

Lawrence Academy Student Handbook

2017–2018 *Omnibus Lucet*



2017-2018 SCHOOL YEAR AT A GLANCE

September

- 1 Athletic Registration 10:30 AM–Noon for the following: ONLY for students trying out for VARSITY Field Hockey, Boys' Soccer, Girls' Soccer, Volleyball, Boys' Cross Country, Girls' Cross Country, or participating in ALL LEVELS Football
Mandatory assembly for all registering students and their parents, 1:00 PM, RMPAC
Advisor meetings for all registering students and their parents, 1:30 PM
- 1-4 Practices/Tryouts for those registered (coaches will have details)
- 4 Peer Counselors, Proctors, International Student Leaders Registration, 8:00–8:30 AM
- 5 New International Student Registration, 8:00–10:00 AM, for students who didn't register on Sept. 1
New Student Registration, 10:00 AM–Noon, for students who didn't register on Sept. 1
Mandatory Assembly for all registering students and their parents, 1:00 PM, RMPAC
Advisor meetings for all registering students and their parents, 1:30 PM
- 5-6 New Student Orientation (required for ALL new students)
- 6-7 New Student Orientation Overnight Camp (required for ALL new students)
- 7 Returning Student Registration, 3:00–5:00 PM, for students who didn't register on Sept. 1 or 4
Dinner on the Quad 5:00 PM
- 8 Fall Term Classes Begin
- 8-9 New Student Orientation, Varsity Practices continue
- 15-17 On-Campus Weekend. No boarding students may sign out

October

- 9 School in session. Columbus Day
- 27 Classes end at noon for Parents' Weekend
- 27-28 Parents' Weekend
- 30 No classes. Boarding students return by 7:30 PM
- 31 Fall Term Classes Resume

November

- 16 Fall Term Classes End at 3:10 PM. Students may depart after last commitment
- 16-17 Winter Term Varsity Sport Tryouts
- 18 SCHOOL CLOSES. Dorms close at noon for Thanksgiving Break*
*(winter varsity sports may have practices during this time – coaches will have details)
- 27 Boarding students return by 7:30 PM
- 28 Winter Term Classes Begin

December

- 1-3 On-Campus Weekend. No boarding students may sign out
- 14 Classes end at 3:10 PM for Winter Break
SCHOOL CLOSES. Dorms close at 4 PM for Winter Break*
*(except for tournament players)

- 14-16 Varsity Boys' Hockey tournament (coaches will have details)
- 15-16 Varsity Girls' Basketball, Varsity Boys' Basketball tournaments (coaches will have details)
- 15-17 Varsity Girls' Hockey tournament (coaches will have details)
- 16 SCHOOL CLOSES. Dorms close to tournament players at noon for Winter Break* (tournament players)
*(winter varsity sports may have practices or tournaments during this time—coaches will have details)

January

- 2 Boarding students return by 7:30 PM
- 3 Winter Term Classes Resume
- 5-7 On-Campus Weekend. No boarding students may sign out
- 15 School in session. Martin Luther King, Jr. Celebration and Workshops
- 27-29 Long Weekend. Boarding students may sign out after last commitment
- 29 No classes. Boarding students return by 7:30 PM
- 30 Winter Term Classes Resume

February

Please Note: No scheduled breaks. The school calendar on the website is always available with the latest information.

March

- 1 Winter Term Classes End at 3:10 PM
- 2-4 Winterim Preparation Long Weekend. Boarding students may sign out after last commitment
- 4 Boarding students return by 7:30 PM
- 5 Winterim Courses Begin
- 16 Winterim Courses End at 6:30 PM (students may depart for Spring Break after this commitment)
- 17 SCHOOL CLOSES. Dorms close at noon for Spring Break*
*Spring Varsity Sport tryouts will begin on March 31.
Coaches will have details

April

- 2 Boarding students return by 7:30 PM
- 3 Spring Term Classes Begin
- 6-8 On-Campus Weekend. No boarding students may sign out
- 16 School in session. Patriots' Day

May

- 5 Prom
- 26-28 Long Weekend. Boarding students may sign out after last commitment on Friday
- 28 No classes. Boarding students return by 7:30 PM
- 29 Spring Term Classes Resume
- 31 Senior/Parent Graduation Dinner & Senior Slide Show

June

- 1 Graduation, 10:00 AM–Noon
- 7 Spring Term Ends at noon
- 8 SCHOOL CLOSES for the summer. Dorms close at 4 PM

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GUIDING PRINCIPLES

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Lawrence Academy is certainly much more than a set of words or even a group of people. It is more than sets of guidelines, procedures, expectations — or students, teachers, administrators. We are a robust, vital community built upon trust, respect, personal connection, and mutual understanding. Our goal as a community is to use all of the resources at our disposal to learn and develop as fully as we can.

Such growth takes place both collectively and individually, and we achieve our goals best through clear practices of support and guidance. The words that follow immediately below and the collective guidance of this handbook offer sound support, but the positive spirit of our practice matters most. In such a spirit, the *Omnibus Lucet* is a constructive guide to help us understand both the possibilities and the responsibilities of being a member of the Lawrence Academy educational community.

The contents of this handbook are based upon the following principles.

I. School Motto

Omnibus Lucet. The light shines for all.

II. School Mission

At the beginning of each year, the head of school reads the school’s mission at an all-school assembly.

Lawrence Academy recognizes you for who you are and inspires you to take responsibility for who you want to become.

By calling on the school:

- to champion excellence in academics and in the arts, athletics, and residential life;
- to offer innovative programs which personalize learning;
- to provide students with discerning mentors who support self-discovery and risk-taking;

By calling on each other:

- to consider a plurality of perspectives patiently and with curiosity;
- to engage in respectful dialogue and advance the independent thinking and success of others;
- to take action for the common good;

By calling on yourself:

- to develop your voice and use it creatively, constructively, and with confidence;
 - to reflect upon, understand, and learn from failure as well as success;
 - to cultivate a personal stake in lifelong learning and make honorable, informed choices;
- you will learn with others to think for yourself.

III. Diversity Mission Statement

Lawrence Academy seeks to encourage the voice of every community member and invites a spirit of education as a means of celebrating diversity, acknowledging each individual’s unique qualities regardless of race, ethnicity, class, gender, sexuality, ability, religious affiliation, and political views.



