will receive a letter from the director of studies articulating the student's academic situation, and advisors are expected to contact the family of their advisee.

#### Academic Probation

At the end of each term, any student earning a GPA below 1.67, a grade of F, and/or two grades below C- will be placed on Academic Probation. Any student on Academic Probation will be reviewed at a faculty meeting to gather information on the student's academic situation as part of the process for developing an academic plan for the student. The student, the student's advisor, and the student's family will receive a letter from the director of studies articulating the student's academic situation.

#### Academic Review

Any student who has been placed on Academic Probation for two out of any three consecutive terms, regardless of the summer break, will be subject to being dismissed from school at the end of the school year based on the unanimous recommendation by the Academic Review Committee.

### **xii. Learning Profile access rules and requirements**

All classroom teachers are **required** to read the Learning Profiles of students whom they teach or advise. (See Learning Profile access rules and requirements in Expectations and Responsibilities for All Faculty and **Academic Accommodation Notes** on page 113.)

### **xiii. Field trips**

- All field trips, whether on- or off-campus, that will require students to miss other classes or sports must receive prior approval (through the department chair) at the start of the term in which the trip is planned by the Department Chairs Committee. Field trips are not allowed in the week before midterm or the final week of classes prior to the end of term.
- If taking a group off-campus for an extended period, such as on a class field trip, the teacher should make a list of participants available to the Studies Office at least 48 hours prior to departure.
- If the trip will cause students to miss a meal, the kitchen must also be notified.
- For any school trip (day or night), the dean of students must be provided with an accurate list of all students who are gone (not just those intending to go, but those who actually end up going). This list is needed when questions arise and students are missing.
- If students will be missing a school service commitment to go on a field trip, they **MUST** make arrangements for coverage in advance. Teachers should make a reminder announcement to students a few days before the trip.
- If a problem arises — if a bus breaks down or is delayed — the teacher must call the dean of students, the assistant head, the school's main number, or the OD phone at any hour and communicate the extent of the problem and the delay so that dorm parents or parents can be informed as appropriate.
- In the event of an accident, the teacher must call the dean of students, the assistant head, the school's main number, or the OD phone with all possible information at hand — where the accident has occurred and where the teacher and students are, what is being done, who has been hurt, etc. — so that appropriate action can be taken at school.

### **xiv. Students sitting in on classes**

- A student may receive credit for a course if s/he is enrolled in the class and the course appears on his/her transcript.
- A student may sit in on a class, with the teacher's permission.
- Sitting in on a class or a series of classes does not appear on a student's transcript.

### **xv. Comment cards**

- Classroom teachers write brief comments on all their students about four times each term.

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- The comments should reflect the quality of the students' work and their grades since the last comment.
- It is essential that the comments be accurate because advisors use them as a basis for discussions with parents as well as for action plans for helping advisees improve.
- Comment cards are for in-house use only. They are not to be photocopied and sent home, although advisors are free to discuss their content with parents or even to summarize them in an email or discuss them with parents over the phone.
- Comment cards are sorted in the Comment Card Room in The Ansin Academic Building.
  - Advisors sort their advisees' comment cards by teacher by the end of the academic day on Friday.
  - Teachers pick their students' comment cards up on Fridays, write them over the weekend, then return and resort them by advisor by 7am on Wednesdays.
  - Advisors pick comment cards up on Wednesdays and show them to their advisees at Wednesday's and Thursday's advisor meetings
  - Advisors sort comment cards by teacher by the end of the academic day on Friday.
- The dates for when comment cards are to be written are posted on the Master Calendar available in OUTLOOK.

### sample comment cards

English: Great job speaking up in class Thurs. Had trouble with that Fri. Keep trying! Paper due at end of week – remember what you did last time and be sure to do it again!

Spanish: Good job speaking even when you aren't sure of the words. USE FLASH CARDS! Missing 3 homeworks – get them in ASAP. See me if you don't know what they are.

History: Do homework daily, don't save the reading till the last minute. Break assignments down into smaller sets of pages. Must rewrite last essay to pass at midterm.

Math: Doing well on homework – 95, 88, 88 – continued A- average! Next step = solve problems using more than one approach, then consider which solution is more elegant.

### **xvi. Extra help**

Teachers at Lawrence do an exceptional job of providing extra help for students. Because they want students to be invested in learning, it is common for teachers to expect that students will ask for help when they need it. However, we need to remember that we are dealing with adolescents, some of whom are too fearful or shy to take the initiative and some of whom simply want to avoid the extra work that help entails. Therefore, it is important,



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particularly for new and/or younger students, that teachers recognize that often the adults must be the ones to initiate the help sessions. (See also *Omnibus Lucet*.)

### **xvii. Teacher comments**

- All grades and comments are submitted via My Backpack.
- The dates for all grades and comments are available on the Master Calendar in OUTLOOK.

At midterm: With each midterm grade, teachers must submit a grade and a written comment in My Backpack on every student, describing that individual's progress or lack thereof, offering reasons and suggestions for ways to improve, etc.

- The Studies Office will post reminders in advance of dates when comments are due, and teachers must meet these deadlines in order that reports to parents not be delayed. The dates are also available on the Master Calendar in OUTLOOK.
- SECTION fields for all courses must be up to date and current.

At end of term: At the end of each term, comments on academic work are required in cases of grades of D+ or lower or a change up or down of one full grade since the last midterm.

- SECTION fields in all courses must be up to date and current, regardless of whether individual comments are being filed for that course.

Guidelines for comments: Comments are vitally important to parents, students, advisors, college counselors, and faculty members who must subsequently evaluate a student for recommendation purposes. Faculty members writing comments must be aware that their remarks may be read by all of the above and that both substance and style reveal the professionalism of the teacher and the Academy, and, for the student, advisor, parent, and teacher, they also serve as a teaching tool. Accordingly, comments should contain:

- Make sure the SECTION field of the comments for each of your courses is current and up to date. For yearlong courses, a teacher may create a SECTION blurb to cover the entire year and thereby avoid any confusion.
- A personal knowledge of the student. (Spell names correctly.)
- A brief reference to material covered in a course (e.g., "this term, we studied the structure of the short story, and students were given regular writing assignments").
- Specific reference to a student's strengths and weaknesses, intellectual and attitudinal. Since our courses are designed to help students master skills and learn specific information, it is expected that teachers make specific comments about these skills or the content (in terms of progress). See The Academic Objective at the beginning of this section for tips on what to say.

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- Evidence to support the grade (e.g., “on major tests in this term, XXX earned three B’s and a D”).
- Specific remedial steps taken if a student is not doing as well he or she could.
- When appropriate, how a student stands in comparison with others in the same class.
- Avoid clichés, jargon, inference, and innuendo. Be tactful, direct, and articulate.
- Comments are read by a group of readers who are assembled for this purpose and will be returned to a teacher if the comment is felt to be insufficient or inappropriate. Well-written comments avoid the following pitfalls:
  - Vagueness. It is all right to use some generalities, but please support them with specific examples.
  - Filling up space with course descriptions. The bulk of the comment should be about the student.
  - Relying too heavily upon computer shortcuts, such as programming the computer to mix up descriptive sentences about students. The result is that the comment lacks transitions.
  - Writing absolutely word-for-word identical comments about several students. We all get into the rhythm of comment writing, and several students will have similar problems, but the students are not identical, and sometimes they do compare comments among themselves.
  - Saying the same thing in different words. This is the repetition of general ideas instead of specific development, examples, or explanations.
  - Relying on a recent conference with a parent, e.g., “I haven’t anything to add to our recent conversation.” It is still important to highlight the salient points of that conversation, because (1) the parents need to be reminded, (2) the student may not have been present, (3) the advisor needs to know, and (4) the comment provides a record on which to base future recommendations or decisions.
  - Making suggestions concerning a move to a different level when that course of action has never been discussed with the Studies Office or the advisor.
  - Drawing psychoanalytic conclusions about motivation or behavior. (Descriptive observations about behavior are fine.)
  - Failing to match up the comment card with the comment. (See section xi. Comment cards, above.)
- The guidelines for comment writing mechanics are:
  - Subject-verb agreement
  - Punctuation (especially run-on sentences)
  - Spelling (especially the student’s name!)
  - Sentence structure
  - Typos (especially computer-generated)
  - Slang
  - Proper use of capital letters

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- Switch in point of view or person (“he” to “you”). To avoid this last, address the comment to the parents and refer to the student in the third person.
- Generally, a faculty member should just look at the comment and imagine his reaction if he were a parent receiving it.
- In addition, consider the following suggestions:
  - Allow enough time by moving midterm projects and exams back a bit.
  - During the final couple of weeks before grades are due, take notes on a student’s work to have a list of specifics to use in the comments.
  - Allow breaks between batches of comments. Perhaps divide the comments into a certain number each day, with enough days between beginning to write and the due date.
- Please consider writing a formal comment when a student shows dramatic improvement or deterioration, even when the comment is not required. End-of-year comments rewarding consistent effort (despite unspectacular results) are especially appreciated.

### **samples teacher comments**

#### subject: English

Despite his frustration, (student’s name) clearly cares about doing well and is willing to seek extra help. As a result, he has made some initial progress in understanding how to formulate a thesis and organize a logical development of that thesis. He has also improved his punctuation, though he still needs to focus on spelling and word choice. His main writing problem right now is using specific examples to illustrate his general points so that his arguments become convincing. He should continue to seek extra help and plan ahead to give himself time to revise his papers. Two other ways he could help himself involve improving his ability to pay attention. If he were to slow down when he takes tests, not rush through his work, he might make fewer careless errors. In class, if he pays closer attention to the exercises and gets more actively involved, he will be surprised at how much more he understands. He has excellent potential and is bright.

#### subject: math

(Student’s name) entered my class at the beginning of the spring term and made steady progress throughout the remainder of the year. Having missed some material due to the class change, (student’s name) got off to a slow start, having only a 46 percent average over the first three weeks. She was seeing me on a steady basis for extra help and soon began to put everything together. Her quiz and tests scores began to rise significantly and, with them, her confidence. Over the balance of the term, she compiled a 72 percent average on her written work. (Student’s name)’s performance on her final exam (66 percent) was not as strong as I had hoped it would

be. She will need to spend a lot of time over the summer reviewing the materials she has seen over the course of this year so as to better prepare herself for next year's math course. I have every confidence that (student's name) can do the work next year if she does this reviewing and if she arrives in the fall ready to maintain a positive attitude and commitment.

### **xviii. Final Exams**

Final examinations are valid and meaningful experiences for both students and teachers.

- Examinations permit a teacher to evaluate a course, and they can be particularly helpful in identifying areas of content that were successful and areas that proved troublesome or difficult. In short, examinations help teachers to discover how well a course has been taught. When experimental techniques have been used, the examination can help a teacher to discover the effectiveness of these techniques.
- Students also benefit from examinations. An examination provides an opportunity for a student to bring a course together and view it as a whole; it can also help a student to zero in on particular aspects of a course. Examinations are also opportunities for students to demonstrate the skills — the basic skills of learning — that they possess at a particular point in their development.
- A teacher should provide the student with opportunities to review the work that has been completed for the examination.
- All courses each term must have some sort of final assessment. Whether these are projects or essays or performances or exams, they can be scheduled only on the assigned final exam days, not earlier.
- No student will be required to have more than two of these final experiences on any given day.
- A course not giving a final exam during the exam period must have the approval of the department chair. Department chairs must present a list of these courses to the Department Chairs Committee three weeks before exams begin.
- When athletic tournaments conflict with finals, the director of athletics must give rosters of the affected students to the director of studies, who will bring these to the Department Chairs Committee (or, if time doesn't permit, to the affected department chairs) so that the department chairs can decide on the exam schedule for these students. The rosters should indicate what specific exams are in conflict with tournament schedules and what specific exams might also need to be moved because students won't have time to study for them properly. The students are not to approach individual teachers. These rosters must be given to the director of studies at the earliest possible moment. The assistant head also consults on these matters.

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- It is the students' responsibility to request extended time or untimed testing well before each exam day. Students who have recommendations for such testing on file (from credentialed educational psychologists/counselors) must be granted it if they request it. (See Learning Profile access rules in Expectations and Responsibilities for All Faculty.)
- Teachers are asked to make any requests regarding exam needs (amount of time needed and location preferences: computer lab, science lab, MacNeil Lounge, the recital hall, etc.) to their department chair each term immediately following midterms.
- There is a standard procedure for final examinations:
  - All examinations will take place in one to three-hour blocks of time.
  - The teacher is responsible for the supervision of his/her exam(s) during that examination period. Teachers should be available at all times to answer questions or provide material as may be required.
  - Teachers are responsible for providing the necessary examination materials.
- Teachers are encouraged to discuss general exam procedures with their classes before the examination period begins at the end of the term. It is especially helpful to review with the students the particular requirements, expectations, and procedures that the teacher deems essential in his or her own evaluation process.
- Faculty members should make a particular effort not to discard rejected examination questions or photocopies in wastebaskets in school buildings. Security in this regard is the only way to ensure fair examinations.
- Students elected to *Cum Laude* with the approval of their classroom teachers may be excused from final examinations. (More information about *Cum Laude* qualifications can be found in *Omnibus Lucet*.)
- Seniors graduate prior to exam week. Therefore, their spring term exams and final work takes place within the regular academic schedule in the final weeks of spring term classes.
- Only the director of studies and/or the assistant head of school have the authority to change a student's exam schedule.
- Exams are weighted according to each department's policy. Please check with you department chair.

### **xix. Departmental commendations**

- Commendations are awarded at the end of each term to students, not on the honor roll, who are deemed worthy of special recognition for superior scholarship, effort, or improvement.

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- Each department may nominate one to three students.
- The department chair presents the nominees to the director of studies for review.
- The commendation is written by the student's teacher in the course for which s/he has been nominated and is read by that teacher at The Academic Awards Assembly.
- The commendation is limited to 150 words, is kept in the student's academic file, and is sent home as part of a letter of recognition from the assistant head of school.

### **xx. College recommendations**

Letters of recommendation are an important part of the job for faculty, especially for those who teach juniors and seniors. Writing one takes significant time, thought, and care. In general, these letters should help students when an admission committee reviews their folders. Therefore, writing a college recommendation often requires a different frame of mind than writing a weekly comment card or midterm comment, both of which often highlight weaknesses and areas in need of improvement.

Most colleges require students to submit at least one, if not two, teacher recommendations as part of the application. To be safe, the College Counseling Office insists that students have two on file. These recommendations, which usually should not be more than one page in length, are intended to give an admission committee more insight into the applicant as a student. Students usually make requests for recommendations between spring of junior year and fall of senior year.

#### How and when to submit a college recommendation

- Faculty should not agree to write a recommendation unless the student brings the triplicate form for them to sign. The form is the College Counseling Office's only way of keeping track of who is writing for whom and thereby ensuring that a senior's file is up-to-date and complete.
- If students asked for a recommendation in the spring of their junior year, those letters must be submitted by October 1.
- If students asked for a recommendation in the fall of their senior year, those letters must be submitted by October 30, but may be needed earlier if a deadline is fast approaching.
- Faculty should ask any seniors who come to them in the fall whether they are planning to apply "Early," as early action and early decision deadlines are, of course, much earlier in the fall and winter than regular decision deadlines.
- Letters are submitted to the College Counseling Office via email, by sending them to the administrative assistant to the college counseling office.

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- Recommendations with any necessary edits will be placed in the faculty member's mailbox by October 15 (for October 1 deadlines) or November 5 (for October 30 deadlines), depending on faculty submission date.
- Faculty members must make the appropriate changes by October 30 or November 15 and submit them to Naviance, a web-based software system the School uses to manage the college application process. There, faculty members must also fill out the Common Application Teacher Evaluation form for each student for whom he is submitting a recommendation.
  - Each faculty member receives a Naviance account, set up with his LA email address.
  - Instructions on how to submit the document electronically are available in the College Counseling Office.
- Faculty should keep a hard copy of the letter for their own files.
- The College Counseling Office is not available to type teacher recommendations.
- It is the responsibility of the College Counseling Office to submit faculty letters of recommendation along with a student's transcript, college counselor letter, and other relevant material. Faculty do not have to mail anything, nor do they have to hit "Submit" on the form.
- Timetable of Deadlines:

<b>Student Ask Date</b>	<b>Date of Email Submission</b>	<b>Date edits will be returned</b>	<b>Date to be uploaded to Naviance</b>
Spring of Junior Year	October 1	October 15	October 30*
Fall of Senior Year	October 30	November 5	November 15*

\*Common Application Teacher Evaluations must be completed by this date

### Tips for writing an effective recommendation

- Students and parents are not allowed to read these letters, as the colleges expect them to be a confidential correspondence. This policy should in no way affect the substance of what a faculty member writes, however, since these recommendations are designed to help students get into college, not to keep them out.
- While the recommendation should provide some detail about the course, remember that most of the colleges to which students apply have access to the school's online course catalog.

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- The recommendation should say only as much about the faculty member as is absolutely necessary to clarify his or her relationship to the student [teacher in which course(s), coach, advisor, etc.].
- The recommendation should be specific concerning a student's performance and provide concrete evidence or anecdotes when possible. At highly competitive colleges, the recommendation can help distinguish the student from a pool of candidates with similar credentials. Topics to address:
  - evidence of intellectual ability
  - promptness
  - perseverance
  - in-class discussion
  - inquiring attitude of mind
  - relative maturity
  - creativity
  - confidence
  - skill in verbal expression, written and spoken
  - response to assignments
  - attitude in class
  - classroom interaction, with peers, with teacher(s)
  - independent judgment
  - reaction to setbacks or criticism
  - character
  - relationship to classmates and faculty
  - interest in sharing ideas
- The recommendation should avoid "boilerplate" statements when discussing students. Many LA students will be applying to the same schools, and at these schools the same person will often read their applications. In such cases, none of the students with boilerplate recommendations will benefit, and the credibility of the faculty member who wrote them will have been compromised.
- If comparing the applicant to others is warranted, a faculty member should do so specifically, e.g., "She is at the top of this very competitive class"; "He has grasped this difficult concept faster than anyone I have taught this year." It is best to be judicious in use of such praise.
- A recommendation should be honest, but not go overboard in harping on a weakness. Honest assessment is important, but very often the wording used will determine whether the assessment is helpful or detrimental to a student's candidacy.
- It is not a good idea to start a paragraph with a weakness, even if since overcome.
- Starting with the achievements and goals attained by students and then recounting the process by which they arrived there is a good approach.



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- A recommendation may mention any problems considered significant but in general the tone should be as supportive and as constructive as possible.
- If sensitive issues need to be addressed, faculty members should contact the College Counseling Office, where they may be told to make mention of them in their letters, and the student's college counselor can address the issues in more detail in the College Counselor Statement. Colleges are looking for a full understanding of a student; trends and patterns will emerge in a student's file, but glaring differences need to be explained as well.
- What the recommendation says in the opening paragraph, closing paragraph, and topic sentences will create the "snapshot" of the student and will often set the tone of the letter, intended or not.
- In general the recommendation should be careful with details, spell the student's name correctly, use correct standard English grammar.
- Recommendations should avoid gender stereotyped language and words like "pretty", "kind", and "pleasant".
- The letter should be kept to ONE page!

**NOTE:** If faculty have other insights into certain students that they think are important for a college to know, pass them along to the College Counseling Office. The College Counseling Office writes a letter for each student, too, but they will present the student in his entirety as a member of the Lawrence Academy community, addressing academics, athletics, extra-curriculars, and offer other relevant information that may have affected performance in each of these areas, e.g., mono, a death in the family, and so forth.

### Supplementary personal recommendations

- Seniors will sometimes ask advisors or other faculty members with whom they are close to write personal, more general letters of recommendation. Activity heads may receive such requests as well.
- In such cases, faculty should explain to the student that their recommendation is supplementary and cannot be counted as one of the two required academic recommendations. Most colleges will not accept a letter from a faculty advisor in lieu of a teacher's academic evaluation.
- Such recommendations are advisable if they can provide new, substantive information that will not be found elsewhere in the application folder.
- Supplementary recommendations should be kept to one page if at all possible.

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- Faculty should ask the student if the intention is for this additional recommendation to be sent to all schools or just one in particular.
  - If the former applies, the letter should be submitted to the College Counseling Office.
  - If the latter applies, the student should provide the faculty member with an addressed, stamped envelope.
- Admissions people look for certain information in specific places within the applicant's folder. This type of letter should have a heading such as "Supplementary Letter for Joanne Q. Smith." The faculty member's relation to the student will be evident from the content of the letter.

### Athletic recommendations

- These are sent directly to the appropriate college coaches by the Lawrence Academy coach, but coaches should also submit a copy to the student's college counselor for the student's file.
- If a faculty member is asked to write an athletic recommendation, s/he should read the section on student athletes in the college admission handbook, *Beyond the Academy*. Copies are available in the College Counseling Office.

### **sample college recommendations from teachers**

#### sample 1

#### **STUDENT'S NAME**

#### **English Teacher Recommendation**

(Student's name) has asked that I comment on his work last year in my class, Junior English Seminar. The course, required of all juniors, includes analytical writing as well as creative personal expression. (Student's name)'s quick mind and eye for detail set him apart from his peers in this course and enabled him to be a leader in class discussion.

(Student's name) had a knack for stepping in at just the right time and steering discussion away from an unproductive path into a more focused and pointed direction. In our conversations about Shakespeare's *Romeo and Juliet*, for example, (student's name) listened carefully to his classmates' discussion of the relationship between Romeo and Tybalt, but quickly stepped in to bring the conversation back to the text when they spun off into a discussion of filial love. He was able to direct the conversation with questions he had developed in his reading and interpretations of his own.

(Student's name)'s writing was also quite direct and insightful. He was able to organize his arguments clearly and supported his ideas with appropriate textual evidence. In his essay on

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Fitzgerald's *The Great Gatsby*, for example, (student's name) traced the relationship of the symbolism of the novel to its major theme of class, clearly outlining each of his points and the direction of his argument. The result was a coherent, thoughtful essay that revealed careful thinking and construction.

The highlight of (student's name)'s year was in our Shakespeare unit, however, where he excelled at our scene studies. (Student's name) enjoys drama and clearly has a sense of how staging can affect the meaning of a scene. He choreographed a fight between Tybalt and Mercutio that allowed for a more human side of Tybalt, something many directors fail to consider. His choice of costumes and blocking was also quite unique and indicated that he had thought about the implications his scene had for the rest of the play. In addition, he played his role quite well and stayed in character.

(Student's name) has a quick mind that serves him well in his reading, writing, and speaking. He thinks carefully about texts and ideas presented to him, and he enjoys wrestling with intellectual problems. For these reasons, I recommend (student's name) to any institution. He will be a wonderful addition to any classroom.

Teacher's name  
English teacher  
Date

### sample 2

#### **STUDENT'S NAME**

##### **Math Teacher Recommendation**

I had the pleasure of working with (student's name) during the 20XX–20XX academic year, and I am pleased to write a recommendation for such a responsible, mature, and hardworking student. (Student's name) excelled in all areas of Math III, and she continuously worked hard to improve her mathematical skills throughout the year. She challenged herself each and every time she stepped into the classroom and consistently turned in quality work.

(Student's name) worked hard both inside and outside the classroom. She performed well on unit tests and quizzes, and she was engaged and on-task during class. Her grades are a true reflection of the amount of time and effort that she put into studying. She also went out of her way to ensure that she was always prepared. She sought me out after the academic day to “talk math,” and she consistently initiated mathematical debates and discussions in class. (Student's name) not only wanted to find appropriate solutions for mathematical problems, she also strived to understand how solutions pertained to real-world applications.

(Student's name) was also willing to work with and assist other students. On many occasions, she went above and beyond to work with and tutor her classmates. She helped students outside of class and was the group leader for the lab portion of the final exam. (Student's name)

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coordinated the write-up and produced the most thoroughly compelling lab that year. Her work ethic and desire to help others are two characteristics (of many) that have allowed (student's name) to be successful.

(Student's name) was always attentive and eager to be successful in the classroom. Her positive outlook and attitude helped to create a wonderful environment for mathematical exploration and learning. Her desire to learn and improve is highly commendable, and I recommend her without reservation.

Teacher's name

math teacher

Date

### **EXPECTATIONS AND RESPONSIBILITIES FOR WINTERIM LEADERS**

Winterim is a two-week mini-term during which groups of students and faculty explore a specific topic, project, or adventure and is Lawrence Academy's greatest commitment to experiential learning. The program's side-by-side learning and adventuring frequently stimulate deeper teacher-student relationships that are carried back into daily campus life. Because the program typically organizes groups that focus on single goals or endeavors, Winterim also teaches lessons of group membership and the advantages and responsibilities of interdependence.

#### **i. Course guidelines**

##### Course categories

- Arts and skills – These courses must have a clearly defined concrete goal – a final project that requires two weeks of intense work to complete (like a quilt) or certification (pilot license, scuba certification, etc.) – or they must involve the development of skills that progress to higher levels (as opposed to repetition of the same skill or activity). There must be a clear sense that the course is going somewhere and an indication of how the students will be able to perceive this progress. Some examples of this type of program are quilting, learning to fly, photography, wilderness medical training, and SCUBA diving.
- Community Service – Students and faculty leaders work directly with others who are in need (need that can result from socioeconomic, physical, or psychological challenges). Some examples of community service programs are work in homeless shelters and Head Start programs.
- Cultural Immersion – Students are fully immersed in a culture other than their own. These programs are, by their nature, off-campus and may or may not be within the USA. Examples of this kind of course have included travel to the Bayou country of Louisiana where students were immersed in the local culture in terms of food, music, economy and environment, and a trip to Japan where students worked with local people on the project of dismantling a house for shipment back to the USA.
- Personal Challenge – Students are asked to push themselves outside their “comfort zone” in an active, often outdoor, pursuit, such as a backpacking trek. On-campus examples include climbing (rock gym) and winter skills (survival, outdoor travel, camping).
- Field/ Academic Study – These courses combine an academic focus with an experiential component. An essential part of such intensive study is the experience of the scholar, which might be thought of as a trek through a defined landscape of knowledge. Such courses must also provide for a supporting activity, so that the student personalizes the information. Courses should not replicate those we already offer in the regular curriculum. Scientific field-study courses should involve the same single-focus idea as academic study courses. Some examples of this kind of course include recording the oral

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histories of Vietnam veterans, study and production of a play, creative writing, and rainforest ecology in the Amazon.

**NOTE:** Courses may encompass elements of more than one of these categories. For example, building a community school for cane workers in the Dominican Republic combines service, personal challenge, and cultural immersion. However, courses should emphasize a primary focus wherever possible.

### General course design criteria

All Winterim course designs should contain as many of the following characteristics as possible.

- adolescent-appropriateness: The choice of activity must be appropriate and attractive to adolescents – courses should be designed to capture students' imaginations.
- challenge/goal-orientation: The course must be organized around a clearly defined activity or a goal that requires significant effort to achieve.
- instructional expertise: The course must provide for a high level of instructional/supervisory expertise by the faculty and/or outside professionals.
- persistence of focus: The large majority of the course time must be allotted to the pursuit of the specified goal.
- leader enthusiasm: Experience has shown that course success depends on the leader's own enthusiasm for and commitment to the course activity.
- adult contact: The organization of the course should provide extended time during which the students share the course activity with adults who model expertise, focus, and enthusiasm.
- personal growth: Students should learn skills and/or change attitudes in order to complete the course work.
- self-confrontation: Students should have reason to evaluate themselves, take risks, and question comfortable values and assumptions on their way to completing the course work.
- time and structure for reflection: Reflection is a cornerstone of experiential education. The course should include time for group discussion, journal writing, and similar opportunities for thoughtful assimilation of the experiences of the course.

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- contributing environment: The environment should contribute to the learning. For off-campus courses, the committee will seek to know the rationale for choice of location. For on-campus courses, the committee hopes the location may be chosen, altered, and/or decorated to contribute to the learning.

**NOTE:** For specific course criteria, see *The Winterim Handbook*.

### Costs

- There is a price cap of \$3000 per student for any course. There must be no hidden expenses. All student expenses, including all meals and airport transportation, must be figured into the advertised cost of the course.
- Leaders who propose courses costing over \$800 must also submit a back-up course which will cost less than \$300. A back-up course will be substituted in the event that a leader's proposed course is under-subscribed.
- Off-campus Winterim programs that necessitate the use of a satellite phone to maintain reliable communications must figure the cost of the phone into their budget.
- Non-school personnel who are hired to instruct a campus-based course for the standard class day for the full ten days may not be paid more than \$3000 plus expenses. This figure works out to \$300 per full instructional day, or \$60 per hour. Course leaders are asked to pro-rate reimbursement for shorter instruction periods.
- Faculty may not receive any monetary or material gain from the program. Unspent money will be credited back to the students. Remaining course tools and materials become the property of the school.
- All courses are expected to have a student to faculty ratio of 8:1. Departures from this ratio require specific approval from the Winterim Committee.

### Insurance requirements

- A certificate of insurance must be filed for courses using outside organizations or using certain out-of-school locations. This certificate must be filed when the final proposal is submitted. See the Winterim director or the Business Office with further questions.

### Pre-course review

- Courses are reviewed by the Winterim Committee prior to approval at both the preliminary and final proposal stages.

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- At either of these stages, courses may be (1) approved, (2) conditionally approved subject to certain improvements, or (3) rejected.
- Course reviews are based on the guidelines contained in *The Winterim Handbook* and on the considerable combined experience of the Winterim Committee members.

### Post-course review

- Post-course reviews are conducted of all courses. Reviews aim to accomplish two goals:
  - To review how well the course worked in terms of location, activity, logistics, etc.
  - To review the quality of leadership, so that feedback can be given to the leader(s) to strengthen course preparation in the future or to limit the activities of the leader(s) in the future.
- These reviews have several components:
  - All courses must complete Winterim evaluations. These evaluations are of a standard format and must be completed by all of the leaders and students. These evaluations are collected by the leaders, reviewed by them, and passed on to the Winterim director.
  - Incident report forms completed during individual programs (for any actual incidents, near misses, or major disciplinary problems) must be passed on to the Winterim director.
  - The Winterim Committee meets to discuss evaluations, incidents, and feedback on courses early in the spring term. At this time, action may be taken by the committee to gather more information about courses that had problems. The committee will take action appropriate to the nature of the course problems:
    - The leaders of the program in question will be informed that the committee has questions about the program or leadership and asked to speak to the committee.
    - The committee will consider all of the information available to them and decide, by a majority vote, on a course of action. This action may involve just the course, just the leader(s), or both the course and the leader(s).
- The course may be unconditionally or conditionally approved for the following year or cancelled for one or more years.
- The leader(s) may be approved to run any programs, restricted to on-campus Winterims, or restricted from leading future programs for one or more years. Leaders may also be approved to run certain courses subject to their getting more training in a certain area. (Professional development funds may be available for this training.)



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- Whatever the decision of the committee, the leaders of the course in question have the right to appeal the decision by coming before the committee again and stating their case for a re-consideration of the decision.
- Once the appeal has been heard, the committee will vote again on the course of action appropriate to this program. The committee will discuss the issue until a majority is in favor of the course of action.
- In cases where there have been relatively widespread disciplinary issues, or the committee feels there are serious problems regarding the course itself, the committee may take action to limit the entire Winterim program in some way for the following year.

Terrorist action or any other national or international issues that may disrupt or endanger the program may also be cause to limit the program in the future.

### **ii. Expectations and responsibilities for course leaders**

#### On-campus courses

- On-campus courses must meet for a **minimum** of 6 hours per day (excluding lunch, breaks, and travel time).
- An additional hour may be assigned as homework or independent work time, and that additional preparation ought to be checked and made mandatory in order for students to pass the course.
- Students will be free to relax or exercise from the end of their course until the start of evening activities. The athletic center (if possible, the rink, too) will be open until dinner and will have adult supervision. The student lounge will also be open.
- On Monday through Thursday evenings, the school offers a selection of required activities for boarders.
  - Day students are welcome but not required to attend.
  - Activity directors create and oversee this program.
  - Faculty will be assigned to cover the activities.
  - To help dorm parents in single-faculty dorms, activity-duty people may also be assigned to do dorm-check at 10PM occasionally.
  - An activity fee will be charged to all on-campus boarding students.
  - Day students will be charged a fee for each activity they wish to attend.
  - No sign-outs at all for boarders are permitted for Mondays through Thursdays.

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- Students may sign out for the weekend, including Sunday night, provided they are back on campus in time to fully participate in their program on Monday.

### Off-campus courses

- Teachers in their first year at Lawrence Academy may not participate in an off-campus course.
- In order to become certified to lead an off-campus course, teachers above their first year must first serve as assistant leader with a more senior, certified leader.
- After serving as assistant course leader and barring any reservations on the part of the Winterim Committee, a teacher is certified to lead an off-campus course.
- All leaders must attend all of the required organizational meetings or make up these meetings in a manner acceptable to the Winterim Committee.
- With approval of the Winterim Committee, faculty spouses can substitute as leaders for their husbands or wives 2 out of every 4 years, provided they meet all requirements for leading a Winterim, have a good working knowledge of school rules and expectations, and attend all required Winterim meetings and training sessions. Faculty spouses are also welcome to offer Winterim courses subject to the same provisos. Particular arrangements will be made with the Winterim Committee on a case-by-case basis.
- In general, teachers are discouraged from including their spouses and children in courses if their presence will interfere with the teacher's responsibilities to the students. When family members do participate in a Winterim course, they should not increase the cost to students. Dependents must pay all costs directly related to their participation in the course (airfare, food, materials, hotel, etc.). Dependents need not be charged for items financed by the general group expense (guide services, bus rental, etc.) unless their participation directly increases those costs. Questions on this should be referred to the Winterim director.
- Occasionally, alumni or parents have joined Winterim programs – this may be possible on a case-by-case basis. Questions should be referred to the Winterim director.

### Sabbaticals

- Customarily, one or two Winterim sabbaticals are given each year to the teachers who have taught the greatest number of consecutive Winterim courses.

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- Should a teacher decline the offer, the sabbatical will be offered to the teacher with the next greatest number of consecutive Winterim courses.
- Teachers who decline do not lose their seniority for the following year.
- If more than two teachers qualify for a sabbatical, the award decision will be made by a simple drawing of lots.
- Teachers on sabbatical have no obligations to the Winterim program.
- Teachers who take a teaching sabbatical (full year, or winter or spring term) receive credit toward the Winterim sabbatical program as if they had taught a course during their time away. They are in no way penalized, nor do they lose their position in the order of seniority.

### Professional development

- Professional development funds are available for faculty and staff who lead Winterim programs through the assistant head of school. (See Professional and Curriculum Development.)
- These funds are available for courses that lead to skill development (for example, Outward-Bound type courses or field research courses), but not for travel to scout locations or activities.

### **iii. Student placement**

#### Winterim Night

- The Winterim Catalogue is made available online prior to Winterim Night.
- Winterim Night takes place in the late fall and introduces students and their families to the flavor and details of the course plans.
- Winterim leaders set up displays and answer questions so that students and families can explore their Winterim options.
- Students are encouraged to discuss course preferences with their families over Thanksgiving break.

#### The lottery

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- All placements of students into courses are done according to lottery procedure.
- The spirit of the lottery that places students into courses is that it be conducted as fairly and democratically as possible.
- There can be no pre-selection of students by course leaders.
- However, courses with legitimate pre-requisites (such as proficiency in a language or minimum age) may establish these pre-requisites for enrollment.
- For additional information, see *The Winterim Handbook*.

### Scholarships

- The first type of scholarship is open to all students.
- The second type of scholarship is open only to seniors and is designed to ensure that all students, regardless of means, have the opportunity to participate in one of the more expensive (usually travel) programs at some point in their LA careers.
- Student applications for these scholarships are due in the late fall.

### **iv. Grading of students**

- Winterim courses are graded on a Pass/Incomplete/Fail basis. Incompletes are granted in special circumstances and are to be made up over the summer under the supervision of the Winterim director. (See *Omnibus Lucet*.)
- It is a graduation requirement that all students participate in and pass a Winterim course each year they attend Lawrence Academy.
- Students may not participate in the same Winterim course twice, nor may they participate in two extremely similar courses.
- Course leaders write comments reflecting on the quality of each student's experience in their course. These comments are due in My Backpack at the beginning of the spring term on the date posted in the calendars on OUTLOOK. (See section xiii. Teacher comments in Expectations and responsibilities for Classroom Teachers for tips on comment-writing.)

## **v. Discipline**

All school rules apply during Winterim. Disciplinary matters are handled according to the following guidelines:

On-campus courses: Disciplinary cases for students in on-campus courses are handled as they would be during any other school term. (See *Omnibus Lucet*.)

### Off-campus courses

- Violations of Level I, Level II and Level III rules should be handled in an appropriate manner by the course leaders and reported to the dean of students as soon as practical. A student who violates a Level III rule should assume that he or she is on probation for the duration of the trip. The dean of students will take further action according to *Omnibus Lucet*.
- Violations of Level IV rules are considered serious, no matter where they occur.
  - The course leaders must report the violation to the school as soon as possible. The dean of students will notify the parents and take appropriate action according to *Omnibus Lucet*.
  - The course leaders in conjunction with the School will determine whether the student may continue with the course or whether the student's behavior warrants dismissal from the program and immediate return to campus. It is assumed that efforts will be made to allow the student to complete the course, unless the leaders have found the situation to be unworkable.
  - If the student remains with the course, the leaders will make the student understand that he or she has committed a violation that is punishable by an expulsion contract and that further violations may result in expulsion from Lawrence Academy.
- Violations to Level V rules are the most difficult to handle. The expectation is that student offenders must return to campus immediately if they are to be expelled, so contact with the School is essential.
  - The course leaders must report the violation to the School as soon as possible. The dean of students will contact parents and take action immediately.
  - Any student who has violated a level V rule will be sent home on the next available flight. Parents are responsible for travel arrangements for the student.
  - The student will meet with the dean of students and head of school to determine the next steps for disciplinary action.

**NOTE:** If the student remains at LA, the leaders and the dean determine if s/he receives credit for the Winterim course.

## **EXPECTATIONS AND RESPONSIBILITIES FOR INDEPENDENT IMMERSION (IIP) FACULTY AND IIP SPONSORS**

The Independent Immersion Program faculty are committed to ensuring the integrity of the unique and individual academic program of each student in the IIP, demonstrating awareness of each student's area of focus and knowledge of how to guide the students in developing their study to its fullest potential.