ACADEMIC PROGRAMS, POLICIES,
AND PRACTICES

ACADEMIC PROGRAMS, POLICIES, AND PRACTICES

Lawrence Academy's academic program is designed to foster independent inquiry, the acquisition of skills, and a lifelong love of learning.

I. 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.

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.

II. Graduation Requirements

All courses required for Lawrence Academy graduation must be taken at Lawrence Academy while a student is enrolled at Lawrence Academy, unless a student is enrolled in a pre-approved program.

Credit minimum: 18 credits and 1 Winterim course for each year of school a student is in attendance are required for graduation by students who enter Lawrence Academy in grade 9. All other students are required to earn 17 credits. A year-long course fulfills 1 credit. A term course fulfills 1/3 credit.

Course credit: To receive credit for any course, students must satisfactorily fulfill all requirements outlined by the teacher. Students who do not meet these requirements by the end of any midterm or term receive an F. A term failure is averaged into the year grade of a year-long course; if it is a term course, the student will have failed that course.

Course load: Students generally take 5 courses per term, unless the 6th course satisfies the arts requirement. Any alteration to this course load must receive approval from the Studies Office and is subject to ongoing review.

Diploma Requirements:

- **English:** Complete a year of English for every year at Lawrence Academy.
- **Math:** Complete Math 3.
- **History:** Incoming 9th grade students: Complete 3 years, one of which must be U.S. History. Students entering after the 9th grade: Complete 2 years, one of which must be U.S. History.
- **Science:** Incoming 9th grade students: Complete physics, chemistry, and biology. Students entering after the 9th grade: Complete chemistry and biology.
- **Foreign Language:** 2 years are required of any one language, Chinese, French, Latin, or Spanish, regardless of the level at which the student begins in the freshman year. The requirement is waived for students with documented waivers. New students signing up for a second year or higher level class need department chair approval.
- **Arts:** Incoming 9th grade students: Complete 2 years of art, one of which must be Artistic Expression. Students entering after the 9th grade: Complete the equivalent of one term of art for each year attending Lawrence Academy, i.e. a term course each year enrolled.
- **ESL:** Students entering Lawrence Academy in the English as a Second Language program are expected to spend only two years in the program if they enter at the ESL intermediate level. ESL Literature and ESL Skills count as English credits. ESL Sociocultural Studies and ESL Bridge History count as history credits. After students are placed in the mainstream curriculum, they must meet the department requirements whenever possible. ESL students will not be given foreign language credit for their native language.
- **Winterim:** All students must pass a 2-week mini-term each year they are in attendance.
- **Community Service:** All students must complete six hours of community service for each year they are in attendance.

Changes to course of study: Any student wishing to alter the prescribed sequence of study must have the permission of the director of studies in consultation with the Department Chairs Committee and the College Counseling Office.

Early graduation: Underclass students who have accumulated the necessary credits in their proper distribution may petition the faculty for early graduation. Juniors must petition two full terms before the graduation date requested and must maintain an honors average for the three terms preceding graduation. The petition must address how the student has demonstrated

mastery of the skills and knowledge that are the base of a Lawrence Academy education. Students requesting early graduation must have the strong support of their current classroom teachers.

Repeating: Reclassification of a student's graduating year with the repeat of a school year may be considered under extraordinary circumstances and subject to substantial planning, rationale, process and deliberation. Repeating a class year can only be granted if a compelling rationale exists and if a reasonable schedule for any repeat and subsequent years can be constructed.

Students who wish to repeat a grade must make a formal petition, which will be evaluated by the Department Chairs Committee (DCC), the Studies Office, and the head of school. This petition should be presented and received as early in the year as possible, but no later than the end of the winter term. The petition, while including guidance and feedback from the student's parents, teachers, and advisor, should be written by the student and must include a careful articulation of the reason(s) why he/she wants to repeat the year. Once the petition is received, we ask parents to submit a statement in support of the petition as well. Throughout the process, the student and family should communicate actively and openly with the student's advisor and with the Studies Office.

Once formalized, the petition and statement go to the DCC for initial consideration. The DCC will discuss the academic, personal, and social benefits of repeating and consider whether there is a viable course schedule that will be consonant with the goals stated in the petition and the school's offerings and requirements. If the DCC indicates initial support for further consideration of repeating, the head of school will present the matter to the full faculty, first for general information and orientation and then for more formal deliberation to gather full input and consideration in reaching a decision. The head of school will notify the student and parent if Lawrence Academy will allow the reclassification. If approved, the reclassification will be formalized contingent upon successful completion of the academic year.

Diplomas: Lawrence Academy diplomas are awarded by a unanimous vote of the faculty to students of good moral character upon successful completion of the graduation requirements. Students dismissed from Lawrence Academy for disciplinary infractions or as a result of academic probation are not eligible for a Lawrence Academy diploma.

Transcripts: Lawrence Academy issues two types of transcripts: official and unofficial.

An official transcript is issued when students graduate or withdraw from Lawrence Academy. Withdrawals must be confirmed in writing by a student's parent(s) or guardian(s). An official transcript reflects the courses that have been taken, grades earned, and credits issued at the time of graduation or withdrawal. The registrar of Lawrence Academy will verify the courses, grades and credits. Official transcripts are sent automatically after graduation to the college or university a student is attending. In the case of withdrawals, Official transcripts are issued to the student's parent(s) or guardian(s) upon written request and to a successor school upon written request from that school's registrar.

An Official transcript can be issued to a student's parent(s) or guardian(s) at any time upon written request. Unofficial transcripts are also issued automatically to any college to which a student is applying. The unofficial transcript will give the course information as of the date it was issued. However, because it is unofficial, the information in the transcript is not verified by the registrar of Lawrence Academy. In addition, an unofficial transcript cannot be issued while a disciplinary process is pending.

If a student withdraws during the middle of a term, Lawrence Academy will indicate on the transcript whether the student withdrew with a passing grade (WP) or a failing grade (WF) for each course in which the student was enrolled at the time of withdrawal. No credits are earned for courses which were incomplete at the time of withdrawal.

Lawrence Academy makes no representations about what credits a college, university or another high school will accept from a Lawrence Academy transcript. Students and their parents or guardians should check with those institutions about their policies on the transfer of credits.