### **i. IIP faculty duties**

As soon as they have served at least once as an IIP student's faculty sponsor (see below), Lawrence Academy faculty members are de facto members of the IIP faculty. Any faculty member may also be invited to join at the discretion of the program director. To remain a member in good standing, an IIP faculty member is required to fulfill the following duties:

- to meet as a group with the program director to discuss and vote on the applications submitted by candidates for the yearlong IIP, and also to review and critique the applications submitted by summer IIP candidates;
- to attend meetings called by the program director throughout the year;
- to help to promote the IIP throughout the year by discussing the program with both students and faculty;
- to help support students enrolled in the program by attending events organized to showcase student work and by critiquing, as possible, work shared by those students with the IIP faculty for that purpose;
- to attend each IIP student's oral defense and to ask questions about the oral defense or the written reflections;
- to vote to graduate each IIP student during the IIP faculty meeting held 30 minutes before the full faculty meeting on the morning of graduation.

### **ii. IIP sponsor duties**

The faculty sponsor of an IIP student must be a member of the Lawrence Academy faculty and should have expertise in the subject area of his/her IIP student or be adept at helping a student manage time and tasks in self-directed learning. The primary responsibility of the faculty sponsor is to provide the support and advice necessary to ensure that the IIP student experience the greatest possible success in the program. Sponsors receive a stipend in exchange for supporting an IIP student in his/her year of IIP study in the following ways:

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- by overseeing the student's work in writing and revising an IIP contract;
- by helping to ensure that the student actively seeks and secures instruction from professional contacts, who are to be retained only with prior consent of the IIP director and for as long as needed, budget allowing;
- by meeting at least weekly to help the student develop metacognitive skills in an ongoing, one-on-one discussion of the student's work, including the reasons behind all his/her decisions made about his/her studies;
- by completing midterm comments and extensive end-of-term comments on deadline, using questions supplied by the program director; alerting the IIP director to signs that the student is in danger of not succeeding in the program;
- by attending coaching sessions conducted by the program director or director of studies;
- by helping to ensure that the student submits his/her written reflection one week before midterms and one week before "finals" each term and is well prepared to demonstrate work and mount an oral defense of the work to date.
- by coaching the student in how best to prepare for midterm and end-of-term presentations;
- by attending all of the sponsored IIP student's presentations, as well as those of other students in the program, schedule permitting;
- by helping to ensure that the sponsored student actively seeks and secures enriching opportunities off campus that supplement the instruction received from the student's teachers, sponsor, and professional contacts, as well as opportunities for service-learning and showcasing work on and off campus;
- by attending all IIP faculty meetings and supporting the director in promoting the program.

### **iii. Summer IIP sponsor duties**

The primary responsibility of the faculty sponsor(s) is to provide the support and advice necessary to ensure that each IIP student experiences the greatest possible success in the program. The duties of a summer IIP sponsor will vary depending on the partner-host involved and the nature of its program, but the following description is of the basic duty of maintaining a presence on the host university's campus.

- Meet at least once a week with each student individually principally to engage the student in an ongoing conversation about his/her decisions in managing time, setting goals, and succeeding while progressing with independent work., and also to monitor the student's progress, and help brainstorm solutions to problems.

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- Oversee a weekly discussion of the cohort in which all IIP students discuss their progress and share information about setbacks and solutions to common problems.
- Provide students logistical support to ensure that midterm and end-of-term defenses are promoted, recorded (video), and attended by members of the public and any academic advisors.
- Maintain an online assignment page where students receive instruction, journal prompts, and other necessary documents; where they are to submit work (journal prompts, written defenses, final outcomes); and where recordings of oral defenses are made available for review by the program director. Monitor closely to ensure all work is completed and posted before the student departs the campus.
- Write timely midterm and end-of-term narrative comments that provide a comprehensive review of the student's strengths and weaknesses as made evident during discussions, in written work, and in oral defenses. Email comments to the program director within four days of each oral defense.
- Correspond as needed with the program director to provide updates on students.
- Be available for informal consultations with the students and the host university's program director and/or staff.
- Provide the IIP director with feedback intended to help improve the satellite program.
- Monitor and coordinate, when necessary, the working relationships between the students and their other adult partners.
- Represent an IIP student should he or she become involved in any disciplinary review conducted by the host university.



## **EXPECTATIONS AND RESPONSIBILITIES FOR COACHES**

Coaches are first and foremost teachers, and every effort is made to have our faculty coaching our students in the athletic program. Coaches are teachers of sport skills, strategies, and techniques, but most importantly, they are teachers of character, sportsmanship, life's lessons, and behaviors that will follow today's adolescents throughout their lives. The influence a coach has on adolescents under his/her guidance is enormous, and it may seem like an overwhelming task at times. While being a coach often means working long hours both before and after practices and games, we do believe that coaching is an extremely rewarding and fulfilling component of a faculty member's experience.

### **I. General attitudes and expectations for coaches**

It is often said that a team reflects the attitude of its coach. We must never lose sight of the fact that we are dealing with impressionable adolescents – not professional athletes. That is why the three major axioms of our program must be:

- Play the game to win – but never to win at any cost.
- Teach respect for self, teammates, opponents, and officials.
- Keep the fun in the game.

A coach willing to operate within the framework of these axioms can be successful. A coach that does operate within this structure will find a great deal of personal satisfaction from not only the success of the team, but from the enjoyment that has been made possible to those who played the game.

- BE YOURSELF.
- Constantly work to reach each of the players on a ONE-TO-ONE basis. One technique of many successful coaches is to reach the individuals that make up the team, know what makes them tick, and to use that knowledge to motivate them.
- A good coach, like a good teacher, knows what will push individuals toward success and what will keep pushing them when a failure or two seems to get in the way.
- Be proficient in the TECHNICAL ASPECTS of the game. Having played the particular game is a great help, but it is not the only way to "learn" a game. Books, publications, clinics, and other coaches are great sources of ideas, regardless of how much experience a coach has. Use them all to become more knowledgeable and to "keep up" with new ideas and concepts.

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- ACT accordingly. LA's philosophy states that we have certain objectives that we wish to accomplish. It is difficult for anyone to accept a relationship based upon a "do as I say, not as I do" stance. It is particularly difficult for an adolescent to accept an ideal or regulation from an adult who does not act as an example.

### Attendance

- Take attendance daily and report all absences throughout the season.
  - The first week of each season, an attendance list for coaches to use at practice will be put in their mailboxes by 12 noon. Absences and changes should be noted on this list and reported to the associate athletic director prior to 9 am of the next day.
  - Beginning in the second week of the term, coaches should use My Backpack to submit daily attendance for their teams. If coaches need assistance with this process, they should see someone in the Athletic Office.
- All changes in athletic registration must go through the Athletic Office.
  - The associate athletic director will produce new attendance rosters daily during the first week of the term.
  - Students may change from one afternoon activity to another within the first week of each term without prejudice.
  - After that time, a change may be made only with the approval of the coaches/activity directors, the advisor, and the athletic director or associate athletic director.
- Before announcing the final team roster (see section ii. Athletic Program Policies: Team selection – "cuts," below), please review this list with the athletic director and note students who will need to move to other sports, levels, or activities.

Uniforms: The equipment manager will provide each coach with a list of uniform numbers and ask the coach to attach a name to each uniform. Please respond quickly and return the list to the equipment manager as soon as possible. Please make sure students are aware of the sizing of uniforms for specific numbers.

"Warning statements": All students must sign a "warning" statement that explains the risks involved with participation in their afternoon activity. Students must sign the statement prior to participating in the activity. Return all signed statements to the Athletic Office.

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## Uniforms and Equipment

- All new uniform pieces, particularly those worn by coaching staff on the bench or field of play, should follow LA guidelines for logos, fonts, and colors. The athletic department, in conjunction with the Communications Office, will review each new order to ensure uniforms and accessories also comply.
- The Athletic Equipment Room is open until 6:00 PM daily (Monday-Saturday). Don't wait until the last minute to pick up supplies. Be sure to have the appropriate number of balls, cones, medicine kit, etc. Be prepared for the afternoon's activity. If a coach needs a key, whistle, lanyard, scorebook, or rulebook, he should see the equipment manager.
- Uniforms should be returned to the Athletic Equipment Room after every game for laundering. Coaches should work with the equipment manager to ensure that uniforms are being laundered. Students should be discouraged from laundering their uniforms at home. In sports that have issued practice attire, the weekly laundering of practice attire should be overseen by the coach.
- Coaches are responsible for the return of all team equipment immediately following the completion of the season. Coaches are also responsible for assisting in the return of each athlete's uniform and equipment.
- Coaches are responsible for getting a season's scorebook from the equipment manager. Line-ups, scores, and statistics must be maintained, and each contest must be recorded. At the completion of the season, scorebooks should be returned to the athletic director.

## The purchase of additional clothing or gear

- All jackets, warm-ups, shirts, etc. that a team may want to order must be cleared and approved by the athletic director or associate athletic director prior to placing the order.
- Coaches are encouraged to discuss these types of purchases with their captains, either before or at the beginning of the season, and to determine if the team will order such items within the first two weeks of the season. This will ensure that the team can have delivery of such items so that they can be worn by the team for the majority of the season.
- The considerations for such purchases include: that the cost to the individual student is reasonable, that a majority of the team members are willing to purchase the item, and that the design is consistent with Lawrence Academy's colors, logo, and font. New logos may not be created, and discontinued logos may not be used.

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- It is important that students do not feel obligated to purchase these items. After the item has been approved, all money must be collected prior to the item's being ordered.
- Coaches must speak with the athletic director prior to purchasing any items that they want to distribute to their team and that they personally will be financially responsible for. This includes any clothing and sport-specific equipment.
- The coach should contact the athletic director in regard to any items that may be ordered for the team by a private individual or by parents.
- There are gender equity and program equity issues involved with these purchases that the school must consider, which are beyond the scope of any individual coach or team.

### Season preparation

- Check with the equipment manager about needed equipment, and schedule a time and date for the distribution of uniforms. Coaches are expected to be present and to assist the equipment manager at these times.
- Assistant coaches and lower level coaches should check with the head coach in their sport about any instructions, progressions, or training principles that should be utilized when planning practices or for strategy during a given season.
- Check with the athletic director for practice times, practice locations, and game information, or any further details for the upcoming season. The season schedule and transportation is listed on the Athletics section of the school's website – [www.lacademy.edu](http://www.lacademy.edu) . In addition, the Athletic Office will email on a weekly basis all pertinent information for athletic contests for that week. The post is titled "This Week in Athletics."
- It is the coach's responsibility to check with the athletic trainers for medical clearance for athletes. At the beginning of the year, students cannot practice until signed health and permission forms are returned to the school. (See *Omnibus Lucet*.) (See also Guidelines for All Faculty in Promoting the General Health and Well-Being of All Students.)
- Coaches should have current certification in CPR and AED by either the Red Cross or the American Heart Associations. Lawrence Academy will offer training for such at the beginning of the school year, and coaches should avail themselves of this opportunity or arrange for certification prior to the beginning of their coaching duties.

## **ii. Athletic Program Policies**

### Team selection – “cuts”

- When making cuts, the head coach should speak, verbally and in person, to every student who will not be making the team.
- Posting of lists or notification via email is not permitted.
- This should be a personal conversation between the coach and the athlete, not an announcement in front of a larger group.
- When making a cut, the coach should have objective data and/or clear and specific rationale to support his decision.
- Students who do not make the squad should be told of areas where they need to improve and suggestions should be made on how to do that.
- Coaches should realize the range of emotions associated with team cuts and use their best judgment and compassion at this time.
- Every effort should be made to keep a senior who has been a member of the varsity squad previously on the team for his final year.
- The school reserves the right to determine the number of players on a team and the number of teams in a particular sport.
- Regrettably, some teams will need to “cut” players from a higher competitive level to a lower level or out of a particular sport altogether.

### Non-varsity teams and program

- Our JV and III's teams are developmental feeder teams for our varsity squads and, as a result, should be comprised of younger students who have the potential to be varsity players.
- If two students of similar ability and potential are competing for positions on the squad and only one can be selected, preference should go to the younger individual who has an additional year to develop his/her skills and abilities.

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- A senior should not displace a younger athlete from participating on JV or III's squad. Thus, a senior who doesn't make a varsity squad can only play on the JV or III's team if there are no cuts being made to that team in a given sport.
- Seniors can be managers of Varsity, JV or III's teams.
- III's teams should be comprised mostly of freshmen and sophomores.
- Any exceptions to these general guidelines should be discussed with the athletic director prior to any decisions being made. When a final list has been established, a copy of the team list should be forwarded to the associate director of athletics.

### Intramurals

- Intramural sports should provide an outlet that is enjoyable and which will stretch the individual as well as promote the positive attitudes expressed in our philosophy.
- They should do more than just provide "exercise" for the participants or provide a means of "escape" from the interscholastic program.
  - Meet promptly and on a regular basis (generally Monday, Tuesday, Wednesday, Thursday, and Friday). If another program or poor weather should interfere, the coach should have an alternate plan. Intramurals should last a minimum of 1 hour and 15 minutes each afternoon but can go longer if a round robin or tournament is being run.
  - Demand prompt attendance. Report all absences to My Backpack.
  - Teach and maintain respect for the rules of the game, for officials, for teammates, and for opponents.
  - Teach conditioning as a part of the program. Do not force it on the participants, but have it as a regular activity within the framework of the overall program. There should be a progressive build-up of physical conditioning over the course of the season, with goals clearly defined.
  - Make the program fun. A coach should do everything that his talent and imagination allow to make the program interesting, competitive, and instructional. But the final measure will be whether or not the participants enjoyed themselves.

### Multi-sport participation

- Coaches are encouraged to make every effort to counsel their team members to participate in other sports at LA during the school year.

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- The vast majority of high school athletes will develop their athleticism more substantially playing a season on a team sport under the guidance of an LA coach than they will preparing for an upcoming season on their own.
- The more exposure and experience a student athlete has in interscholastic competition, the higher the probability that he will become a better athlete and competitor in all sports, including his sport of preference.
- As a school community of 400 students with a large interscholastic program, we rely on our student athletes to compete in multiple sports. Coaches must encourage multiple sport participation to field competitive teams, to expose athletes to playing various roles on teams, and to increase the excellence of all of the School's programs.
- Multi-sport participation is consistent with NEPSAC and ISL policies. (ISL policy prohibits a student from receiving athletic credit for participation in a sport for more than one season in a given school year.)
- Only junior and senior student-athletes who commit to participating in two seasons of varsity competition will be eligible for Advanced Strength and Conditioning as an afternoon program option.

Athletic waivers: See *Omnibus Lucet*.

### **iii. Conduct on and off the field**

#### Conduct on the field

- Coaches, players, and spectators are under the jurisdiction of both schools. School representatives on site are responsible for the conduct of players, coaches, and spectators of their school.
- Coaches and athletes must play the game within the framework of the rules and conduct themselves with good sportsmanship.
- While a team is competing on the field, the coach must be willing to:
  - assume responsibility for the conduct of his/her players, managers, and spectators; take appropriate action to handle each if they get out of line in conduct or language;
  - foster an attitude of respect toward the opponent and the officials; not ridicule or ride an opponent, nor allow the team to do so; not constantly question officials;

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- use the proper means to question any critical calls, and make the players do the same;
- conduct him or herself appropriately, taking into consideration the following:  
refrain from loud or public berating of the athletes; refrain from exorbitant conduct on the sidelines;
- immediately remove from a contest any player who has lost control of his/her emotions or who is badly injured; use judgment about that player returning to action; be certain that everything is under control (emotionally and physically).  
DO NOT return a player to a game who has been fighting with an opponent – whether ejected from the game by an official or not.

### Conduct off the field

- Coaches are responsible for the conduct and interaction of the teams under their supervision whenever they are together. This responsibility extends into the locker room before and after every practice and game. It goes without saying that the coach must be responsible for team conduct during travel and while at the host school when playing away.
- The coach must be willing to:
  - Supervise the locker room before and after each away game. Although it is not necessary to dress and shower in the locker room, some coaches find that being with their teams during this period enables them to do the following:
    - monitor team members for illness or injury;
    - get to know the players better, as it provides an informal time for them to listen to and learn about the issues that concern them;
    - see that uniforms and equipment are cared for properly;
    - prevent rough-housing that could lead to injury or property damage;
    - see that squad members are not being ridiculed or bullied;
    - see that the locker room is kept clean.
  - Supervise any vehicle in which the team is being transported. Student damage to the vehicle will be paid for by the students responsible.
  - Accompany the team to any reception that is held for them, regardless of whether at home or away. It is expected that the coach will monitor the dress and conduct of the students who attend.
- It is advisable to "instruct" young people on how to act in a new situation before they encounter it. If a coach is willing to explain to the team what is expected of them both on and off the field – as well as why – it will make the supervisory obligations of the job much easier. An effective approach would be to explain dress and conduct for away



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games before the first trip. All teams traveling away and not dressed in uniforms must be dressed appropriately.

- It is strongly recommended that coaches establish written guidelines for their players prior to the start of the season.

### Independent School League (ISL) Code of Conduct

The Independent School League has agreed to a code of conduct which states: The ISL is proud of the behavior and sportsmanship displayed by its players, coaches, and fans. We value spirited and fair play as well as positive support for our players and teams. In order to ensure that our expected level of decorum continues each season and each game, we ask that all members of the ISL community continually renew their efforts to abide by the ideals of our league.

- Players and Coaches: Players and coaches at all times should represent themselves and their schools with honor, proper conduct, and good sportsmanship. They shall understand that competitive rivalries are encouraged but that disrespect for opponents is unsportsmanlike and lessens the value of rivalries. They shall confine the competitiveness of the game to the field, and in particular behave properly on the sidelines and in the locker rooms both before and after the games. Players and coaches shall comply fully with the rulings of the officials. In no way, either by voice, action, or gesture, shall they demonstrate their dissatisfaction with the decisions made. They must never forget that they represent their school.
- Spectators: ISL schools will not tolerate at their contest any spectator, either student or adult, whose behavior is disrespectful toward players, officials, coaches, or other spectators. Nor will ISL schools permit any type of spectator behavior that either detracts from the proper conduct of the game or disadvantages a player or team.
- Expulsion Rule: Players or coaches who are ejected from interscholastic games for “unsportsmanlike conduct” or other flagrant behavior will forfeit their eligibility to play in the next regularly scheduled interscholastic contest or tournament contest played in their sport.
- Excessive Scores: All schools agree not to embarrass an opponent by letting score differences get out of hand. Each coach has an obligation to control the game and personal statistics should not be a factor in an excessive difference in the score.
- Noisemakers: Any noisemaker that detracts from the proper conduct of the game or disadvantages a player or team is not allowed.

- Scouting
  - The ISL does not permit scouting in any sport.
  - If a coach wishes to watch a contest involving one or more ISL teams, he or she must first receive the permission of the ISL coaches involved in the contest.
  - Football coaches have agreed to exchange game film via video software: Hudl.
- Breaking of policy
  - Breaches of policy by any ISL member school will bring a letter of reprimand to the school in violation and bring further other action as well.
- ISL Sport Agreements for each sport: There are ISL Sport Agreements for each sport, and coaches should seek out and familiarize themselves with the ISL Sport Agreement for the sport which their team plays.