III. Winterim

All students must participate in a 2-week mini-term in early March, between the end of the winter academic term and Spring Break. Winterim emphasizes the philosophy of experiential education by offering a broad variety of elective courses that feature the challenge of learning by doing, typically in nontraditional activities and environments. Courses fall into five broad categories: arts and skills, community service, personal challenge, scientific/academic field study, and cultural immersion. Successful participation in Winterim is a graduation requirement. Winterim courses are awarded Pass or Fail.

Winterim application procedure:

The online catalogue of course offerings will become available in mid-November. Students are encouraged to discuss course choices with their families during the Thanksgiving vacation.

- Students submit their top five choices immediately upon returning to classes.
- Students are placed in courses by a lottery that gives preference to students according to their grade – seniors get first choice, etc.

All students learn their course placements before departing for the winter holidays.

Winterim Professionals:

Alternatively, students who are not in their first year at Lawrence Academy may satisfy their Winterim requirement by designing their own internship under the guidance of a working professional adult. Students are only allowed to participate in one Professional program during the course of their time at LA. The design and completion of these internships are overseen by the director of the Winterim Professionals program, with oversight by the director of Winterim. Application for these internships typically begins in late September. Students who do not have their Professional program approved will need to participate in the regular Winterim lottery.

Winterim Incompletes:

Successful participation in Winterim every year of enrolment at LA is a graduation requirement. The Winterim program is considered a mini-term, and due to its short length, any absences from the program may be grounds for not receiving credit, which would require a full make-up (see below); this includes early departures from the program. Winterim ends after Winterim Wrap-up Night, in the early evening of the second Friday of Winterim. Any other failure to meet course expectations may also result in loss of credit and the student having to make up the missing requirement. To make up this obligation, students may either enroll in a two-week (or longer) Outward Bound course (or similar physical challenge program), or they may perform 50 hours of community service. The director of Winterim must approve program plans in advance and confirm completion of the make-up at the end before credit is awarded.

IV. Community Service

Hours must be completed during the academic year. Seniors are strongly encouraged to complete their hours of service by the end of the winter term of their senior year. If, upon the date of graduation, a student has not completed his or her requirement, his or her diploma will be held until the hours are completed.

Students may also arrange their own service opportunities, as long as they provide the school with verification from the non-profit organization at which they volunteer (i.e. written note on organizations letterhead, email from director/volunteer coordinator, etc.). A form letter of participation is available at lacademy.edu. All verification must be submitted to the Student Life Office.

- Community service opportunities will be offered on the weekends throughout the year.

V. Academic Standing

Cum Laude Society qualifications: Students are selected for membership in the Cum Laude Society based on the Society's Greek motto: arête, dice, time — excellence, justice, honor — and are elected by a vote of the full faculty. Juniors must have a grade point average in the top 10 percent of their class and, during their time at Lawrence Academy, may have no grade below B–. Seniors must have a grade point average in the top 20 percent of their class and may not have received, over their time at Lawrence Academy, more than three term grades below B– or one year-end grade below B–. At no time at Lawrence Academy may the recipient have received a grade below C. All candidates for induction must have attended Lawrence Academy for at least one full year. Grades earned at schools other than Lawrence Academy are not included in the calculation of GPA for Cum Laude induction. Juniors or seniors enrolled in the Independent Immersion Program are eligible for the Cum Laude Society.

Students with a record of disciplinary probation, on an expulsion contract, or with other documented offenses that call integrity into question may be disqualified. If two or more students are tied for the lowest eligible GPA within a group up for consideration, and if the tie causes the size of the group to exceed the allowed limit, the tied students will be disqualified.

High honors: Students who earn a grade point average (GPA) of 3.50 or above, with no grade below B, merit the distinction of high honors. Those students who take courses on a Pass-Fail-Honors basis must earn an honors grade (H) to be eligible for high honors.

Honor roll: Students who earn a GPA of 3.00 to 3.49, with no grade below B–, merit the distinction of honors. Those students who take courses on a Pass-Fail-Honors basis must earn an honors grade (H) to be eligible for honors.

Good standing: To be in academic good standing at the midterm or end of a term, a student must earn a GPA of 1.67 or higher and earn no grade below C–.

Academic Warning: Any student earning a grade lower than C– in any course, either at the midterm or at the end of a term, will be placed on Academic Warning and receive a letter from the director of studies.

Academic Probation: Any student earning a GPA below 1.67, a grade of F, and/or two grades below C- at the end of a term will be placed on Academic Probation and receive a letter including an academic plan from the director of studies.

Academic Review: Any student earning Academic Probation for two out of any three consecutive terms, regardless of the summer break, will be subject to dismissal from school at the end of the school year based on a unanimous recommendation by the Academic Review Committee (ARC).

Any senior earning Academic Probation twice in his or her senior year will be in danger of not graduating from Lawrence Academy. If the ARC recommends that the senior graduate, that senior will be voted on with the rest of the senior class. If, however, the ARC recommends against graduation, there will be a special faculty vote on the ARC's recommendation. To accept or reject the ARC's recommendation against graduation, a majority faculty vote is required.

The ARC is composed of the assistant head of school, the director of admissions, the director of academic support, one faculty member at large, and the director of studies (chair). A student's advisor plays a non-voting part in the deliberations, and the vote is taken after consultation with the student's teachers and after the full faculty meeting at the end of the year.

VI. Scheduling Courses

Adding courses: All courses must be added and the student must be present by the third meeting of the term. An add/drop form must be processed by the Studies Office before a course will be officially added.

Dropping courses: A term course dropped during the first week of the term will not appear on the transcript. A year-long course may be dropped up to the day before the Fall Term examination but will remain on the transcript with a notation of WP (withdrawn passing) or WF (withdrawn failing).

Sports waivers: Sports waivers are available for students with six courses and homework that extends the limit of 240 minutes per course per week; students with three or more honors courses; and students needing relief based on the scope of their program. Students taking a sixth course arts elective are not necessarily eligible. Students who need time in the afternoon to pursue an intellectual or artistic passion are considered individually by the director of athletics, the director of studies, and the advisor. All sports waivers must be approved by the director of studies and by the director of athletics. Any change in the student's schedule after the waiver has been granted may result in the waiver being rescinded. The waiver will be applied toward a student's Category "B" sports requirement, and students are allowed one waiver per year. Applications for waivers are due by the end of the first week of the term.