### **iv. Practices**

Practices as defined in the ISL bylaws: A group of players present on a playing surface, in a weight room or film session with a coach or his or her designate in charge in a required or planned session.

- In season: a practice is any activity where a coach, captain, or designated player oversees the workout.
- Out of Season: Captains and players are permitted to gather for informal workouts out of season. Attendance at such workouts may not be made mandatory by the coach or any other representative of the team. Coaches may not plan such workouts or use them for instructional purposes.

#### Coaches' responsibilities

- Two coaches must be present at every practice.
- A practice may not exceed two hours.
- Coaches are expected to supervise their charges at all times while they practice. Coaches are expected to oversee all job responsibilities throughout the planned practice session.
- Coaches should be the first to arrive and the last to leave practices.
- Coaches may not leave a group of athletes unsupervised or with captains.

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- If a coach must be absent from a practice session, he must find another coach/faculty member to be in attendance to conduct that practice in his stead, and he must notify the athletic director of this arrangement. If for some reason a substitute is not available, the athletic director will decide whether the practice should be cancelled.
- Coaches planning to use areas or equipment other than those used in their normal procedures are asked to discuss the change with the athletic director.
- Coaches should use common sense and prudent judgment about equipment and field use in wet weather, take proper care of equipment after a wet practice/game, and remind athletes to do the same for school and personal equipment. The equipment manager has old equipment and equipment suitable for wet conditions which can be used on a sloppy field. The equipment manager is available to answer any questions about the care and maintenance of equipment.
- It has often been stated that a team plays and competes in the same manner as it practices. Attention to detail is an attribute of all championship teams. Coaches should not let sloppy attitudes and techniques become magnified during the pressure of competition.

### Planning practices

- Always consider the "learning" aspect of practice. Never lose sight of the fact that a practice is a learning situation. Teach fundamentals first, and explain the WHY's as the practice progresses.
- Have a written practice plan prepared before arriving on the practice field. Have an orderly progression that will prepare the team for the next opponent. Give them a plan to succeed in that game.
  - Have the team practice against what is expected from the opponent.
  - Be sure to cover everything planned for use in a game.
  - Have athletes practice the positions that they will be asked to play in the game.
- Never neglect the less talented members of the squad. They should be prepared to enter a game and be prepared to compete in several roles. If a coach doesn't foresee that he's going to use them in practices and games, they would probably enjoy themselves more doing something else or playing on a lower level squad.
- Keep the fun in the game. Practices should "stretch" the individual and "polish" the team. They should not be an ordeal.
  - Remember the students come with a wide range of interests and abilities.

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- There are many ways to "disguise" the more difficult parts of a practice.
  - Do not try to do all of the "conditioning" at once. Let the team "build up" and be ready for the first game – not the second practice.
  - Be aware that athletes arrive with varying levels of physical conditioning and preparation. Early practice sessions may need to be modified or adjusted for some to avoid serious injury.
- Practices may NOT be held on Sunday, nor may practices be held before school (on a school day) without permission from the athletic director.
  - A team's performance on game days will often reflect the quality of daily practices. The team will play with the skills and attitudes that they have been taught during the practice sessions that precede the contest. A coach's obligation is to have them ready physically, mentally, and emotionally for each and every competitive contest.

### Practices out of season

- Defined as any period of time outside of that defined as in season (See Practices in season, below).
- Captains and players are permitted to gather for informal workouts out of season.
- Attendance at such workouts may not be made mandatory by the coach or any other representative of the team.
- Coaches may not plan such workouts or use them for instructional purposes.

Camps, programs, teams: Coaches, captains, and players are permitted to participate in out-of-season programs or camps relating to their particular sport, but not as a school-sponsored team. It is further expected that players not be required to participate in such programs and that they be open to the general public.

### ISL off-season coaching policy:

- i. Defined: Any period of time outside of that defined in Part II Art.I §6 (ii) as In Season.
- ii The ISL prohibits institutional support for out of season coaching of a school's student athletes by a school's coaches. Schools shall not provide release time, credit, or uniforms out of season to their student athletes. Coaches shall not coach varsity athletes on non-school teams during the school year. Coaches are prohibited from coaching varsity athletes outside of their sport's assigned season unless otherwise specified below.
  - a. Summer coaching is allowed but is limited to the following:
    - 1. Coaches may coach school varsity athletes at clinics and camps that are skill based and not team based.

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2. Coaches may coach school varsity athletes on non-school teams, at team based camps, or at team based clinics where the number of school varsity athletes are limited by sport as follows:

Sport	# of Athletes
Alpine Skiing	N/A
Baseball	4
Basketball	3
Cross Country	3 (per gender)
Field Hockey	4
Football	6
Golf	2
Ice Hockey	4
Lacrosse	5
Soccer	4
Softball	3
Squash	2
Tennis	2
Track & Field	5 (per gender)
Volleyball	3
Wrestling	3

b. School Year: Students may receive skill oriented informal training/instruction one time per month from a school coach at a time outside of their sport's assigned season (defined in Part II, Article I, §6 (ii) as In Season) during the school year. Coaches may provide this training/instruction to no more than three varsity student athletes at a time. This informal time may not take place during the regularly scheduled afternoon program time at your school. This contact must be student initiated. A coach may not directly or indirectly require a student athlete to participate in such training/instruction. Schools are encouraged to monitor this contact in order to make sure that it is informal so as to be consistent with the letter and spirit of this policy.

c. A coach may coach his own child out of season.

Interscholastic competition: ISL teams are not permitted to participate in out-of-season interscholastic competition without prior written permission from the ISL.

Vacation practices: Coaches who hold practices during vacations (i.e.: Christmas vacation, March vacation) must clearly communicate with students and parents and receive permission from the athletic director for any such practices.

- As a general rule, the dormitories and our food service are not available during these vacation periods.
- Students may not visit the dorms.

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- Students may not ask a dorm parent for permission to visit a dorm because the dorms are closed.
  - Coaches should make arrangements with day students to host boarding students and structure practices with minimal "down" time to eliminate wandering into dorms, into other buildings, or around campus.
  - Coaches should care for their athletes, as they do in the fall preseason, with activities to keep the students focused.
  - It should also remain clear that a student can make (or remain on) a varsity team without attending the vacation practices. Coaches may strongly encourage these practices but may not penalize the athletes for non-attendance.
  - Practices may not be held without the athletic trainer in attendance.
  - Coaches must check with the athletic director and head athletic trainer early in the planning stages before distributing a practice schedule.

### Team trips

- Coaches are encouraged to lead pre-season and out-of- season trips for their teams.
- Due to the late start of the spring season, varsity coaches of spring sports are expected to lead such trips.
- These trips must abide by Lawrence Academy, ISL, and NEPSAC guidelines.
- Prior to the planning of any in- or out-of-season trip, the coach must meet with the athletic director to get authorization and to discuss specific guidelines and school policies.
- Coaches should present an itinerary, cost estimates, and a list of interested student athletes to the athletic director in the early planning stages.
- Trips should be planned at least two seasons in advance and must be approved by the business manager and head of school

Practices in season: A practice would be any activity where a coach, captain, or designated player oversees the workout. The time span in which practices may occur begins with the number of ISL-sanctioned days preceding the ISL peg date and continues until the last playing function for the team. This includes trips and tournaments.

- Start dates:
  - Fall start date: 20 practice days before the 7<sup>th</sup> Saturday back from the 2<sup>nd</sup> Saturday in November and as early as the Wednesday before Labor Day or the first day of academic classes, whichever comes first.
  - Winter start date: 12 practice days before the 1<sup>st</sup> Saturday in December.

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- Spring start date: 20 practice days before the 3<sup>rd</sup> from the last Saturday in April.
- Schools are free to use the correct number of practice days as they wish. This would include team trips, group workouts, scrimmages, or games before the official ISL peg date for playing games.
- Determining Peg Dates
  - Fall: 7<sup>th</sup> Saturday back from the 2<sup>nd</sup> Saturday in November (Use the 2<sup>nd</sup> Saturday in November as the first Saturday to start the count.)
  - Winter: 1<sup>st</sup> Saturday in December
  - Spring: 3<sup>rd</sup> Saturday back from the last Saturday in April (Use the last Saturday in April as the 1<sup>st</sup> Saturday to start the count.)

### **v. Class attendance, study hours, and attendance at practices and games**

The policy of the athletic department has always been to schedule practices and games to interfere as little as possible with other areas of school life. There are occasions when the logistics of time, place, and commitment dictate that an LA athletic commitment may cause a student to miss an appointment in another area, but every attempt is made to have this happen as infrequently as possible.

- The Athletic Office will communicate any early dismissals via email to all faculty and staff, with prior approval from the director of studies.
- If students suggest that an early dismissal is needed and it has not been published, please call the Athletic Office to confirm the situation before dismissing students from class.
- In order to ensure that athletes have Athletic Office authorization to miss a class or study hall, the following will be done:
  - No student is to be excused from class or study hall without prior notification to the teacher by the Athletic Office. Game schedules, practice schedules, and team rosters will be emailed to the director of studies, and to other offices as needed.
  - Students are expected to speak to their teachers prior to the day of the dismissal to make arrangements to make up any missed work or testing.
  - No student is to be excused from class or study hall for a practice. The only legitimate reason for missing academic appointments will be a contest that cannot be scheduled in any other way or a regularly scheduled practice time that is sanctioned by the Athletic Office.

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- The athletic department does not want to interfere with study time any more than class time. Occasionally, issues of time, space, and personnel force situations that use time other than that normally allocated for athletics.
- Evening practices are scheduled with the understanding that participants will study in the afternoon. It is expected that coaches who run evening practices (particularly more than once a week) will make appropriate arrangements to ensure proper study conditions and study time for the players on that squad.

### **vi. Scheduling**

#### Scheduling scrimmages and games

- All athletic contests, including scrimmages, are scheduled and confirmed by the associate athletic director, under the supervision of the athletic director.
- All ISL and most NEPSAC schools exchange written contracts approximately two seasons in advance of a given season.
- Most ISL scheduling is predetermined by peg dates (see section iv. Practices: Practices in season, above) but some changes may be necessary due to individual schools' calendars.
- As part of the end of season report, coaches should list the teams they would like to scrimmage and/or add as opponents and list the possible dates for such for the upcoming season.
- After a coach has discussed this with the athletic director, the athletic director will notify the associate athletic director of scheduling changes that should be made for the upcoming season. Please recognize that LA has long-standing commitments to non-ISL schools who are in geographic proximity, have similar athletic programs, and have been good competitors over a number of years
- Coaches may have conversations with coaches at other schools suggesting possible dates for scrimmages and games. Coaches should communicate these leads and report these conversations to the associate athletic director for potential action and scheduling. Until the associate athletic director has confirmed a game or scrimmage, it should not be considered a scheduled contest or event. Final decisions in regards to scheduling will be made by the athletic director.
- The athletic department tries not to schedule any games that cause students to miss class.



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- Bus departures on Wednesdays are immediately after the class day (1:15 PM) or later in the afternoon.
- Bus departures on Mondays, Tuesdays, Thursdays, and Fridays are immediately after the class day (3:30 PM) or later in the afternoon.
- If a contest necessitates early dismissal, the Athletic Office will email the information to faculty and staff, with prior approval from the director of studies.
- We will play scheduled games, regardless of weather conditions, as long as these conditions are not harmful or dangerous to the participants.

### Rescheduling games

- When necessary, games are rescheduled so they do not interfere (or interfere as little as possible) with classes and other activities at both schools.
- We do not reschedule below the varsity level unless the game can be played without interfering with the academic program at both schools.
- In rescheduling at the varsity level, we do everything possible so that no team will miss class more than once a season.
- Games that do not bear on ISL standings may be cancelled if rescheduling will cause the team to miss academic commitments.
- ISL league policy dictates that Saturday games must be made up on the following Monday and Wednesday games must be made up the next day, on Thursday.

## **vii. Games**

Two coaches must be present at all games, home and away.

### Before the game: home games

- Coaches should check to be sure that the playing surface is ready. If it is not, the coach should contact the director of athletics. In most situations, the athletic department and/or buildings and grounds department will have prepared it already.
- Coaches should arrive in time to greet the visitors when they arrive on campus. If the first contact with the opposing coaches is at the field, the hosting coaches should greet the

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visiting coaches, and ask if they're in need of any services or have any questions. Often a cordial conversation prior to the game sets the tone for the game and sends a positive message to fans and spectators.

- If weather conditions are poor for the game, the director of athletics will begin postponement discussions at the appropriate time. As a general rule, the hosting athletic director makes the final decision. The athletic department will publish any cancellations on the website and contact the head coach directly via cell phone. Coaches should have a phone list or email list of their team members to contact them directly for these situations.

### Before the game: away games

- Coaches should arrive in time to be sure that players are properly dressed for the trip and that equipment is ready. Coaches should not depend on managers for equipment readiness.
- Coaches are responsible for specific meal arrangements and should discuss them with the athletic department if they have questions.
- Coaches should check the bus prior to loading for appearance and then supervise loading.
- Only Lawrence Academy students may travel on the bus/van without permission of the athletic director and/or the dean of students.
- If driving a school vehicle, coaches need to get the key from the Athletic Office and drive the bus to the Athletic Center from the parking lot at Waters House.
- Coaches need to make sure that the bus/van driver has directions.
- Coaches need to take attendance.
- Coaches are responsible for monitoring the behavior of the team on the vehicle both to and from the game. Students must remain seated and wear seatbelts while the vehicle is moving.
- The bus company requests that no cleats be worn on the bus. Food and drink are not allowed without permission from the bus driver.

### During the game: home games

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- Coaches are expected to be aware of the spectators as well as the team. All should display an attitude of respect to opponents and to officials, as well as to their own players.
- If spectators or members of the team misbehave, the coach must take action to stop it (or ask another faculty member to help). The coach should call the athletic director immediately.
- The coach should be aware of the playing time and performance of the athletes. At the sub-varsity level, all athletes should compete in each game unless an athlete has had attendance, disciplinary, behavioral, or attitude issues that warrant reduction of the athlete's playing time.
- Be aware of the behavior and decorum of athletes in the team's bench area. Team members should be directed to cheer for teammates and be supportive. Non-team members (including parents) should not sit on the team bench or have the attention of the athletes.

### During the game: away games

- Coaches should make sure the team is aware that they represent LA and that their actions reflect not only on themselves, but on Lawrence Academy athletes that have come before them and that will follow after them.
- Coaches should be sure the team behaves as a group of well-mannered young people, both on and off the field.
- Coaches should encourage the team to stay together and support JV or varsity team rather than "roam" the school they are visiting.
- The team should leave the dressing room "better than they found it" and return any locker room keys that may have been issued.
- Coaches should check equipment – and the team – before leaving for home. (Managers sometimes forget equipment, people, or duties.)
- Coaches must call the LA athletic trainer (978-987-1688) and let him know of expected return time if they have an injured athlete that should be seen. (See section vi. Contacting the Health Center and the Athletic Training Office, in Guidelines for All Faculty in Promoting the General Health and well-Being of All Students.)

### After the game: home game

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- Coaches need to be sure that equipment is properly stored and that the bench area and field are cleared of debris.
- Coaches need to be sure that the team has properly taken care of their uniforms. (They should be returned to the equipment room.)
- The coach should see that the opponents are properly cared for and seen off.
- The coach is expected to report scores to the athletic director, to the website, and to appropriate media outlets. (See section viii. Publicity, below.)
- The coach must go to the Training Room and check on all injured players with the athletic trainer.

### After the game: away games

- The bus should be thoroughly checked for neatness and lost or left articles.
- All equipment must be properly stored, and all uniforms must be returned to the equipment room before the coach leaves to go home.
- If the team returns after the equipment room is closed, gear should be stored in a previously arranged safe location.
- If the team was scheduled to be home for dinner and is going to be late, the coach should contact the OD (978-758-7896) so that the OD can consult with the dining hall staff to make arrangements for meals.
- Immediately following an away game, the coach should turn scores into the Athletic Office. (Contact the assistant athletic director at 774-230-7689.)
- See also After the game: home games (above).

### **viii. Publicity**

- Coaches must report all scores to the Lawrence Academy Athletic Office immediately following a contest. Contact the assistant athletic director at 774-230-7689. The assistant athletic director will update the website and email all newspapers.
- Coaches are encouraged to publish game highlights on the website by 12 noon of the day following a contest. Our website has an alert function that notifies team followers when

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scores and highlights are posted, so the immediacy of a coach's attention to scores and highlights is appreciated by the team's followers.

- The coach must report the score and appropriate stats to the ISL statistician or league secretary and forward any information requested by sanctioned newsletter/website editors that currently exist for just a few sports.
- Varsity head coaches who have elected not to be responsible for publicity must designate someone to assume that responsibility and see that team results are distributed to that person.
- FEATURES! Any time a coach has a "human interest" story or an interesting item dealing with his/her team (or individual(s) on the team), the athletic director and director of communications should be informed, and they will work with the coach to publish the story.

**NOTE:** Attention paid to adequate athletic publicity can do much to enhance our athletic program and our school. It helps keep the alumni interested, and it helps attract athletes to our school.

### **ix. Tournaments**

- Any Lawrence Academy team that qualifies for a NEPSAC sanctioned post-season tournament is permitted to participate.
- If the tournament conflicts with the exam schedule, it is the responsibility of the coach to work closely with the athletic director, the director of studies, and the assistant head to organize a special exam schedule and provide for structured study hours for the students.
- The athletic department will serve as a support system for the coach and as a monitor for the director of studies and the assistant head to ensure that the proper procedures concerning academics are complied with fully.
- In-season tournaments are those other than winter holiday tournaments and ISL or NEPSAC tournaments. Lawrence Academy teams are NOT allowed to participate in such events without specific permission of the athletic director. Such tournament participation will be discouraged if it interferes with classes.
- The athletic department focus is on the winter holiday, ISL, and NEPSAC tournaments.

### **x. Equipment and reimbursement for coaches**

#### Equipment for coaches

- Each year, the athletic department will purchase at least one item of coaches' clothing for distribution to coaches. Coaches should see the equipment manager for what might be available.
- Coaches may also be issued coaching equipment that is available and appropriate for their sport. Whistles, lanyards, etc. are available from the equipment room.
- Other requested items should be discussed with the athletic director.
- Coaches may purchase any other necessary athletic equipment through the bookstore at a 10 % discount.

#### Reimbursement for expenses

- Coaches are encouraged to pursue professional development opportunities that will contribute to their coaching expertise and serve the students.
- Whether it be participating in clinics, purchasing coaching materials, or pursuing other options, coaches should discuss all opportunities and their costs with the athletic director as early in the school year as possible and be sure to receive approval for such items before purchasing.
- In order for the athletic director to keep track of expenses, budget accordingly, and provide equity among all programs, coaches are not to purchase materials or services without first obtaining permission from the athletic director.
- As a rule of thumb, if prior approval has not been sought, a coach should not expect reimbursement.

### **xi. Injury care and medical emergency care**

- As soon as feasibly possible, coaches should communicate with the athletic trainer in cases of injury during games and practices, home and away. The trainer is available via radio and cell phone (978-987-1688). The trainer carries his cell phone at all times, and coaches should carry their cell phones at all games and practices. Radios are available in a orange emergency radio box at each field area.

- See also section vi. Contacting the Health Center and the Athletic Training Office in Guidelines for All Faculty in Promoting the General Health and Well-Being of All Students.

### **xii. Athletic recognition programs**

#### Varsity letters

- Students who compete interscholastically at the varsity level may be eligible for a Lawrence Academy letter.
- Coaches should clearly communicate their criteria for earning a letter at the start of each season.
- Letters are presented in a student's first year of varsity competition in a sport. In subsequent years, students receive pins.

#### Recognition programs

- Programs are held following the conclusion of each athletic season.
- All athletes and managers are invited to attend the program, as are coaches and administrators.
- Programs include dinner, a guest speaker (occasionally), and the presentation of individual awards.
- All coaches are asked to present their individual award winners (coach's award, MVP, MIP) on stage in front of all athletes and parents. After all coaches have presented, each coach will take his team to an assigned classroom to speak with his athletes and their parents about their season summary and to present letters, pins and/or give out team photos. Coaches' comments should be written and limited to a one-page summary that will be subsequently used by the Athletic, Communications, and Development Offices.

### **xiii. Athletic comments**

At the end of each athletic season, all leaders of afternoon activities are required to comment on each student participant's skill level and attitude toward participating in that activity while under their supervision for that term. Comments should be written for managers as well, focusing on their fulfillment of their duties to and support of the team.

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- Comments are to be written following the general guidelines found in the teacher comment section in Guidelines for Classroom Teachers.
- Due dates for comments can be found on the Block Schedule Calendar in OUTLOOK.
- Comments must be filed on My Backpack.
- Comments should begin with a brief description of the term or season and be followed by a short paragraph about the student's participation in the activity.
- A few additional pointers for writing athletic comments include
  - improvement in skill level
  - ability to overcome setbacks
  - leadership
  - teamwork
  - perseverance and grit
  - willingness to take on new challenges
  - good sportsmanship
  - attendance
  - willingness to respond to feedback

### **sample athletic comments**

#### for dance

(Student's name) was a member of our varsity dance group this winter, and despite a torn rotator cuff, she proved to be the leader of the group throughout the term. She knows her limitations and her technique is flawless, a combination which allowed her to create movement that still conveyed the complexity of her ideas, despite her limited range of upper body motion. I have worked with (student's name) for four years now, and while her injury was a disappointment, I have to say that the growth and maturity she demonstrated in coping with it was impressive. As a result of it, her movement vocabulary increased, and she channeled her frustrations into a remarkable solo piece.

#### for JV basketball

(Student's name) started off the season with few ball skills and a tremendous willingness to learn. She ended the season by scoring a three pointer in our final game. Her positive attitude and good sportsmanship won her the admiration of her teammates, who passed her the ball and boxed out for her at every opportunity. It was hard to tell who was more elated when she scored –





## EXPECTATIONS AND RESPONSIBILITIES FOR FACULTY IN THE RESIDENTIAL PROGRAM

The residential community at Lawrence Academy has a special quality, especially since we work and live in a school that is 50% boarding and 50% day. One of our main objectives is to deliver the best residential experience we possibly can for our students. While the focus in doing so is on our boarding community, we frequently can accommodate our day students and encourage their participation as well. It is important for faculty members to remember that we maintain the residential community for the benefit of the students. We work together to remind students that many faculty members and their families live on campus, just as they do, and, as it is our home, the campus must be treated with respect.

With a very few exceptions, all faculty members at Lawrence Academy participate in delivering the residential program, both during the week and on weekends.

### **i. Dorm parent job description (dorm heads, super-affiliates and affiliates)**

Because they act *in loco parentis*, dorm parents have a major responsibility for the welfare, study habits, behavior, and development of the resident students. The ideal attitude for dormitory duty people, whether they be dorm heads, super-affiliates or affiliates, involves an approach to living in a dorm as a desirable lifestyle, where they view the dorms as classrooms as well as homes—places where education takes place. Dorm parents' (DPs) desire to “teach” and live in this environment may be expressed in a number of ways: opening their apartment doors when they are not necessarily on duty, interacting with students on a regular basis, inviting kids to spend time in their homes with them and their families, planning dorm activities to encourage camaraderie, decorating for holidays, inviting kids to accompany them to the mall, grocery store, etcetera.

- Minimum expectations of DPs: The following statements have been ratified as statements of minimum expectation for DPs at Lawrence Academy. They are intended as statements that help to clarify the job description of a dorm parent for the purpose of (1) informing new dorm parents and (2) providing standards for evaluation.
  - Opening of school dorm meetings: The dorm head(s) and the super-affiliate(s) together must ensure that new and returning residents of a dorm are notified formally as early as possible each year (at the first night dorm meeting, for instance) of the expectations and rules of the school and dorm with regard to all aspects of residential life, including matters pertaining to behavior, personal safety, the rights and property of others, and controlled substances.  
The dorm parents should also invite discussion of the vagaries of residential life, of living in a dorm, and of living away from home. Since each dorm by definition has become a different sort of living experience for all of its residents, the dorm parents and super-affiliates together should also inform residents about any house rules particular to that dorm.

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- Active duty: When dorm parents are on duty in the evening, they must be at dinner and then be present in the dormitory.
- Dorm check: A DP must ensure that all residents are present or accounted for at dorm check each night (10:00 p.m. Sunday through Thursday, 11:00 p.m. Friday and Saturday).
  - This is an especially important time because it is the one major time each day when we regularly account for the presence of all resident students. Dorm parents must have face-to-face contact with their residents. Adolescents being who they are (in relation to drugs and alcohol and in terms of their need for adult support), it is essential that dorm parents see and speak with each student at dorm check. If a student is sleeping, it is essential that the DP still make contact with him/her.
  - Only DPs may do dorm check. This is NOT a duty that may be turned over to a proctor.
  - All students must be accounted for at check-in. If a student is missing, the DP must make every effort to locate that student. The DP should call or text the student to try to locate that student. A DP must call the administrative OD after dorm check-in to report on the status of the dorm. This call should be made no later than 15 minutes after the time for check-in. (NOTE: Administrative OD Phone = 978-758-7896).
  - Permission to leave the dormitory after 10:00 p.m. should be given only on rare occasions in the event of special circumstances (and the dean of students must receive prior notification). This power should not be delegated to student proctors. Dormitory faculty must make an effort to be aware of what takes place in their dorms late at night.
  - These expectations apply to on-duty super-affiliates and affiliates who are responsible for dorm check as well.
- Proctors: The proctor program is overseen by the dean of students and the assistant dean of students. Dorm parents must be familiar with the guidelines that are available from the dean of students. In general, student proctors should be given as much responsibility as they can reasonably handle within the dormitory, but the primary responsibility must remain with the faculty.
- Study: A DP must ensure the presence in the dorm of all students on restricted study status and must maintain a quiet and appropriate atmosphere for study during study hours (and for the evening in general), paying proper attention to excuses for study elsewhere and to visitors and phone calls, as noted in the Student Handbook.
- Security: A DP must, in dorms where practicable, lock doors at night and ensure that students are aware of relevant security issues for their persons and property.

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- Safety: DPs should specifically note to students the rules in *Omnibus Lucet* regarding smoking, weapons, and fire extinguishers. Smoking, drugs, and weapons are never permitted in the dormitories. Students found violating these regulations must be reported immediately to the OD and the dean of students for disciplinary action.
- Emergency procedures (including fire, hurricane): A DP must ensure that residents of a dorm are notified of standard practice for the evacuation of the dorm in any emergency. A DP must ensure that residents are familiar with evacuation routines and responsibilities by conducting evacuation drills during the year. A DP must ensure the proper conduct of the residents during emergencies for which residents may not leave the dorm (e.g., hurricane).
- Fire drill regulations: All dorm faculty must be familiar with the school's fire drill procedures and must conduct drills during the month of September until the dorm performs satisfactorily in a fire drill situation. A listing of students in each dorm by room will be prepared by Monday of the week school begins and should be posted at each exit from the building. It should also contain the name(s) of the faculty member(s) in charge of the dormitory. DPs on duty should keep the weekend attendance list easily accessible at all times during the weekend for the purposes of taking attendance in emergency situations.
  - Procedures:
    - All dorm parents should keep their dorm room master key available at all times.
    - Dorm parents should get to know their heavy sleepers and then create a buddy system so that the heavy sleepers will be alerted.
    - Dorm parents must know who is in their dorms at night. If a DP doesn't know the total count or who is not in the dorm, it is difficult to check attendance quickly and accurately.
    - Rooms, corridors, stairwells, and entryways must be free of obstructions to permit easy exit and minimize risk of stumbling.
    - There must be a designated area adjacent to each dormitory where students will gather automatically in a fire drill situation. This area must be at least 15 to 20 yards from the dorm itself. Attendance should be taken immediately.
    - Exits of all dormitory buildings must be free of obstructions, including vehicles. The area in front of the dormitories on Powderhouse Road should be kept free for a fire lane.
    - All room decor must be consistent with state-mandated fire safety regulations. Accordingly, tapestries and other flammable materials may not be used as wall hangings or room dividers. All hot lamps

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(such as quartz halogen lamps) are strictly forbidden. (See *Omnibus Lucet*)

- Health care: A DP must be aware of the general health of the residents and encourage them to seek treatment if they are ill. In the event of an emergency, a DP must be prepared to facilitate proper care and transportation for an injured student. (See Guidelines for All Faculty in Promoting the General Health and Well-Being of All Students.)
- Meetings: The dorm parent team (dorm heads, super-affiliates, and affiliates) must hold regular in-dorm meetings as follows:
  - Weekly full-dorm meetings at 7:30 p.m. on Sundays.
  - Meetings with proctors — DPs must conduct structured meetings with the proctors regularly and frequently for the purpose of sharing information and nurturing the leadership skills that the proctors are expected to be learning.
  - A DP is expected to be involved with helping the proctor(s) in the dorm cope with the ongoing challenges of role modeling, dorm maintenance, rule enforcement, personality conflicts, and general administration of the dorm. This help can best be offered in regular meetings. Overseeing proctor administration duties is part of a DP's job.
- Availability: A dorm head or super-affiliate must be available to the residents of the dorm at any time that emergencies occur, regardless of whether he/she is on duty.
  - A dorm head or super-affiliate must be available to the residents of the dorm on a regular basis and must inform the dorm about any preferences regarding the times during which and methods by which he/she will be available.
  - Phone calls: A dorm head or super-affiliate acts *in loco parentis* and must expect to be available to parents and to maintain communication with them during visits and by phone.
  - In two-faculty or three-faculty dorms, one faculty member must be on duty after hours in the dorm at night, and the name of that on-duty faculty member must be posted. In single-faculty dorms, if the dorm parent is to be absent after hours, arrangements for coverage must be made with a dorm super-affiliate.
- Cleanliness: A DP must ensure cleanliness outside and inside the dorm, including the common areas and individual rooms, by inspecting the areas at least once a week. This duty implies authority for requesting help from Buildings and Grounds and for setting up regular schedules for the residents to help as well.

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- Repair/maintenance (inside and outside): A DP must ensure that the property of the school within the dorm and in its general vicinity is maintained, in good repair, and in working order, and that damages are accounted for whenever possible. A DP must also keep the buildings and grounds staff abreast of the needs of the dorm regarding light bulbs, shades, trash bags, plumbing problems, electrical problems, screens, storm windows, ice buildup, flooding, and anything else that affects the comfort and welfare of the residents.
- Comments: See section x. Dorm Parent Meetings, Comments and Free Time, below.
- Water and heat conservation: A DP should make residents aware of the need for the conservation of heat, water, and electricity and should watch for problems and/or disrepair in radiators, storm windows, thermostats, faucets, toilets, etc. Problems should be addressed by using the online work requests.
- Sign-out/weekend: A DP or advisor may request that the dean of students not allow a student to sign out for a particular weekend if there is good cause to keep the student on campus (e.g., extra help sessions, making up missing work, participating in an all-dorm activity).
- Dorm parent's spouse or long-term, live-in partner:
  - The spouse or long-term, live-in partner of a dorm parent is a respected member of the LA community. However, the spouse or long-term, live-in partner receives no formal financial compensation for the duties related to dormitory life. While his or her degree of involvement is a matter of personal choice, the spouse or long-term, live-in partner should feel no obligation to become involved in dormitory life.
  - The school welcomes any information or opinion from the spouse or long-term, live-in partner regarding dormitory life (individual students, rules and regulations, policies, and the like) and will treat that input with the same respect that it would give to input from any DP.
  - If the spouse or long-term, live-in partner wishes to qualify to do duty in the dorm when no other DP is present, that spouse or live-in partner must be interviewed and approved for duty eligibility by the head of school at the beginning of the year and must also agree to attend all relevant faculty training sessions and faculty meetings where dorm issues are discussed during the year.
  - It is required that the spouse or long-term, live-in partner be familiar with dorm rules and procedures, know whom to contact in case of an emergency, and have access to and knowledge of the fire alarm system.

**NOTE:** A long-term partner of a dorm parent may not reside in the dormitory residence until the dorm parent and his/her long-term partner request and receive express written approval for

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the occupancy from the head of school. If the relationship can be demonstrated to be one of long-term, serious commitment, permission for cohabitation may be granted so long as doing so does not run counter to the good purposes or mission of the school. (See section xii. Cohabitation in campus housing in General Expectations for All Faculty.)

- Social activities: A DP should strive to sponsor a social event at least once a term. Students should be encouraged to organize and oversee such activities. The Student Life budget allocates funds for this type of event. See the dean of students for more details.
- Dorm visitation: Except in special circumstances or when specific permissions have been granted, males are not allowed in females' dormitories. Likewise, females are not permitted in males' dormitories.
- Open Houses: If available and willing, a DP may agree to host an Open House. The DP is responsible for proper conduct during dorm visiting periods and for the enforcement of the rules thereof. Procedures for dormitory Open House:
  1. Each dorm member is allowed to have two visitors of the opposite sex in the room.
  2. The doors of the rooms where the student visiting takes place shall remain ajar.
  3. It is understood that the dean of students has the right to advise both the DP and student representative that a particular date is not appropriate for dorm visiting.
- Head's holidays and snow days: On a head's holiday or snow day, passive or roaming duties may be assigned to DPs above and beyond those expected of regular faculty members or beyond the regular administration of the dorm on any other day. Evening dorm duty assignments will usually be covered as previously assigned and will begin as regularly scheduled at 5:00 p.m. on these days.
- Vacations: In general, during school vacations the dorms will close at noon and reopen for occupants at 4:00 p.m. as posted on the school calendar. Students will be expected to leave and arrive at the proper time. Dorm parents should not depart campus until all students have left for vacation.
- Proctors: Student proctors should be given as much responsibility as they can reasonably handle within the dormitory, but the primary responsibility must remain with the faculty.
- After dorm check supervision: Although it is clearly not expected that dorm parents remain awake all night, it is equally clear that students periodically break some of the rules late at night, way after any reasonable adult would be asleep. The more students can predict the behavior of dorm parents, the more comfortable those inclined to do so become about breaking rules. It therefore makes sense for dorm parents to vary their habits and to make an occasional trip through the dorm



at outrageous hours. In essence, the dormitories are places where students who want to break the rules should feel most uncomfortable and those who want to abide by them feel comfortable (because they have adult protection and presence as an excuse to resist any peer pressure).

- Setting a tone of respect: A dormitory is often a setting for the most informal interpersonal contact. This highlights the importance of students always showing respect for both adults and each other as individuals. It is especially important to respect individual and cultural differences: race, nationality, religion, gender, physical ability, socioeconomic background, gender identity, disability, and sexual orientation. The example and leadership of the adults in the dormitory are most important in promoting and reinforcing this value. A dorm parent should strive to ensure that an adult has contact with each resident on a daily basis.

### **ii. Dorm head job description**

In addition to the expectations of a dorm parent outlined above, dorm heads are responsible for

- scheduling dorm duty for the year (Lists of super-affiliates and affiliates as well as a template for the duty calendar are available at the end of June.),
- attending biweekly dorm head meetings to discuss shared student and residential life issues and concerns,
- organizing dorm events with proctors,
- decorating and upkeep of all dorm bulletin boards,
- organizing dorm jobs for residents,
- submitting all work orders to B&G for dorm related issues,
- ensuring the dorm is in ready condition for students' arrival at the beginning of the year,
- inspecting students' rooms before major vacations and facilitating move-out at the end of the year,
- serving as in-dorm point person for both necessary and emergency communication with parents.



### **iii. Dorm heads and super-affiliate duty**

- On duty one night per week from dinner until 11:15 p.m.
  - On duty approximately every fourth weekend on Friday and Saturday nights from 5:00 p.m. until 12:00 a.m. and Sunday night from 5:00 p.m. until 11:15 p.m.
- Faculty members who live in the dormitory are dorm parents; in single residence dorms, the DP is dorm head and in multi-residence dorms, one dorm parent is appointed dorm head.
- Faculty members who have the same active duty responsibilities as dorm parents, but who do not live in the dorms, are super-affiliates.
- All super-affiliates (SA) live in school-provided housing.

Active duty on weeknights entails attending dinner, being a consistent presence on campus after dinner and being in the dormitory by 7:30 p.m. Dorm parent on duty should check students in between 7:30pm and 8:00pm. During a super-affiliate's time in the dorm, s/he should be a regular presence in supervising and interacting with students for the remainder of the evening. After checking in residents at 10:00 p.m., active duty entails continuing to be a presence until students have settled for the evening and the dorm is relatively quiet. An occasional late night walk-through would also be appropriate.

See also section i. Dorm parent job description.

Super-affiliates may leave the dormitory after 11:15 p.m. or once the dorm is quiet and if a dorm parent is in residence.

Active weekend duty entails checking in on and being available to dorm residents on Saturday and Sunday, attending brunch and dinner, being in the dormitory or around campus during the day, attending campus events, and being a consistent presence in the dorm by 6:30 p.m.. In addition, faculty will also be assigned one active assignment during their weekend duty.

Dorm parents and super-affiliates are encouraged to engage in dorm unit activities during this time. Extra personnel from the weekend duty team will sometimes be available to help staff a dorm activity.

Saturday night check-in: The OD expected to make contact with all residents on campus at Saturday dinner. The dorm parent on Saturday evening duty is expected to check in with the OD at the end of dinner to determine if any students are unaccounted for. If students are unaccounted for the dorm parent is responsible for locating the resident(s) immediately.

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After checking in residents at 11:00 p.m., active duty entails continuing to be a presence until students have settled for the evening and the dorm is quiet. An occasional late night walk-through would be appropriate as well.

Super-affiliates may leave the dormitory after 12:00 a.m. or once the dorm is quiet and if a dorm parent is in residence.

Passive duty — weekday evenings entails one dorm parent in each dormitory being in residence by 11:15 p.m.

In single residence dorms, this responsibility will always fall to the single dorm parent.

In multiple residence dorms, the dorm parents are expected to arrange for the coverage within the team.

Any time a dorm parent is on duty, the same dorm parent should be the after-hours person for the evening as well. The after-hours dorm parent is responsible for dealing with emergencies and other situations that arise unexpectedly in the dorm from when super-affiliates or affiliates have departed for the evening until waking hours the next day.