Pass-Fail-Honors option: For courses that are not a graduation requirement and constitute a fifth or sixth class, students may request one of three designations: pass (P), fail (F), or honors (H). To take a year-long course Pass-Fail-Honors, a student must file forms with the Studies Office by the last day of the midterm, and forms for divisible courses must be filed by the end of the second week of classes.

VII. Homework/Tests/Exams/Extra Help

Homework: Homework for each class should not exceed 240 minutes each full week (including the weekend) or 60 minutes per class meeting in any week.

Tests: Students do not have to take more than two tests on any given day. The tests they must take are determined chronologically—that is, the first two assigned are the two that the student will take. Students must arrange for re-scheduling prior to the day of the test.

Extra help: Teachers may require any student with a D- or below or who has slipped significantly in a course to attend extra help sessions. Attendance will be taken.

Term exams:

- All courses must administer a final examination or require a final project at the end of each term.
- Students do not have to take more than two term exams on any given day. Changes in a student's exam schedule must be approved by the director of studies.
- Non-traditional exams are due on the day on which the exam is scheduled and cannot be required earlier than that day.
- All students who have been elected to the Cum Laude Society in a year-long course may petition the teacher for exemption from the final examination or final project.

VIII. Grading

Letter grades: Letter grades A through F are used at Lawrence Academy. Whenever teachers use numerical grades, the letter grades reflect a range: 80–82 = B–; 83–86 = B; 87–89 = B+. However, the numerical equivalents used by the Studies Office in computing grade averages are based on the 4.0 system: A = 4.00, A– = 3.67, B+ = 3.33, B = 3.00, B– = 2.67, C+ = 2.33, C = 2.00, C– = 1.67, D+ = 1.33, D = 1.00, D– = 0.67, F = 0. Student averages are weighted .33 at the end of each term for each honors class. Class rank is not computed. In lieu of rank, colleges are provided with grade distribution sheets listing the student's courses, the number of grades at each level (A, B, C, etc.), and an indication of where the student stands in each class.

Incompletes: A student will be awarded an incomplete (INC) when he or she has been unable to fulfill his or her academic responsibilities because of a serious illness, injury, or authorized absence from school. When an incomplete is awarded, the student must communicate with the teacher within 24 hours of returning to school to arrange the discussion of make-up work and deadlines. The incomplete work will become a failure if it is not finished by the agreed-upon date, unless the student and teacher have negotiated a new deadline.

F for missing work: Students who have not been granted an incomplete will receive an F for a course grade if any graded assignment is missing at midterm and/or the end of term. Students are required to complete the missing work and may receive credit for it. However, the course midterm or end-of-term F will remain in place.

Course failures: At year-end, any student with an F in a continuing course or an F in a course required for graduation will be required to repeat that course at Lawrence Academy. Should a senior fail a Spring Term course required for graduation, the school will not award a diploma until the course is made up during the following summer. A failed Winterim course must be made up during the following summer; students may either enroll in a two-week approved program or perform 50 hours of community service. In the event a student selects the latter, the community service site coordinator must contact the director of Winterim before approval of the project will be granted.

IX. Academic Honesty

Submitting the work of another as one's own is dishonest. Using, having access to, or providing assistance beyond that explicitly permitted by the teacher is also considered an act of academic dishonesty.

A student suspected of academic dishonesty meets with the teacher, the respective department chair, the director of studies, the dean of students, and the student's advisor to determine what transpired.

If the result of the meeting indicates that academic dishonesty has occurred, the director of studies, the respective department chair, the teacher, and the dean of students review the facts to determine any consequences.

Academic consequences will include, but not be limited to, receiving a zero and documentation in the form of a letter home written by the director of studies and filed in both the Studies Office and the dean of students' office.

Cases corresponding to major offenses or repeated acts of academic dishonesty will receive a disciplinary response as described in "Discipline Guidelines" (p. 48).

Note: Students are responsible for learning the various citation formats, expectations, and procedures for each of their courses as provided by teachers and departments.

X. Study Hours

Daytime study hours: During the academic day, all students are expected to be engaged in academic pursuit. All school spaces are to be kept quiet, including the Quad, where any playing is restricted to lunchtime.

Evening study hours: Between 8:00 p.m. and 10:00 p.m. on school nights (Sunday through Thursday evenings), all students on campus are required to study in accordance with the expectations for the statuses outlined below.

Note: During the fall term, a returning student's study status is determined by spring term grades from the previous year.

Structured study status: At the end of each marking period, students will be assigned to structured study status if they have a GPA below 2.0 or any grades below C-. Boarders assigned to this status must attend a structured study hall in Ansin (7:50 p.m.-10:00 p.m.). All new 9th graders are placed on structured study status, and 9th grade boarders attend structured study hall until the first midterm.

Dorm-restricted study status: Students are placed on restricted study status if they earn a GPA between 2.0 and 2.99 and have no grade below C-. The advisor or teacher of a particular course may allow a student on restricted study status to sign out to the library and must provide the student with a signed and dated permission slip indicating that he or she has done so. The slip is taken to the dorm parent for initialing and then to the library, where the library proctor will sign it and return it when the student leaves. It is to be given to the dorm parent at the end of the evening. All new 10th, 11th, and 12th grade students are placed on dorm-restricted study status until the first midterm.

Independent study status: Students are placed on independent study status if they earn a GPA of 3.0 or above with no grade below C-. Students on independent study status may study in the library or in an approved location. Juniors and seniors on independent status may work in an approved first-floor classroom in Ansin, provided they are engaged in academic pursuit and are respectful of the classroom space.

Note: At the fall midterm, freshmen who earn above a 3.0 with no grades below C- will be on dorm-restricted study status for the remainder of the first term. At the end of the fall term, freshmen who have earned a 3.0 with no grade below C- will be allowed on independent study status.

On-campus evening study hours for day students: Day students on independent study status who remain on campus are expected to be engaged in academic pursuit. Students whose grades put them on restricted study or structured study status are expected to leave campus at 7:45 p.m. to study at home. A day student on structured or restricted study status who needs to use the library to do research or who needs to stay on campus to work on a group project must have a signed note from a classroom teacher to give to the library proctor and/or the administrator on duty.

Boarding students wishing to sign out during study hours must receive prior permission from the dean of students (see “Sign-Out Procedures,” p. 58).

XI. College Counseling Office

Communicating with parents from the outset, the college counseling staff coordinates the process of investigating and applying to college and supports students and families in each student’s individual exploration, application, and decision-making process.

- Students choose their college counselor in the fall term of junior year.
- Students begin meeting on a regular basis with their college counselor during Winter Term of junior year.
- Each college counselor has between 20 and 30 college counselees.
- The director of college counseling coordinates visits to campus by representatives of colleges and keeps these representatives informed about Lawrence Academy, its curriculum, and any changes in the school that might be of interest.
- Lawrence Academy’s college counseling handbook is available for all parents and students on the College Counseling section of the LA website, under Academics. It addresses all aspects of the college application process and the school’s college counseling program.
- The College Counseling Office is located in the Ferguson Building, above McDonald Library.

Application and Test Fee Waivers

Lawrence Academy supports students who have limited financial resources and meet the requirements for an application fee waiver when applying for college and a test fee waiver. The waivers help to ensure that access to college is possible for all students. The waivers are for traditional high school students applying to postsecondary colleges or universities in the fall immediately following high school graduation.

Students are eligible for waivers if they meet one of the following criteria:

- Student has received or is eligible to receive an ACT or SAT testing fee waiver.

- Student is enrolled in or eligible to participate in the Federal Free or Reduced Price Lunch program (FRPL).
- Student's annual family income falls within the Income Eligibility Guidelines set by the USDA Food and Nutrition Service.
- Student is enrolled in a federal, state, or local program that aids students from low-income families (e.g., TRIO programs such as Upward Bound).
- Student's family receives public assistance.
- Student lives in federally subsidized public housing, a foster home, or is homeless.
- Student is a ward of the state or an orphan.

The Lawrence Academy Business Office will determine a student's eligibility for fee waivers and notify the College Counseling Office about which students are eligible for application fee waivers and test fee waivers. Lawrence Academy will only support the application fee waivers for the students who meet the guidelines outlined above.

Below is what a student receives with a test fee waiver from the College Board, which administers the SAT and SAT Subject Tests. Students who are eligible for SAT test fee waivers must see Rachel Culley to obtain a fee waiver before registering for the test. If a student registers late for an SAT or SAT Subject Test, the student is responsible for paying the registration fee. Also, Lawrence Academy will not pay for any test center changes. As outlined below, students get four free score reports to the colleges of their choice. Lawrence Academy will help subsidize the cost of six additional score reports.

- Your SAT fee waiver covers 100 percent of the registration fees for a single test date.
- You can use up to two waivers for the SAT and up to two waivers for SAT Subject Tests. That's a total of four fee waivers (up to three subject tests per test date).
- Everyone gets four free score sends with registration. When you use a waiver, you can also send four additional score reports (worth a total of \$44) to the colleges of your choice at any time for free.

Below is what a student receives with a test fee waiver from ACT, which administers the ACT. Students who are eligible for ACT test fee waivers must see Rachel Culley to obtain a fee waiver before registering for the test. If a student registers late for the ACT, the student is responsible for paying the registration fee. As outlined below, students get four free score reports to the colleges of their choice. Lawrence Academy will help to subsidize the cost of six additional score reports.

- Fee waivers cover the basic fee for either the ACT (No Writing) or the ACT Plus Writing. This fee includes one report to the high school and up to four college choices.
- Waivers may NOT be used to pay for any of the following: late registration fee; test date, test option, or test center changes; additional college choices; standby fee; other services; or residual (on-campus) testing.
- Eligible students may use a maximum of TWO separate ACT fee waivers. Additional waivers for a student will be denied, and the student will be billed. The waiver is used once the student registers, submits a standby request, or is approved for special testing, even if the student does not test on the requested test date. (Such students may request a test date change and pay the \$22 fee.)

Transcripts

Lawrence Academy is responsible for sending the Lawrence Academy transcript and any other transcript for other high schools a student may have attended. It is the responsibility of the student to notify the College Counseling Office that they have attended another or other high schools and to provide the official transcripts from that or those high schools. Once a student has applied to a college, we will use the following guidelines to submit transcripts.

- For students who apply Early Decision, Early Action, Rolling, Priority, VIP, or any other application plan to a school before the end of the fall term, we will send Fall Term grades one week after the grades are official.
- For students who apply Early Decision II, Early Action II, Rolling, Regular, or any other application plan, we will send Fall Term grades before the required deadline.
- Being a trimester school, Lawrence Academy does not send mid-year reports. We have notified colleges of our policy.
- We will send Winter Term grades one week after the grades are official to colleges for all students who have pending decisions at those colleges.
- We will send final transcripts to the colleges where students will be attending one week after the grades are official. The final transcript acts as the proof of graduation.
- Lawrence Academy is not responsible for sending any other transcripts that have not been mentioned above.

Applications

Students are responsible for knowing the College Counseling Office's policies on sending applications. These policies are also outlined in Lawrence Academy's College Counseling Handbook.

When applying to colleges, students should be aware of the internal deadlines of Lawrence Academy's College Counseling Office.

- **Early Decision:** You must make your request for an Early Decision mailing in writing to the College Counseling Office at least two weeks before the college's deadline. This means that for a Nov. 1 ED deadline, you must inform us by Oct. 15.
- **Regular:** For all other colleges with specific deadlines, you must inform us in writing that you are applying at least two weeks before the deadline.
- **Rolling Admissions:** Materials may be submitted any time after the first trimester and will be processed within two weeks

If you make your request late, we will do our best to get materials out on time. However, we work on a first-come, first-served basis, so if we have a great many applications to process, those submitted late will be sent last.

Your intention to apply to a given college or university must be communicated in writing to the College Counseling Office, as must any subsequent changes to your list. Simple forms for this purpose are available in the office. Only by using these forms can we keep an accurate and updated list of where to send your materials on time. Failure to keep the College Counseling Office informed in a timely fashion can result in an incomplete application and eventual denial of admission.

Students are responsible for sending the following parts of their application:

- Personal information (the application)
- One or more essays (the personal statement)
- Various types of supplements (a college's own essay question, a graded paper, a peer reference), if required
- Early Decision agreement form (if applicable; counselor, parent, and student must sign it)
- The application fee
- SAT and/or ACT scores directly from the testing agency
- TOEFL scores, if taken (see your counselor)
- Any transcripts from summer classes
- Any recommendations from people outside of Lawrence Academy

You must notify the College Counseling Office when you have sent these materials. If a college uses rolling admissions, you must notify us at least two weeks before you plan to send your materials.