Passive duty — weekends entails dorm parents and super-affiliates attending brunch on Saturday and Sunday and establishing a check-in procedure with students during the day (before noon, if possible) when they are on duty.

If the dorm parent or super-affiliate is going to be away from campus for longer than two hours (with the exception of LA coaching responsibilities), he or she should notify the OD.

On weekend evenings, the dorm parent or super-affiliate on duty needs to be in residence from 12:00 a.m. until waking hours (brunch time) the next morning.

In single residence dorms, a super-affiliate is not expected to stay overnight if the dorm parent will be in residence.

If a single residence dorm parent will not be in residence overnight, the dorm parent should arrange for the super-affiliate to stay in his or her apartment.

In any event, the after-hours dorm parent or super-affiliate is responsible for dealing with exigencies and other situations that arise unexpectedly from check-in until the next morning.

### **iv. Structured study and library duty**

- On duty one week night every week (Structured Study Hall: 7:45 p.m. to 10:15 p.m.; Library: 7:00 p.m. to 10:00 p.m.).
- On duty six to seven weekends per year as a member of a weekend duty team: each member will be assigned by the coordinator of student activities or weekend OD to cover weekend blocks.

Active duty on weekends entails being available to run activities and events that are planned for weekends or helping dorms out with extra activity coverage during an evening block. Each team will cover six or seven weekends per year. On some weekends when extra coverage is needed, teams may share duty to provide additional coverage on an on-call basis.

Please note that the four-hour time blocks may need to be adjusted on occasion, depending on the activities being offered.

### **v. On-duty administrator (OD) duty**

- one weeknight every other week (5:00 p.m. to 8 a.m.)
  - in split pairs six to seven weekends during the course of the school year (5:00 p.m. on Friday through 8:00 a.m. on Monday)
- Members of the administrative team serve as ODs on weeknights and weekends.

Active duty on weeknights entails being at dinner and then being a presence on campus for the balance of the evening by passing through dormitories and common places, interacting with kids, being the go-to person for emergencies, ensuring that students are accounted for at check-in, and otherwise supporting the adults who are staffing the evening.

Active duty on weekends entails being the leader of the weekend team and being the go-to person for all matters and situations that might arise on a weekend. In addition to being at all meals and being a continuous roving presence on campus and in the dorms for the weekend, the OD will be involved in the advance planning of weekend activities (with the coordinator of student activities, on-duty faculty, and interested students), the assigning (with the coordinator of student activities) of weekend team faculty to their various blocks of duty, and the coordination (with the dean of students) of the comings and goings of students for the weekend.

See Missing students in section vii. Weeknight and Weekend duties, below.

### **vi. Weeknight and weekend duties and routines**

#### Week nights, Sunday through Thursday

Study hours: It is important for supervising adults to know where dorm residents are in the evening. There are three study statuses that affect the dorm at night. DPs receive a list of those on structured and dorm-restricted status and can expect the list to change at mid-term and end-of-term. (See also *Omnibus Lucet.*)

- independent status or self-directed study – Students can leave the dorm to study but need to leave a note on their door, saying where they are during study hours. Students on independent must use the hours to study. It is best if DPs develop a system for checking on them, either in person or by phone.
- dorm restricted study – Students are restricted to the dorm unless they have an advisor's or a teacher's note stating they have reason to study elsewhere. Students must give the teacher note to the dorm parent, and dorm parent must also sign the note. The student will be expected to produce this note, signed by his teacher and his DP, when he arrives at his alternate study location for that night and to have it signed a third time by the adult in charge at that location. At the end of the night, the student must give the note back to the DP.
- structured study – students must leave the dorm to study under direct supervision in the Ansin Academic Building from 7:50 p.m. to 10:00 p.m. with a study hall monitor.
- All returning boarders who do not appear on the Restricted Study list or the Structured Study list are on Independent Status. All new boarders are on dorm-restricted study until midterm, when their status will be established based on their fall midterm GPA.
- Students should have all their study belongings together for study hours by 7:50 p.m. At that time, students should either be in their rooms, at structured study, or at the library or other approved study site, depending upon academic status – the adult on duty should do the 8:00 check-in, with the help of the proctor.
- Each dorm should have an attendance check list for the 8:00 p.m. and 10:00 p.m. check-in times. Many dorms use a white board to keep track of the comings and goings of students. DPs can also use it to keep track of permissions for leaving the dorm during study hall (to the library or computer room).
- The dorm should be quiet between 8:00 p.m. and 10:00 p.m. DPs should walk around the dorm to keep things quiet throughout study hall.

After study hours: At 10:00 p.m., it is important for DPs to check in each student personally.

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- The adult on duty **must** do the 10 PM check-in and must **see** each student.
- DPs should use a checklist to be certain they've actually seen each person. Hearing someone through a door, seeing a lump that looks like a person in her or his bed or hearing from another student (even the proctor) that a student is present is not sufficient.
- Once DPs have done check-in, they should call 978-758-7896 and let the OD know if they have everyone or if they are missing any students.
- If a DP is missing a student, he or she should first check with friends in the dorm who may have seen the student earlier in the evening. Often, the students have the information the DP is looking for! (See Missing students, below)
- Break is between 10:00 p.m. and 10:30 p.m. STUDENTS MAY NOT LEAVE THE DORMS.
- Upperclass students should be getting ready for bed between 10:30 p.m. and 10:45 p.m.

### Bedtime and lights out

- The dormitory should be quiet on weeknights, after 10:30 p.m., so that students can go to sleep.
- In general, 9<sup>th</sup> and 10<sup>th</sup> grade students should be in their own rooms with the lights out by 10:30 p.m.
- For new students, the excitement of living in a dorm often conflicts with this expectation, so DPs need to be clear and firm with residents in enforcing this rule.
- 11<sup>th</sup> and 12<sup>th</sup> grade students should be in their own rooms by 11:00 p.m.
- Students should use the "break" period from 10:00 to 10:30 p.m. to get ready for bed, socialize with their dorm mates, watch TV, and unwind.
- The reality is that older students frequently have work to do beyond 11:00 p.m.
- The dorm needs to have an atmosphere of quiet and calm, even if a few students remain up reading or studying.

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Late lights: Occasionally a 9<sup>th</sup> or 10<sup>th</sup> grade student may ask for late lights in order to complete unfinished work.

- To encourage practice in planning ahead, students should ask for late lights ahead of time, preferably at the beginning of study hours.
- Dorm parents reserve the right to deny late lights to any student who does not make good use of regular study hours, abuses the privilege, or waits until the end of study hours to ask.
- The DP should inquire as to why and how long late lights are needed.
- It is a good idea for the DP to follow up and check on the student at the end of the agreed-upon extension time.

Sunday nights: dorm meetings: One of the most important parts of the residential life curriculum is the Sunday night dorm meeting at 7:30 p.m.

- Every dorm will hold its dorm meeting and dorm feed on Sunday night (or on the night returning from a long weekend or vacation) prior to study hall.
- Students are expected to return on Sundays and after vacations for attendance at each dorm meeting at 7:30 p.m.
- Sunday night feeds can be held at the meeting or after study hours. The Student Life Office can provide ideas for feeds. (See Allotted budgets for dorms in section viii. Creating a Culture of Community Respect in a Dorm, below.)
- There are always topics to discuss or issues that need to be solved, announced, etc. Meetings can be held for dorm business, to give information to residents, to celebrate birthdays, or just for gathering socially and taking a study break. DPs should include the proctors in planning and running dorm meetings. There may be a need to have additional meetings should problems or issues arise during the week.

Late return from weekend sign-outs: It is vital to the success of the residential life program that an atmosphere of study and learning pervade the Lawrence Academy campus in the evening.

- Students are expected to be at school for study hours Sunday through Thursday. Study hours begin at 8:00 p.m., and students should be at their desks ready to begin their homework at this time.
- In exceptional circumstances, a student may get permission in advance to return late for study hours from the dean of students. A phone call from the parent is necessary.

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- When a student returns late for study hours, it can be very disruptive to the dormitory and the study environment.
- If a student returns late to a Sunday dorm meeting, please inform the OD. The student may receive a Saturday morning consequence.
- If students call the dorm parent to say that they will be returning late, they should be referred to the OD. If the OD allows students to return on a weekend evening after 11:00 p.m., the OD will ensure that the students get back safely to their dormitories.

If students consistently return late (more than once) on Sunday evenings for dorm meetings, or are late for dorm check-in during the week without pre-approval, they should be assigned a Saturday morning consequence or, possibly, greater consequences.

### Weekends: Friday and Saturday

- All students must be in the dorm by 11:00 p.m. Friday and Saturday.
- All students must be accounted for at check-in. If a student is missing, call the OD (978-758-7896). (See Missing students, below.)

No student may leave a dorm after dorm-check or during specific restricted times unless special permission has been obtained, first, from either the dean of students or OD and then from the dorm parent on duty.

Missing students: If a student is missing at dorm check-in the following course of action should occur:

- The dorm parent should check to make sure the student has not posted a sign-out in the dormitory.
- The dorm parent should, if possible, check the weekend sign-out list.
- The dorm parent should ask other students in the dorm if they have seen the individual that evening and if they know of his/her location.
- The dorm parent should check the student's room (key in to the room if necessary).
- The dorm parent should call the OD (978-758-7896).
- If the OD does not know where the missing individual is, then the OD will either:

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- call the student (on the student's cell phone or home phone) or
  - ask the dorm parent to call the student.
- If the student is located after the phone call(s), the OD and dorm parent should communicate so that both know of the student's whereabouts.
- After the above measures have been taken, the OD may contact the dean of students for possible additional information. The OD will continue to take the lead in tracking down the missing student.
- The OD should also notify the assistant head of school, who will then notify the head of school.

### Guests

- Ordinarily the School does not allow weekday evening guests, citing the need for a bed and a desk for anyone remaining on campus after 7:50 PM on a school night.
- Students may occasionally ask to have a same gender guest stay in the dorm on weekend nights.
  - For weekend stays, the student should ask the dorm parent on duty for permission, as well as the dean of students and the student's roommate.
  - If it is an LA day student spending the night, the guest needs to have his or her parent call the dean of students and the dorm parent. Parental permission and contact information is needed in case of emergency.
  - **Written or verbal permission is required for non-LA guests.** The dean of students must obtain this permission from the parent or guardian of the guest. The parents of the LA student may also be contacted for permission.

### **vii. Creating a culture of community respect in the dorm**

Activities and snacks: Dorm activities are those extra events that may be organized within the dorm. Each dorm may have a different philosophy on these events because of the make-up of the dorm and/or the school and family responsibilities of each dorm faculty member.

- Proctors are a great resource for planning these activities.
- It is great to do something to break up the routine, add some flavor to the dorm, and help to create a cohesive dorm community. Activities can range from things done right on campus to off-campus trips involving all dorm members.



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- Activities take time, so make sure that there is enough time to do them right. When planning an activity, it is best to get the students to lead or assist in this planning. With the larger dorms, it is often better to break the dorm down into smaller groups to create more manageable numbers.
- All dorm faculty involved in any given dorm should be in constant communication about these special activities. If the activity requires the presence of all dorm faculty from the dorm, there should be consensus as to when this will happen.

Allotted budgets for dorms: There are available funds for reimbursement of dorm activities/events, or special treats!

- **Each dorm will receive \$15 per student per term.**
- Sunday night feeds, dorm trips, common room amenities, pizza, barbeques, etc. are good uses for this money, and there should be periodic discussion throughout the year between the dorm parents and proctors in the dorm as to how to make best use of it. More examples of fun dorm activities can be obtained from the Student Life Office.
- Generally, reimbursement is done by turning in receipts to the dean of students, who will arrange for a check to be distributed to the appropriate person.
- Reminder: Lawrence Academy is tax exempt (not on restaurant food, though). Therefore, if the dorm plans on purchasing something a DP should go to the Business Office to acquire the proper paperwork before making that purchase.
- Dorm residents can also collect recyclables and put the proceeds in a dorm fund for food or share responsibility for snacks.

Community service: Dorms can, and often do, organize service initiatives in addition to the school's community service program requirements. These initiatives may be ongoing throughout the year or may take the form of a single event.

Dorm cleanliness: Residents should keep the common areas of the dorm clean. Job assignments should be assigned and rotated each term, and clear expectations of keeping their "home" clean should be explained. Room inspections should be conducted on a weekly basis to ensure that individual rooms are being kept clean as well. This may be an excellent job for the proctor(s).

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## Discipline

- Dorm Creed: It is a good idea if DPs use their first dorm meeting to create a code by which the dorm community will live, brainstorming with the residents for a dorm-specific list of characteristics they would like their dorm to adopt, create a “mission statement” for their dorm, if they like. Residents will want to post the dorm code for easy reference and review it at subsequent dorm meetings. Students will pay attention to self-imposed guidelines but will undoubtedly need reminding.
- Major Discipline: Whenever a student breaks a major rule, it is important for the dorm faculty member to pursue the incident according to the guidelines in *Omnibus Lucet*. If a DP discovers that a student has broken a major school rule, it must immediately be reported to the dean of students. This is often tough for some dorm faculty members who may want to give the student “a break.” In these cases it is often prudent to think about the next case – what if it happens again next week? Consistency on these issues is crucial to the system. A discipline system is only as good as those who choose to enforce it.

While there is some latitude with minor offenses, it is important to treat major offenses with consistency, regardless of the dorm in which a student may reside.

- Minor Discipline: It is probably most effective to deal with minor discipline problems directly in the dorm. Each instance of roommate problems or other behavioral issues may require a different response. DPs might want to run interference themselves or turn to proctors, speak with the dean of students, or refer to the peer counselors. Common minor infractions include: late for check-in, messy room, inappropriate conduct, and failure to do a dorm job. The response to these offenses can range from a friendly reminder, to a stern warning, to a dorm job, or to a Saturday morning consequence.

DPs should try not to feel bad about keeping someone from going to the library during study hours without a note or from going to a movie with a day student on the weekend. If the student wants to go badly enough, he or she will make the effort to get the right permission. At times, students are tempted to ask for permission to do things that they are not supposed to do with the hope that the DP may be unaware of this. It is better to have said “no” than to have given a permission that may have put a student in an unsafe situation!

**NOTE:** If the issue is of a health or emotional nature, please contact the dean of students, the school counselor, or the Health Center for support. (See Guidelines for All Faculty in Promoting the General Health and Well-Being of All Students.)

## **viii. Health and safety**

### Fire safety

- There will be fire drills in the dormitories beginning in the fall term.

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- Please review fire safety issues and procedures with dorm residents.
- Fire safety information is located in each dorm and in *The Residential Life Handbook*.

### Health care, medication, and illness

- The director of health services will give a health care presentation during orientation week.
- There is always a nurse either on duty or on call.
- Emergency numbers are located in this handbook under Guidelines for All Faculty for Promoting the General Health and Well-Being of All Students and are posted in all buildings.
- Do not distribute any medication, including Tylenol and Motrin, in the dorm without checking with the nurse on call.
- All prescribed medications for students should be given to Susan McKenna, Lisa Fei, or Jeanne Wilson. The nurses will determine which medications the student may keep in the dorm and which must be kept in the Health Center.

Illness: All students need to check-in with the nurse in the morning – before classes – if they are ill and need to miss class. If a student is (really) too sick to walk to the Health Center, he or she should inform a dorm parent, who should then inform the Health Center, that the student is too ill to make it to the Health Center or telephone the Health Center directly by 8:00 a.m. (See Attendance in *Omnibus Lucet*)

Maintenance issues: It is not the DP's job, of course, to repair things in the dormitory that may break from time to time. However, it is the DP's responsibility to inform the appropriate people about maintenance issues in the dormitory.

- If the repair is not an emergency the DP can submit a work order to:  
<http://buildings.lacademy.edu>.
- If it is an emergency, during school hours the DP should contact the buildings and grounds department (B & G) directly. The DP can also call the main school phone number (978-448-6535), and Pat Stark can reach the building and grounds crew on the radio.
- During non-school hours, the DP should consult the emergency numbers that will be posted by the buildings and grounds department at the start of the school year. There is always somebody “on-call” from B & G. The OD will also have this number.

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- Remember, the same goes for DP apartments. If DPs have a problem with their own living space, they should be sure to inform B & G.

### **ix. Dorm parent meetings**

- The dean of students will oversee Dorm Head and Dorm Parent Meetings.
- Dorm parent meetings occur once or twice a term as agreed upon by dorm parents.
- These meetings are required for all dorm faculty.
- Dorm heads meet additionally on a bi-weekly basis.

### **x. Dorm comments**

- Dorm comments will be written formally only at the end of the fall term.
- These comments will be substantive and not checklists.
- In the spring term, dorm comments will be informal, in-house comments for the advisor, whose letter can reflect significant changes, growth, etc.
- No comments are to be written by students.
- For further guidance, see teacher comments in Expectations and Responsibilities for Classroom Teachers.

#### **sample dorm comments**

##### sample 1

(Student's name) has been a wonderful contributing member of our dorm community so far this year. He is always polite and respectful of dorm parents and other residents. In particular, it was wonderful when another student was locked out of his room, and (student's name) invited that student to wait in his room until the dorm parent returned to unlock the door. One area of growth for (student's name) would be to be more organized in his room and prepare, in advance, for weekly room cleanliness checks. Overall, it has been a pleasure getting to know (student's name) this year.

### sample 2

There has been some gradual progress in (student's name) adjustment to community living. She started the year with room for growth in respecting her space and dorm mates. We continue to work through issues with regard to (give specific examples), but we see some improvement and welcome the opportunity to provide teachable moments. She is always friendly and can often use her energy to the benefit of dorm life. We look forward to the rest of the year with (student's name).

### **xi. Free time**

Free time is precious. DPs should take full advantage of the time they're off-duty and be clear with students about their times off and on. Somebody else is there to cover when a DP is "off."

Finally, there is the "off-duty-no" or the "no-for-personal-sanity." To illustrate, here are two scenarios. First scenario: at 7 PM, a DP has finished a full day of teaching and coaching, and even though he is not on duty in the dorm, a student knocks on his door to ask if he is interested in taking a ride to McDonald's. Second scenario: a student stops by in tears having just been bullied by an upper classman and the DP knows he is the only one the student can talk to. The DP can tactfully say "no" to the first student, but the School expects the DP to help the second student resolve the bullying situation. (See the Bullying Policy in *Omnibus Lucet*.)

Unfortunately, there is no distinct line between when to say "yes" and when to say "no" and not all situations are as cut and dried as the above two scenarios. Quite often a judgment call will have to be made on a DP's part. A DP should never hesitate to ask for guidance from the OD, the dean of students, or a fellow dorm parent!

Having all the answers: All dorm parents, even new ones, are asked to have the answers to basic questions. It is helpful to have a chart handy, perhaps on the dorm-duty clip board or posted on a bulletin board in the dorm, of common requests and how a student should go about receiving permission for each request. Having the two school handbooks nearby is also a good idea. *Omnibus Lucet* and *The Faculty Handbook* are tremendous resources.

At times, though, a DP may not have the information available or simply does not know what to say. In the case of such an event, the DP may want to have the resident ask one of his more experienced colleagues in the dorm or call the OD. Ultimately, if a DP feels the student's request is unanswerable and no one is available to help with the answer, or if the student's request seems unreasonable, then the DP may simply want to say, "No, for now, until I can get back to you with the right answer."