Note: Most applications include forms labeled "School Report," "Mid-Year Report," and "Teacher Recommendation." Lawrence Academy does not use these, as we have our own version of each.

Lawrence Academy's College Counseling Office is responsible for sending the following application materials to colleges:

- your Transcript(s)
- Two teacher recommendations (students are responsible for asking the teachers to write these on their behalf)
- Counselor statement
- Lawrence Academy profile (a brief description of Lawrence Academy, our educational philosophy, graduation requirements, and clarification of programs such as the NGP, CSC, IIP, Winterim, and so on)
- Application Fee Waiver Letter, if applicable

XII. Academic Alternatives – IIP, Adjunct Programs

INDEPENDENT STUDY

Students may undertake an independent study in lieu of a regular course, provided that course is not a graduation requirement and that a course with the same topic as the independent study is not already offered.

Application procedure:

- Students apply for an independent study by completing an Independent Study Form through the Studies Office.
- Students whose primary teacher/mentor is a professional off campus must have a faculty sponsor who will be in communication with the teacher/mentor.
- The completed form with signatures is due in the Studies Office by the last day of the previous term.
- Students wishing to pursue two or more independent studies concurrently may apply for an extended independent by using the same procedure.

INDEPENDENT IMMERSION PROGRAM (IIP)

Under the supervision of the program's director and a faculty sponsor, students accepted in the IIP create unique academic programs that may include intensive independent studies, internships, and traditional course work. Students enrolled in the IIP may work and/or study on and off campus, depending on their program. Students are released from traditional academic programs and given the time, facilities, and adult guidance to pursue their central interests. IIP students may supplement their independent work with a limited number of regular courses; however, they are given the flexibility within their course work to integrate the content of their IIP into their assignments. All graduation requirements are waived. Instead of letter grades, IIP students receive detailed comments at midterm and more comprehensive written evaluations from teachers and off-campus professionals at the end of each term. These documents describe the student's abilities, detail their progress, and suggest areas for improvement or further study.

Application procedure:

- Interested students meet with the director of the IIP for a preliminary discussion about IIP expectations and the application process in the fall of the year prior to their anticipated enrollment in the IIP.
- In the winter term of that year, the IIP director and/or the director of studies conduct formal interviews of interested students, and the students and their families meet with their college counselors. Both of these steps require a written form, which states whether the students are approved for formal application to the IIP.
- In the spring, students identify a sponsor, who must be a full-time member of the faculty, and draft a proposal for their intended program design, which is reviewed by the IIP faculty to determine whether the student should be enrolled in the IIP and how their program might be revised and improved.

Over the summer, students accepted into the IIP develop, revise, and fine-tune their programs in preparation for the work of the coming year. These revisions are subject to review at the start of school in the fall.

Summer IIP

Qualified juniors who favor a shorter program of study in the IIP may apply to participate in independent research on a university campus while enrolled in no more than two undergraduate courses offered for college credit. In addition, summer IIP students reside on the university's campus and participate in evening and weekend programming. Summer IIP students are required to mount a defense of their work at the midpoint and end of their summer term.

ADJUNCT PROGRAMS

Lawrence Academy offers qualified students the opportunity to study and receive academic credit from Lawrence Academy for attending programs such as The Island School or The Mountain School for one term. Tuition at Lawrence Academy is prorated for the time the student will be away from campus.

Application procedure: Submit a letter of application to the director of studies and the Department Chairs Committee by Jan. 1 of the year prior to the student's proposed plan of study. The application letter must include the following components:

- A description of the program and the dates the student intends to be away from Lawrence Academy.
- A persuasive case for how this program will be valuable to the student's education.
- Mention of the challenges the student foresees and how she or he intends to meet them.
- A statement that the student will make a report to the school about his or her experience upon returning to Lawrence Academy.
- A letter of support written by the student's parents. (This statement should also reflect that the parents have communicated with the College Counseling Office regarding the influence of alternative study on the student's college application.)
- A teacher recommendation that addresses the student's academic readiness for the proposed program. (If appropriate, the teacher should teach the subject related to the theme of the alternative study.)
- An advisor recommendation that addresses the student's general maturity, independence, and motivation.
- A statement from the College Counseling Office that states that the student and his or her parents have a realistic view of how this alternative study plan may influence the student's college application profile.

XIII. Academic Support

For most students, the primary source of academic support comes from extra help sessions with teachers. The advisor is also an important source of support for students. For students who need assistance beyond what their teachers and advisor can provide, the school offers various options. Through referrals from the director of studies, the director of academic support will meet with students who need specific strategies to improve their academics. In addition, the Academic Support Office is a resource for students with identified disabilities.

Peer tutoring: Peer tutoring is a student-led program that connects students who have expertise in a particular subject with a peer who needs help.

Structured Study Hall: Structured Study Hall (SSH) provides a structured and distraction-free environment in which boarding students can gain independent study habits. All new boarding freshmen are required to be in SSH at the start of school. Boarding students are placed in study hall based upon their grades at the end of each marking term (see "Study Hours," p.14).

Learning strategy coaching: The purpose of coaching is to support those students who experience difficulty with their academic performance due to learning disabilities or learning-style differences. In addition, students who have gaps in basic academic skills and/or those who significantly struggle with self-management skills, such as active study skills, time management, organization, and task completion/planning, may benefit from the support of a learning coach. Professional coaches can be scheduled to work with students on average once or twice a week. Coaching at LA is transitional and temporary, not content-based and permanent. More information regarding the program and its costs can be found under Academic Support, in the Academics section of lacademy.edu.

Resources for Students With Disabilities

The following guidelines are for the purpose of verifying eligibility for accommodations in compliance with the Americans With Disabilities Act (ADA). Individuals with disabilities have certain protections and the right to reasonable accommodations and equal access to programs and services. To access these rights, an individual is required to furnish documentation that the disability substantially limits a major life activity, such as mobility, seeing, hearing, learning, etc., when compared to most people. The requirements for documentation outlined below are adapted from policies used by other private schools, colleges, the College Board, and ACT.

The academic accommodations offered at Lawrence Academy for students with learning disabilities, ADHD, other psychological disabilities, and health-related disabilities that affect learning and classroom performance are:

- 50 percent 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's policy on calculator use; see p. 25).
- No penalty for spelling when spell check cannot be used (foreign language exception: unless the correct spelling is an essential element of the exercise) (see "Request for a Language Waiver," p. 25).
- 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, and assessments.

Reasonable accommodations for physical and other health-related disabilities will be discussed and approved on an individual basis in collaboration with the Health Center. **In order for accommodations to be in place for the start of the school year, documentation must be received by July 1.**

To qualify for accommodations at Lawrence Academy for a learning, psychological, physical, or other health-related disability, students must provide documentation that complies with the guidelines outlined below.

Note: Students may have been granted accommodations at a previous institution; this alone does not constitute grounds for continued accommodation without current and appropriate documentation per the guidelines below. Likewise, a written plan from a previous school (such as an Individualized Education Plan [IEP] or a 504 plan) or a medical doctor's note cannot be used as the sole justification for accommodations at Lawrence Academy. In addition, there are certain accommodations that might be recommended by an evaluator or other professional that are not compatible with Lawrence Academy's educational program.

Documentation Requirements for Requesting Accommodations

1. **The assessment (or reevaluation) must be conducted by a credentialed and appropriate evaluator and/or medical professional.** The evaluator(s) must have comprehensive training in assessment and relevant experience with adolescents with learning, psychological, physical, or health-related disabilities. The name, title, and professional credentials of the evaluator/medical professional, including information about license or certifications (e.g., "licensed psychologist") and area(s) of specialization, place of employment, and state in which the evaluator(s) practices, must be clearly stated in the documentation. The evaluator(s) must have specific expertise in the area of concern (i.e., vision, hearing, neurology, etc.). No examiner may have a conflict of interest with the student, such as being related by blood or marriage.

2. **The documentation must be current.** For a diagnosis of any learning disorder or ADHD, Lawrence Academy requires an evaluation or reevaluation within the last three years. Documentation requesting academic accommodations for psychological, physical, or health-related conditions must be renewed every 6-12 months, depending upon the individual situation, particularly active health conditions that are subject to changes in diagnosis and treatment. **For newly enrolled students with known conditions, documentation must be received by the school by July 1.**
3. **The documentation must state clearly the specific diagnosed disability.** In order for accommodations to be considered, the evaluator(s) must have made a specific diagnosis of a recognized learning, psychological, physical, or health-related disability and must have specifically and explicitly stated the diagnosis with reference to professional standards (i.e., DSM-V). Speculative language (e.g., “suggests,” “has problems with,” or “could have problems with”) or nonspecific diagnoses (e.g., “has a relative weakness”) and general observations on learning, emotional health, personality style, physical, or health-related conditions do not constitute a disability. If the data indicates that a disability is not present, the evaluator(s) must so state a conclusion in the report. Most importantly, the diagnosis must indicate a substantial functional limitation (see No. 6 on this list) and rule out alternatives and other possible diagnoses when appropriate.
4. **The documentation must contain relevant educational, developmental, and medical history, as well as a summary of findings.** For learning and psychological disabilities, including ADHD, a neuropsychological, psychological, or psychoeducational evaluation report must include the summary of a comprehensive diagnostic interview by the evaluator(s). For permanent and temporary physical and health-related disabilities, a documentation summary may be written by the medical professional treating the student. Submittal of a combination of student self-reports, reports from a parent, a guardian, and/or teachers; and historical documentation such as transcripts and/or standardized test scores is also recommended. Other relevant factors for submission include a description of the presenting problem(s); developmental history; academic history; relevant family history, relevant psychosocial history, and/or relevant medical history. The summary will:
- rule out other explanations for academic problems, such as poor education, poor motivation and/or study skills, and cultural/language differences.
 - indicate how patterns in cognitive ability, achievement, information processing, attention, executive functions, or other factors are used to determine the presence of a learning disability or ADHD.
 - explain what data or information was used to determine the psychological, physical, or health-related disability.
 - indicate the substantial limitation to learning presented by the disability and the degree to which it affects the individual in the testing or classroom context for which accommodations are being requested.
 - give an indication of why specific accommodations are needed and how the effects of the specific disability are mediated by the accommodations.
 - if necessary, discuss a record of prior accommodations, including information about conditions under which those accommodations were needed.

5. **The documentation must include a listing of and results from assessment procedures and the evaluation instruments used.** For psychological, physical, and health-related disabilities, documentation requires a comprehensive diagnostic/clinic evaluation, which includes:

- a history of presenting symptoms, date of onset, duration and severity of the disorder, and relevant developmental and historical data.
- relevant treatment and response to treatment options.
- a reference to specific measures used to help substantiate the diagnosis.

For learning disabilities, ADHD, and psychological conditions, the diagnosis must be based on a comprehensive set of tests that cover a variety of areas. The score summaries from all tests and subtests must be included in the report. Below is a list of the areas and suggested instruments for tests and subtests.

- **Cognitive Abilities:** Wechsler Adult Intelligence Scale-III (WAIS-III), Wechsler Intelligence Scales for Children-IV (WISC-IV), Woodcock-Johnson III (W-J III) Tests of Cognitive Ability
- **Academic Achievement:** W-J Tests of Achievement, Wechsler Individual Achievement Test (WIAT)
- **Academic Skills in Timed Settings:** Nelson-Denny Reading Test, Gray Oral Reading Test (GORT-IV), Stanford Diagnostic Reading Test (SDRT), Stanford Diagnostic Math Test (SDMT), W-J Fluency Measures
- **Information Processing:** Detroit Tests of Learning Aptitude 3 (DTLA-3), Detroit Tests of Learning Aptitude-Adult (DTLAA), WISC-IV, WAIS-III, W-J Tests of Cognitive Ability, Test of Memory and Learning, Second Edition (TOMAL-2)
- **Behavior/Executive Function:** *Conners Comprehensive Behavior Rating Scales (CBRS)*, Delis-Kaplan Executive Function System (D-KEFS), BASC-2 (Behavior Assessment System for Children, Second Edition), Brown Attention-Deficit Disorder Scales (BrownADDscales)

Note: Additional types of testing (e.g., medical exam, depression scales, ADHD rating scales, neurology evaluation, and/or speech and language testing) may also be required to adequately support a diagnosis.