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Summer Programs' use of facilities: While summer is dorm faculty's time to rest and relax, the school is still a busy place, and the summer programs use all the campus facilities, including the dorms and the dining hall, which serves only to summer program groups who have paid for their meals. LA faculty members who are employed by these groups are welcome to eat in the dining hall with their group. The residential summer programs provide their own supervision at all times.

## **GUIDELINES FOR ALL FACULTY IN PROMOTING THE GENERAL HEALTH AND WELL-BEING OF ALL STUDENTS**

### **i. Student Support Group**

Each week the Student Support Group (SSG) meets to discuss students in need of support. In addition, the group discusses concerns which affect the general health and well-being of all students. The group discusses specific concerns, devises an action plan that addresses those concerns, and reports out on action plans from the previous meeting. The dean of students chairs the meetings, and representatives from the following areas of school life sit on SSG:

The Health Center  
The Counseling Office  
The Student Life Office  
The Residential Life Office  
The Studies Office  
The Academic Support Office  
The Intervention Team  
The Athletic Training Office  
The Director of Diversity Programs

**NOTE:** Additional student support resources include, but are not limited to, the director of international student programs, the diversity coordinator, individual advisors, the assistant head of school, and the head of school.

See flow charts for communicating concerns about students and for short term and extended leave at end of this handbook.

### **ii. International students: stages of cultural adjustment**

Most international students spend the first few days in Groton settling in and getting adjusted; however, adjustment is not accomplished in just a few days. Adjustment is an ongoing process demanded by one situation and then another. What follows are the four stages of cultural adjustment.

The Honeymoon Stage is characterized by exhilaration, anticipation, and excitement. The foreign student is fascinated with everything that is new. The students are embarking on their “dream come true,” which is to study in the United States. A student in the “honeymoon stage” will demonstrate an eagerness to please, a spirit of cooperation, and an active interest as others speak. These students are delightful to work with and for, but in their enthusiasm to please, they frequently nod or smile to indicate understanding, when, in fact, they have not understood. When their misunderstandings mount up, they are likely to experience the second stage of cultural adjustment.

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The Hostility Stage is characterized by frustration, anger, anxiety, and sometimes depression. Following the initial excitement is frustration with the school bureaucracy and weariness of speaking and listening in English every day. Sleep patterns may be disrupted. The student may suffer from indigestion and be unable to eat. Students are upset because they have studied English but don't seem to understand anyone. Foreign students react to this frustration by rejecting the new environment in which they feel discomfort. The internal reasoning might be, "If I feel bad, it's because of them." Students blame their external environment for this bad feeling. At this point, foreign students usually display hostility toward the new frustrations, excessive fear and mistrust of Americans, frequent absenteeism, lack of interest, lack of motivation, and, at worst, complete withdrawal. Many academic problems begin during this stage. These students are in a difficult, painful state. It can be challenging to work with them so that they can move on to the third stage of cultural adjustment.

The Humor Stage follows when the new foreign student begins to relax in a new situation and laugh at minor mistakes and misunderstandings that previously would have caused major headaches in the "hostility" stage. This more relaxed state occurs after the student has made some friends and is able to manage the size and complexity of the school, understand the studies, and begin to pass tests. These students are generally easy to work with because they are relaxed and receptive and understand directions.

The Home Stage occurs when the foreign student not only retains allegiance to his home culture but also "feels at home" in his newly acquired one. The student has successfully adjusted to the norms and standards of the school and should be commended for the ability to live successfully in two cultures.

### **iii. Handling active use situations: drugs and alcohol**

- *When should a student be confronted?* A student should be confronted whenever there is evidence of drug or alcohol use. Evidence includes, but is not limited to, drug paraphernalia, odors of alcohol or marijuana smoke, empty or full beer/liquor bottles, rolling papers, and material that could be an illegal drug. Students need not be caught using; they need only be in the presence of such evidence to justify a faculty member's confrontation. A student should be confronted if his/her behavior is suspicious or if the student is obviously intoxicated.
- *When confronting students another faculty member should be present.* Every attempt should be made to have another faculty member present when confronting a student suspected of using or being under the influence of drugs, including alcohol. If confronting a student alone, a faculty member should immediately take the student to another adult for confirmation of suspicions. The student should be immediately isolated from his/her peers.
- *A faculty member should be clear in questioning.* A faculty member should ask the student whether he or she is drunk or stoned, if he or she has been drinking, smoking, etc.



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A faculty member should tell the student why he is concerned, using facts and observations.

- *A faculty member should not leave a student alone.* If the student appears “under the influence,” intoxicated, or sick, a faculty member should notify the on-call nurse and the OD immediately. A faculty member should stay with the student until the nurse arrives. If the student is unconscious, a faculty member should first call an ambulance and then notify the on-call nurse. The faculty member should find out what drug(s) has been used. The nurse will contact the student’s parents. (See Health Center policies, below.)
- *The student’s room should be thoroughly searched* by two faculty members in the presence of the suspected student. If suspicions are confirmed and the above health/safety concerns have been addressed, a faculty member should notify the dean of students.
- *If a faculty member needs a second opinion:* If a student suspected of being under the influence of drugs or alcohol is brought to one faculty member by another faculty member, the second faculty member should agree or help determine whether the odor of the substance is present *only if it is within his capacity make such a determination*. If his sense of smell is not good or if he has been drinking, he should disqualify himself and suggest that the first faculty member take the student to a third faculty member. Once a second opinion has been given, the assessment is concluded. The first faculty member cannot take a student to yet a fourth faculty member for further assessment.

### **iv. Handling concerns about students who are not actively using**

For additional information, please refer to the Flow Chart for Communicating Concerns about Students at the end of this handbook.

- Often faculty see or hear about student behavior which causes concern but which may not require immediate intervention or confrontation from either a health or discipline standpoint.
- These behaviors sometimes indicate drug and/or alcohol use or abuse.
- They can also be the result of other emotional or physical issues.
- Sometimes these behaviors require an obvious and immediate response, and sometimes they add up in little ways over an extended period of time.
- In all cases, the sooner these behaviors are addressed, the sooner the students exhibiting them can be helped.

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### Ways to address these behaviors include

- speaking to the student of concern, using “I” statements to convey care and concern for that student based on the behavior observed and/or the behavior about which a faculty member has heard,
- bringing the student to the Health Center or the Student Life Office and speaking to the student in concert with members of one of those departments,
- consulting with the Intervention Team (I Team) about concerns for a student. (The I Team is not only a confidential health-oriented option for addressing students’ at-risk behaviors, it is also a confidential resource for advisors, teachers, dorm parents and coaches who need to talk through how to address student issues.) (See *Omnibus Lucet* for a full description of the I Team.),
- reporting concerns about the student to the Health Center and/or the Student Life Office,
- reporting concerns to the I Team.

**NOTE:** For concerns about suicide, see Health Center Policies, below.

### **v. Faculty duty to report acts of neglect or abuse of students**

A member of the school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional, shall immediately report any instance of abuse, including sexual abuse and statutory rape (sexual relations with persons under 16), bullying, cyber-bullying, neglect or retaliation that the staff member has witnessed or become aware of to the head of school, the assistant head of school, or to any other person designated by the head of school to receive such reports. In emergency situations, the first communication should be to emergency responders, such as police or EMTs.

Below are the statutory definitions of the operative terms: neglect, bullying, cyber-bullying, retaliation and abuse. (Retaliation is not defined by statute.)

"Abuse": the non-accidental commission of any act by a caretaker upon a child under age 18 which causes, or creates a substantial risk of, physical or emotional injury; or constitutes a sexual offense under the laws of the Commonwealth; or any sexual contact between a caretaker and a child under the care of that individual. This definition is not dependent upon location (i.e., abuse can occur while the child is in an out-of-home or in-home setting).

"Bullying": the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed

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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. For the purposes of this section, bullying shall include cyber-bullying.

"Cyber-bullying": 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.

"Neglect": Failure by a caretaker, either deliberately or through negligence or inability to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, or other essential care; provided, however, that such inability is not due solely to inadequate economic resources or solely to the existence of a handicapping condition. This definition is not dependent upon location (i.e., neglect can occur while the child is in an out-of-home setting).

**NOTE:** See *Omnibus Lucet* for complete Bullying and Sexual Intimacy Policies.

### **vi. Contacting the Health Center and Athletic Training Office**

#### Health Center hours

Monday-Thursday 7:45am-8:00pm

Friday 7:45am-4:00pm

#### Contact the Health Center during these hours by calling

Nurses: 1-978-448-6670

Counselor: 1-978-448-5659

**At all other times, in an emergency, you may reach the on-call nurse at 1-978-302-4356.**

Athletic Training Hours are posted in the Athletic Center, and the athletic trainer is available at

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all home contests and practices and will travel with the football team to away games. At home contests and practices, the athletic trainer is available via cell phone or 2-way radio. In the event of an injury at an away contest, coaches should contact the athletic trainer via a phone call as soon as feasibly possible, but before they leave the visiting school, and again upon arrival back at Lawrence Academy.

Contact the Athletic Training Office: 1-978-448-1551

Head athletic trainer cell phone: 1-978-987-1688

### **vii. Health Center Policies**

How to access medical help

In the event of an extreme medical emergency:

The victim is:

- unconsciousness
- bleeding profusely
- having difficulty breathing
- or if the responding adult is unsure whether the situation is an emergency,

**ERR ON THE SIDE OF CAUTION, dial 911 (9-911 from most school phones and 978-448-5555 from cell phones).** Blue light poles on campus automatically dial 911 to the Groton police.

How to call 911

When calling 911, the caller must be prepared to tell the dispatcher

- the location of the emergency (building, room number, etc. The EMTs need more information than just LA);
- the number of the phone from which he is calling;
- the caller's name, the nature of the emergency, the victim's condition and any help being given.
- The caller should NEVER HANG UP FIRST – he may be asked for more information.
- The caller should send someone to meet the ambulance to direct the EMTs to the victim.
- After all this has been done,
  - the caller should call the OD at 1-978-758-7896,
  - call the nurse.

Universal precautions: “Universal precautions” refers to the usual and ordinary steps that all school personnel need to take in order to reduce their risk of infections caused by blood-borne organisms, including HIV and Hepatitis B.

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These steps always need to be taken, regardless of whether a student or staff member is known to be infected with a blood-borne pathogen.

Appropriate equipment (mops, buckets, cleaning supplies, latex gloves, and disposable towels) is readily available for the cleanup of bodily fluid spills.

- Treat human blood spills with caution and clean promptly.
- Always use latex gloves, or their equivalent, when assisting in the cleaning of body fluid spills. Intact skin is protective, but even microscopic compromise of the skin may provide a portal for introduction of infection.
- Unless a situation is severe and the victim is incapable, he should clean up his own spills.
- Clean up spills as directed with the OSHA-recommended cleaning supplies provided.
- Disinfect or replace cleaning equipment.
- Wash hands immediately after any contact with bodily fluid. Soap and water kills most blood-borne pathogens.

### Infectious disease policy

- The following is consistent with Centers for Disease Control and Prevention (CDC) and Massachusetts Department of Public Health (MPH) guidelines.
- A person should not come to campus if he is currently suffering from flulike symptoms (fever at or above 100° Fahrenheit and any of the following: cough, nasal congestion, or sore throat). He must remain off campus until he is fever-free without having taken fever-reducing medication (such as ibuprofen or acetaminophen) for 24 hours.
- If he has been exposed to a family member or other close contact who has flulike symptoms (as described above), even if he has remained well, he must contact the Health Center, using the on-call cell phone, before returning to campus (978-302-4356).
- If he becomes ill with flulike symptoms while on campus, he must contact the Health Center immediately. If warranted, he must leave campus and not return until he is fever-free for 24 hours (without fever-reducing medications such as ibuprofen and acetaminophen) and after having consulted with the Health Center.
- The best way to protect against contagious disease is to practice sound hygiene and respiratory etiquette:
  - *Wash hands frequently.* Almost all infections are spread by hands, so it is important to wash them frequently with soap and water for about 20 seconds. If soap and water are not available, hand sanitizers with at least 60% alcohol may be used. (Dispensers are available in several campus locations, and people may want to consider carrying their own personal bottles.)

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- *Cough and sneeze into a tissue and dispose of tissues immediately.* If a person has no tissue, he should cough or sneeze into the inside of his elbow, not into his bare hand. He should avoid touching his eyes, nose, and mouth. He should not share water bottles or silverware. He should not leave his toothbrush lying around on the bathroom sink.

### Dealing with serious crises

In any crisis, it is very important that the adults to whom a student (or colleague) turns are able to deal effectively and compassionately with the individual in the crisis. The first person to respond can make the difference between healthy coping and recovery or long-term difficulties in overcoming the after-effects of the crisis. Some crises are immediate and life-threatening. Others may be physiologically or psychologically debilitating. Sometimes a person in crisis will seek help immediately, and at other times he or she will not get help until someone notices signs that all is not well, sometimes well after the event.

Generally, a sense of helplessness plus lack of control can lead to crisis. An individual who is bombarded with multiple stressors and has few support systems may feel overwhelmed. Personality styles and coping mechanisms determine whether the situation becomes a crisis. These guidelines are intended to help adults at Lawrence respond most effectively to students (or colleagues) who are encountering a difficult or disastrous situation. It is important to remember the responding adult is not alone; help is always available. If the responding adult suspects a student (or colleague) is in crisis, he should do the following:

- Calmly, sensitively, and thoughtfully take charge.
- Assess the situation.
- **Get help.**
- Stay with the person at all times.
- Get as much information as he can.
- Pass the crisis on to a qualified professional after he has given any necessary first aid.
- Ask for help for himself after the crisis is over.

### Approaching a person who might be suicidal or who has made a suicidal threat or gesture

- The responding adult should ask directly,
  - Are you thinking of killing yourself?
  - Have you had thoughts like this before?
  - Do you have a plan?
  - Do you have access to the components of the plan, like pills, a razor, etc.?
- **The responding adult should get help – whether the person responds ‘yes’ or ‘no’ to any of the above questions.** The responding adult should tell the person that while he is a very concerned advocate, he is not a professional and that he must bring this matter to the attention of the school counselor or the nurse.
- The responding adult should not leave the person alone at any time.

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- The responding adult should let the person know that he/she is not bad or a freak for having these feelings of sadness, anger or whatever they may be; others have felt this way, too, at times. The responding adult should acknowledge that the feelings are important, while also indicating that he does not condone acting on the suicidal feelings.

### Procedures following a suicide attempt

If a student or colleague has tried to harm him or herself, follow the How to access medical help protocol, above. The following information will be helpful to health professionals:

- How did the person harm him or herself?
- Where?
- When?
- If the person ingested a toxin-What was it? How much was ingested?

After a student suicide attempt, the parents or guardians of the student will take responsibility for the child, and he or she will be placed on a medical leave of absence as described in *Omnibus Lucet*.

### **viii. The Crisis Management Team**

Crises range in scope and intensity, from incidents that directly or indirectly affect a single student to ones that impact an entire community.

In response, Lawrence Academy has developed a Crisis Management Team consisting of members trained in emergency response procedures and physical and psychological first aid, as well as aftermath interventions. In addition, the dean of students, the assistant head of school, the head of school, the head athletic trainer, and other designees of the head of school sit on the Crisis Management Team as the particular situation demands.

The Crisis Management Team responds to crises as they arise.

### **ix. The Safety Committee**

The Safety Committee is comprised of the director of finance and operations, the director of building and grounds, the head athletic trainer, and several other members of the faculty and staff whose charge it is to ensure that all facilities, programs, and resources provided by the school are safe and sound.

### **x. All Live (alert, learn, leave, live)**

In the event of a shooter or other designated emergency crisis on campus, Lawrence Academy has adopted the following procedures to help protect the lives, safety and well-being of those on campus.

#### **ALERT**

Example: Shooter on Campus

1. Teacher/Staff/Student contacts OD Phone (978)758-7896, which is monitored 24/7, of a shooter/crisis.
  2. Contact 911 immediately giving as much detail as possible to the dispatcher.
  3. All security doors to all buildings are placed in lockdown mode.
  4. Activate phone texting notification system.
- A text message will be sent via a texting notification system. Example: “***EMERGENCY LOCKDOWN Shooter in Ansin 1stFL Leave Ansin if safe Others go to gym or student lounge Tell others around you***”.
  - (ALERT – The campus alert system will be activated to notify all members of the community that a crisis situation is in progress When the system is activated, members of the LA community should monitor their phones for vital information and follow the steps below.

#### **LEARN**

- After receiving information from the texting notification system, in addition to other means of communication (additional text messages, Carillon signal or announcement, etc.) use this information to make a decision about your next step.

#### **LEAVE**

- Depending upon the information known about the crisis, faculty, students, and staff should attempt to use all means of egress to escape to safety (windows, stairwells, fire escapes) if at all possible.
- Take appropriate action at this step with the information you have learned.

#### **LIVE**

- Safer to stay in place and follow the All Live Procedures.
- Follow directives from the text message notification system and Crisis Management Team (CMT) as instructed or from public safety officials on scene.



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## MEETING LOCATION

- Designated locations (East side of Campus-Stone Athletic Center, West side of Campus-Student Lounge), NOTE: Locations may change depending on shooter location and information provided by text and other methods of communication.
- Attendance and notification of well-being:
  - Once students can safely do so, they must text or email their advisors to let them know whether they are safe.
  - Advisors text the OD phone to notify the School of their advisees' well-being and/or of anyone who is missing or not doing well.
  - Any student unable to text an advisor should text the OD phone.
  - Any adult who is not an advisor should text the OD phone
- Await further instructions from Local, State or Federal authorities.
- CMT activated by text/phone and advised where to report.

## **xi. Emergency Action Plan (EAP)**

See Athletic Training Web Page at [www.lacademy.edu](http://www.lacademy.edu)

## **xii. Concussion Information**

See Athletic Training Web Page at [www.lacademy.edu](http://www.lacademy.edu)

### EVALUATION SYSTEM FOR FACULTY AND ADMINISTRATION

#### Approach and Philosophy:

Both the evaluation system and the professional development system at Lawrence Academy serve to inspire professional growth and strength—for the individual faculty member and for the faculty culture as a whole. While the classroom experience is central to the educational mission of the school, the school believes that all aspects of a student’s life form the total experience of a Lawrence Academy education. Towards that end, all members of the faculty—classroom teachers as well as non-teaching faculty—will participate in evaluation and professional development. In addition, all parts of a faculty member’s involvement in school life—from teaching to coaching to advising and beyond—will be assumed in the evaluation and professional development system.

The signature elements and organizing principles of the school’s evaluation system are attuned to a sense of professional growth arising out of collegiality, partnership, and positive professional culture. Namely, the **mentor system** works on the premise that best practices and professional strength are developed in effective relationship with peers who function as exemplars of Lawrence Academy’s educational philosophy and practice. The **cohort system** promotes the idea that collegiality around core principles and practices specific to Lawrence Academy will serve not only the individual, but the faculty and school as a whole. The fundamentals of the evaluation process are described in detail separately, with the following serving as an organizational summary including all members of the faculty.

- Head of School: Yearly evaluation conducted by the board of trustees, including administrative and faculty input.
- Administration: Yearly evaluation with head of school with reference to particulars of job description. Head of school to consult with departmental staff (within administrator’s program or office) as needed. Inclusion in cohort and mentor system, with mentor evaluation, in every evaluation year.
- Faculty: Evaluation in first three years as described below, with active participation in the cohort and mentor system. Subsequent engagement in the cohort and mentor system every fifth year (the “evaluation year” on an ongoing basis).

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## Documentation:

- Faculty evaluations will involve direct written feedback from department chairs (or appropriate supervisors for non-teaching faculty) as well as a synthesis of feedback from all parts of school life (athletics, residential, etc.).
- The departmental evaluations will be submitted to the director of studies (or the appropriate department for non-teaching faculty), the dean of faculty, and mentor.
- A self-reflection will be submitted to the dean of faculty.
- If so desired, the mentor can submit a synthesis of their experience working with the faculty member. This synthesis is shared with the faculty member and submitted to the dean of faculty.

## Evaluation Process:

Faculty members who are new to Lawrence Academy will be evaluated during each of their first three years.

**NOTE:** While the process below assumes evaluation for teaching faculty as a default, appropriate adjustments will be made for non-teaching faculty, as noted.

## Teaching:

- Year one:
  - Throughout the first year, the faculty member will work with a mentor who establishes a professional relationship with the faculty member, visits classes, and provides general feedback, guidance, and support.
  - Additionally, all new faculty members will join a cohort aimed at easing the transition into Lawrence Academy, defining good teaching, encouraging discussion, and providing helpful tools for faculty members at Lawrence Academy.
  - Throughout the fall term, the department chair will make informal visits to each class. Any significant area of concern will be addressed with the faculty member, the mentor, and the dean of faculty prior to completion of the fall term.
  - The mentor may be involved at any step of the formal evaluation process articulated below in consultation with the department chair and the faculty member being evaluated.
  - The formal evaluation is a three step process, beginning in the winter term.
    1. The faculty member and department chair have a pre-evaluation meeting
    2. The department chair visits classes a minimum of three times.

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3. The department chair, mentor, and faculty member have a post-evaluation meeting to discuss the evaluation and begin creating a professional development plan.
- The department chair submits his or her formal evaluation to the dean of faculty and director of studies by the end of the winter term.
- Throughout the spring term, the faculty member continues to meet with the mentor; the department chair continues to make informal visits to classes, and the faculty member finalizes and submits his or her self-reflection to the dean of faculty by June 1<sup>st</sup>.

**NOTE:** Non-teaching faculty will develop a version of the “classroom visit” and subsequent assessment for each specific department and program area in conjunction with their respective director or dean.

- Year two:
  - The faculty member will continue to meet with the mentor and cohort throughout the second year, and the department chair will continue with informal visits to classes.
  - As in year one, the same three-step evaluation process will occur in year two; however, in addition to institutional goals, the department chair will tailor his or her evaluation to the specific needs of the department and faculty member, as outlined in the year one evaluation and self-reflection.
  - The formal evaluation must be submitted to the director of studies by January 15<sup>th</sup>.
  - Along with the mentor and department chair, the faculty member will develop a self-reflection (with a continued emphasis on professional development) to be submitted to dean of faculty by June 1<sup>st</sup>.
  - The self-evaluation and mentor evaluation will be conducted on the same basis as year one.
- Year three:
  - The faculty member will continue to meet with the mentor and cohort throughout the third year and the department chair will continue with informal visits to classes.
  - The evaluation process will be the same as in year one and two, with the department chair submitting his or her formal evaluation to director of studies by January 15<sup>th</sup>.
  - After the formal evaluation, the faculty member will write a self-reflection in consultation with the mentor, with a focus on long term professional development that must be submitted to the dean of faculty by June 1<sup>st</sup>.

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## Department Chairs:

- For department chairs in an evaluation year, the department chair and dean of faculty will select a member of the respective department to conduct the classroom evaluation and submit their evaluation to the director of studies and dean of faculty. Additionally, the director of studies and dean of faculty will meet with members of the respective department, and other department chairs to gather information regarding their role as department chair. Using these interviews, an interview with the department chair, and his/her observations, the director of studies will write a formal evaluation of the department chair that is submitted to the dean of faculty and head of school.

## Residential Life:

- Before the end of the winter term, each dorm will administer a dorm feedback form to be completed electronically by all dorm residents. The feedback form will be administered electronically and the dean of faculty and dean of students will select a date for the feedback depending on the winter schedule.
- After completing the feedback form, dorm parents will meet to review feedback, synthesize, identify patterns, and take any necessary action. Following the dorm meeting, the dorm head will meet with the dean of students to review the feedback.
- For faculty in evaluation years, they will write a reflection on the dorm feedback, which will be shared with the dean of students, and their mentor. The reflection will be included in the year-end self-reflection that is submitted to the dean of faculty.

## Athletics:

- Coaches will have end of year meetings with their team at the end of each season.
- Coaches will have athletes complete a team feedback form at the end of each season.
- Coaches will review the feedback and share with the athletic director.
- For faculty in an evaluation year, they will review the feedback and discuss with the athletic director before the next athletic season begins (i.e. fall coaches should review before start of winter athletics).
- After meeting with the athletic director, coaches in an evaluation year write a brief synthesis of the feedback and their coaching experience, which will be shared with the athletic director and their mentor, and included in the year-end self-reflection that is submitted to the dean of faculty.

## Ongoing Evaluation and Professional Growth:

- Continuing evaluation after third year:

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- Once teachers have passed the three-year mark, they will be evaluated every five years (8, 13, 18, etc.) along the same model as the third year evaluation above and will join a cohort during years of formal evaluation.
  - The department chair will continue with informal visits to classes during intervening years.
- Student evaluations:
  - Each department will create course evaluations that are to be completed by students prior to May 1<sup>st</sup>.
  - Upon completion, each faculty member will review the course evaluations with the department chair.
  - In the case of term-long electives, the evaluations will be completed prior to the end of the course.
- Athletic and Residential Life:
  - Annually, as articulated above.
- Ongoing annual self-reflection:
  - Using the PG&E self-reflection sheet as a guide (see next page), all faculty members must complete an annual self-reflection to be submitted to the dean of faculty prior to June 15<sup>th</sup>.
  - During evaluation years, this self-reflection becomes part of the mentor/faculty collaboration and partnership.
  - In addition, faculty members should review their self-reflections with their department chair (or appropriate program or departmental supervisor) prior to submission.

### **Professional Growth and Evaluation Self-Reflection**

Each year faculty members write a brief narrative that reflects on different areas of established or prospective professional growth and looks towards opportunity for growth in the future. Such a reflection might be constructed in whatever written format suits the faculty member best and will be used as a baseline for individual and full-faculty professional development moving forward.

There are a wide range of possibilities and areas for professional development (subject area, teaching methods, adolescent development, technology, and cultural competency are a few examples) and you should feel free to address any areas that are relevant to your own growth and development as an educator. Again, the reflection might both look back upon past efforts at development and growth and forward to potential areas of interest and professional advancement. The literal requirement in this reflection is simply to look back at the past year and ahead to next year, commenting in a focused way upon your professional experience as a faculty member at Lawrence Academy. Faculty members in an evaluation year should include their residential life and athletic reflection in their submission, as well.

In addition, should the opportunity appeal to you, you might take advantage of this exercise in reflection on professional life in schools to address particular short or long-term ideas or goals you have with regard to your roles and responsibilities at LA or in the wider world of education and professional work. Such an approach is purely optional.

Before submitting your reflection to the dean of faculty, please review your reflection with your department head, program supervisor, or dean.

## PROFESSIONAL AND CURRICULUM DEVELOPMENT

### Philosophy/background:

In general in the world of education, teachers feel a need and desire to improve, but they are frequently frustrated by lack of time and a sense that professional development is an amorphous concept that simply can't compete with the concrete demands of class preparation, paper correcting, and the myriad immediate obligations of life at a boarding school. Frequently, professional development, desirable though it may be, is simply not supported in a formal sense by the general culture of a particular school. The purpose of the professional development program at Lawrence is to provide a supportive formal structure to encourage professional development and to create time so that teachers feel that their efforts to improve their skills and knowledge are sanctioned. Professional development is overseen by the Professional Development Committee. (See Professional Growth and Evaluation Self-Reflection Sheet on previous page for suggested areas of consideration for professional growth opportunities.)

### Suggestions for professional development:

- Graduate work
- Summer or night courses
- Workshops
- Curriculum development
- Class visits (within LA or at another school)
- Self-videotaping in the classroom
- Trying new methods in the classroom
- Summer departmental work on pedagogy
- In-house workshops

### Financial support for professional development

#### Classes and workshops:

- Lawrence makes a major financial commitment to professional development and is able to give substantial support to most requests. **The maximum amount of any grant for graduate degree programs is \$3,500; for all other work, \$2,500.** Should a faculty member be working towards a degree in a graduate program, Lawrence Academy will consider doubling the annual minimum (\$7,000) for each year providing that amount does not exceed  $\frac{3}{4}$  of the total tuition of the program. If approved, the \$7,000 per year would be allotted in the form of a no-interest loan that would be forgiven so long as the faculty member remains at Lawrence Academy for double the amount of time they received the additional funding. (For example, if a faculty member completes a 2-year graduate program, they could receive up to \$7,000 each year and this loan could be



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forgiven so long as they work at Lawrence Academy for four years.) In order to apply for this increase in funding, a faculty member must complete the Professional Development application and illustrate a compelling need for the additional funding.

### Summer travel:

- To encourage teachers to broaden intellectual horizons and to explore unfamiliar parts of the world, Lawrence offers one or two grants annually of up to \$3,000 each for summer travel. These grants are open to any faculty member with at least three years of service to Lawrence and will be awarded based on proposals submitted by November 2nd. In addition to service to Lawrence Academy, criteria for selection include the relevance of the travel plans to teaching and/or intellectual growth and the fullness and specificity of the plan.

### Curriculum development:

- Lawrence Academy has a strong commitment to improving curriculum design. Curriculum development work goes beyond the normal class preparation or creation of a syllabus; it is work that deals with major curricular design or reform (e.g., creating the new Math III program, designing the new Senior English Seminar course). Curriculum development can also be pedagogical work: designing new ways to teach a subject based on a different set of pedagogical principles.
- There is a limited amount of money available to support requests made by faculty. These requests can be used for up to one week's work, and faculty will be paid \$150 per day for an eight-hour workday. Requests for curriculum development should be submitted to the director of studies and the assistant head. All requests should be in writing, and teachers should address (a) what they plan on doing, (b) what they hope to achieve, (c) how their work will aid in the development of their curriculum or pedagogy, and (d) the number of days (full working days) that they anticipate that they will need. Teachers will be required to submit a report of what they did, with copies of materials, syllabi, etc., before they will be paid for this work. The money for this work is taxable.

### Process

- The first step for faculty members is to meet with their department chairs to discuss their plan for professional development.
- As a faculty member works to fulfill professional development requirements, s/he can request funds from the Professional Development Committee. If a faculty member wants to attend a workshop, buy books, attend a conference, or pursue summer travel, s/he must fill out the online [Application for Professional Development Grant](#), (available on OneDrive) **which must be signed by his/her department chair**. The deadlines for financial requests for professional development are **November 2, February 2, and May 17. For travel requests, the deadline is November 2<sup>nd</sup>.**

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- The Professional Development Committee will meet each term to review requests for funds. They will let applicants know **by November 16, February 15, and June 1** at the latest if a request has been approved. The Professional Development Committee will use the following criteria to allocate funds:
  - relevance of proposal to individual professional growth,
  - relevance of proposal to individual's responsibilities at Lawrence,
  - financial commitment of the faculty member for all programs over \$500,
  - availability of funds,
  - history of professional development.
- Requests for curriculum development should be submitted to the director of studies and the Professional Development Committee **by May 17**. All requests should be in writing, and teachers should address:
  - what they plan to do,
  - what they hope to achieve,
  - how their work will aid in the development of their curriculum or pedagogy,
  - the number of days (full working days) they anticipate that they will need.
- Once a faculty member has completed any professional development activity, s/he is expected to submit all relevant material as well as a written evaluation of the program's contribution to professional development, to the Professional Development Committee. No further grants can be made until the evaluation has been submitted.
- The Professional Development Committee will keep and maintain records of each faculty member's professional development, and from time to time, will consult with both individual faculty and department chairs about an individual's professional development program.

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## SUBMIT FORM ONLINE VIA ONEDRIVE

[Application for Professional Development Grant](#) (active link)

NAME: \_\_\_\_\_

Name, date, location, and duration of professional development opportunity:

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Amount of monetary assistance requested: \_\_\_\_\_

Area/s of professional development (check all that apply):

- \_\_\_\_\_ **Growth in subject area:** Expands a teacher's knowledge of the subject.
- \_\_\_\_\_ **Growth in teaching methods:** Expands a teacher's understanding of the different forms of instruction and how they can be used to reach all learners.
- \_\_\_\_\_ **Growth in understanding the stages of adolescent development and how they apply to students in the classroom, on the playing fields, and in the dormitory:** Expands a teacher's understanding of social interaction, stages of development, gender differences, and signs of health and wellness as these aspects affect adolescents.
- \_\_\_\_\_ **Growth in the use of technology:** Develops a teacher's proficiency in the various technologies that they use in the daily activities at the school.
- \_\_\_\_\_ **Growth in diversity, multicultural, and global education:** Expands a teacher's background concerning issues of diversity, cultural competence, inclusion, character education, and residential life.

**Briefly describe the professional development opportunity that you wish to pursue:**

- How will this professional development opportunity meet the criteria you checked in the previous part?
- What are your specific goals?

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- How will this experience enhance your teaching and/or LA duties?
- What specific work will you produce over the course of this experience? Will your work be evaluated in any way? And if so, by whom?
- How do you plan to share the information and/or skills you acquire with the LA community, either in your department, in your classes, with the entire faculty, or with the LA community at large.

Signatures:

a) Applicant \_\_\_\_\_

b) Department Head \_\_\_\_\_

COMMENTS:

c) Director of Studies \_\_\_\_\_

COMMENTS:

## ACADEMIC ACCOMMODATION FACULTY NOTES

- **Note any student on your rosters with learning profile and which accommodations they can use.**
- **You cannot deny a student the right to any approved accommodations.**
- **Plan ahead for any student who needs accommodations. (Most accommodations involve assessments.)**
- **It is your responsibility to implement the accommodations even if a student does not ask for them.** Academic Support works to teach advocacy and responsibility, but technically a student does not need to “ask” each time to use an approved accommodation. Many students are too self-conscious to speak up in front of others or to pull you aside to remind you. Teachers need to plan ahead to make sure a student has the option available. (A student can choose not to use an accommodation.)
- **Assessment purpose:** Teachers should be able to explain the purpose of any kind of assessment (written, project-based, seminar, long or quick test or quiz, etc.), so you can best figure out how to implement accommodations. Does the time it takes a “typical” student to finish seem reasonable given our schedule constraints and/or amount of information a student must know?
- **Keep in mind what you are actually “testing.”** If students have a working memory or retrieval challenge and the assessment expects them to hold formulas or ideas in mind while doing something, split the assessment. First test for working memory knowledge and in a second part, where they have to apply that information, give them the correct information to work with. (Most often seen in math, science and sometimes languages; can be done for the whole class not just the students with accommodations.)
- **50% extended time (ET) for in-class assessments:** Add 1/2 of the time of the block used to give the test or half of the time remaining in the block used to give a quiz. (Example: 50 min. block+25 min.=75 minutes OR 70 min. block+35 min.=105 min.)
- **Quick Check Quizzes that last 5-10 minutes:** Need to allow 2.5 - 5 extra minutes for those who qualify for 50% ET. *Remember - students who qualify for ET have one or more of the following learning challenges: memory, word retrieval, attention/focus, reading, visual or verbal information processing, anxiety, etc.* Any kind of assessment of learning, even if you want to “quickly check retrieval” will require ET.
- **Using the 70 min. block for assessments for “built in” ET:** A 50 min. test with 20-25 min. ET (using the passing time) is given during a long block. Teachers must take away the assessments of those students who do not qualify for the ET after 50 min. or you have to allow the students with ET to have +35 min. to comply with the ET accommodation. (Note: students need to know the class ends after 50 min.; see Academic Support to discuss how to collect tests without calling attention to students with ET.)

- **During the test, check in with students to make sure the “standard” time for taking it will not be longer.** If it is, those with ET get 50% more than what the last student without ET used to finish it.
- **Teachers can allow every student to have as much time as he/she needs:** This means you allow all students to finish. Keep in mind that learning good test taking skills (i.e. time management) is good for students.
- **In-class writing:** If an assessment is graded then the ET accommodation applies. If it is only a draft to be worked on later then it doesn't have to apply. Students should know the purpose ahead of the time.
- **Use of a computer for written tasks, including assessments:** Students can turn off the wireless access until they are ready to print or email the work and/or have students sit with screens facing you.
- **Use of audio text:** This can be used for assessments as well – it is the equivalent to having a reader. ASO has a scanner for documents not already in digital format.
- **Good teaching requires your good judgement.** If you want to see what a struggling student can do with more time (or any of the accommodations we offer), then give it to him/her and document this action. If this becomes a pattern in your class (and in others) the studies office or ASO may need to follow-up with the family about how their child learns and his/her needs in the classroom.

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## **Academic Accommodations**

- 50% extended time for in class quizzes, tests, and exams
- Small group setting for assessments (i.e. final end-of-term written exams)
- Use of a calculator (according to the math department policy)
- No penalty for spelling errors when spell check cannot be used (foreign language exception – unless the correct spelling is an essential element for the exercise)
- Use of a computer for written expression tasks, including assessments
- Use of audio books/digital text and/or text-to-speech software (i.e. Kurzweil) to access information from books, handouts, assessments and other text material.

### **Modification of Graduation Requirements:**

- Language waiver (see explanation below)

### **Math Department “Use of a Calculator” Accommodation Statement**

The calculator is used as a tool to broaden the types of problems available to solve and to offer different modalities (graphical, algebraic, tables) by which students can look at data and other types of problems. It can be used for calculations when, in the opinion of the teacher, it does not circumvent the mathematical ideas being taught and / or tested. For example, Math 1 students are not allowed to use the calculator for signed number operations in the fall term when much of the focus is developing competence with signed numbers and order of operations. However, it may be used in later terms when signed numbers and order of operations are not the focus of the material being introduced.

### **Request for a Language Waiver**

Lawrence Academy requires two years of two levels of one language in order to graduate and we offer no alternative courses to meet this requirement. A language waiver is a modification of this graduation requirement and LA must make the determination if a student is eligible for one based upon several factors. All newly enrolled students will be placed in a language course based upon their current level, grade and credits needed. A language waiver is not transferrable from another school; however, evidence from the school to support this request may be submitted. Significant documentation of a language-based learning disability by a qualified evaluator using specific testing and history of difficulty learning a language is required before the director of studies will convene a meeting. The meeting must include the student, student’s advisor, parents, the language department head and/or current language teacher, director of college counseling and director of academic support. As a team the decision to alter a student’s high school program will be discussed. The consequences of such a decision will be discussed in terms of how this will help a student better access the other areas of the curriculum and how this will affect the college admissions process.