6. **The documentation must describe the functional limitations of the diagnosis.** The ADA defines a disability as a physical or mental impairment that substantially limits one or more major life activities (e.g., eating, sleeping, standing, walking, breathing, learning, communicating, etc.) when compared with most people in the general population. The documentation must provide a description or statement of the student's functional limitation as a result of a disabling diagnosis and a specific explanation of how the diagnosed learning, psychological, physical, or health-related condition is a disability impacting the student's functioning in the school or testing environment, including the degree of impact on specific major life activity and the degree of the impact on activity in a classroom and/or timed academic setting. Current evaluations/clinical assessments, medical reports, historical information, and teacher observation may be used to support a statement of functional limitation.

7. **The documentation must explicitly call for specific accommodation(s).** The documentation must include specific recommendations for accommodation(s), as well as a detailed explanation of why each accommodation is recommended. The evaluator should support recommendations with specific test results or clinical observations to explain the expected outcome for the student in the academic or test setting. A diagnosis in and of itself does not automatically guarantee or warrant approval of requested accommodations. A prior history of

accommodation, without documentation of a current need, does not in and of itself guarantee that those accommodations will be provided for the student while he or she is enrolled at Lawrence Academy. Furthermore, if there is no prior history of accommodations (i.e., if the documentation presented is from an initial assessment), the evaluating professional must include a detailed explanation of why accommodations were not needed in the past and why they are being requested now.

Note: There are certain accommodations that might be recommended by an evaluator or other professional that are not compatible with Lawrence Academy's educational program. A list of the reasonable academic accommodations available for students with learning disabilities, ADHD, other psychological disabilities, and health-related disabilities that affect learning and classroom performance may be found on p.21. Lawrence Academy will make the final determination whether accommodations are warranted and/or whether the school can provide the accommodations being recommended.

Process

Documentation and Disability Disclosure form: Upon receipt of documentation and a Disability Disclosure form signed by the student and parent (**July 1 for incoming students**), the director of academic support (in conjunction with the Health Center where appropriate) will review the documentation and make a recommendation to the director of studies. The final approval of any accommodations rests with the director of studies.

Learning Profile: A written Learning Profile (LP) will be designed based upon the student's needs and the school's ability to accommodate those needs. The LP is an internal confidential document that is digitally accessible to faculty, learning coaches, and staff who work directly with the student. An LP includes a statement of disability, a list of learning strengths and challenges, a list of accommodations, and other recommendations for the student and classroom teachers. The LP will be reviewed with the student.

Accessing accommodations and support: All new students with a Learning Profile (LP) and all returning students with a new LP are required to meet with the director of academic support to review the LP and to discuss how to access accommodations and advocate for learning needs. Students with documented learning disabilities are allowed (and sometimes required) to schedule time once a week in the Academic Support Office to check in and receive support. This type of meeting is small group. For 1:1, individualized support, Lawrence Academy offers a limited number of learning coaching sessions for an additional fee (see p. 20). Refer to Learning Coaching Description and Learning Coaching Policies and Fees, under Academic Support in the Academics section of lacademy.edu, for specific information about this type of support.

Accommodation Agreement Form: Students with approved accommodations learn to advocate by working directly with their classroom teachers regarding their learning needs and accommodations. To that end, we require students with approved accommodations to complete an Accommodation Agreement Form at the start of each year. Students must pick up Accommodation Agreement Forms from the Academic Support Office and have their advisors, teachers, and learning coaches (if applicable) sign them within the first two weeks of the fall term or soon after accommodations are approved. (Students with term electives will need to pick forms up again at the start of each term to have their new teachers sign them.)

Standardized test accommodations: Applying for 50 percent extended time accommodation for standardized college entrance exams (PSAT, SAT, ACT, etc.) requires substantial current documentation of a disability, functional limitation, and history of using 50 percent extended

time for test-taking in school. A student must have been actively using a similar accommodation for four school months and must have an active Lawrence Academy Learning Profile on file before an application can be submitted to the organizations that sponsor these exams. The College Board and ACT have detailed and strict policies for approving accommodations, so there is no guarantee a student who receives this accommodation at Lawrence Academy will be approved to use it for standardized tests. For more information on the process or its requirements, refer to the College Board and/or ACT website. The director of academic support is available to help students and their families with this process.

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 on 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 the school offers no alternative courses to meet this requirement. A language waiver is a modification of this graduation requirement, and the school must make the determination as to whether a student is eligible (see “Changes to course of study,” p. 8).

- Significant documentation of a language-based learning disability from a qualified evaluator using specific testing and of a history of difficulty learning a language must be submitted before the director of studies will convene a meeting.
- A language waiver is not transferrable from another school; however, evidence from the school to support this request may be submitted.
- In addition to the director of studies, the meeting must include the student, the student’s advisor, the parent or guardian, the language department head and/or current language teacher, the director of college counseling, and the director of academic support.

Note: Any newly enrolled student who has not undergone this process before the start of the school year will be placed in a language course based upon his or her current level, grade, and credits needed.

XIV. Acceptable Use Policy Regarding Technology

Lawrence Academy has a schoolwide computer network for the purposes of doing research, enhancing student learning, and fostering communication within the LA community. The network provides access to software, databases, an automated card catalog, e-mail, and the Internet.

The purpose of these guidelines is to ensure that students using the information resources do so responsibly. Students who fail to follow them may lose their access privileges and face disciplinary action, which may include, but is not limited to, probation, an expulsion contract, or dismissal, at the discretion of the assistant head of school and/or the head of school. Students who use the school’s systems and networks are responsible for following the guidelines listed below.

The computers in the school are to be used only for academic purposes during the school day and during study hours. This means no game playing, online chatting, etc. Lawrence Academy, its agents, faculty, and staff reserve the right to access and monitor every computer at any time for any reason without notifying the user. Students should not expect that computer use for any purpose, including but not limited to e-mail, is private or confidential.

Student-owned computers may be disconnected for an indefinite period of time from the school network if the computers are compromising network security. The best way to avoid this problem is to keep computer virus protection up to date, to perform regular updates to the computer operating system, and to avoid installing any questionable software.

Users recognize that systems and networks are imperfect and will not hold Lawrence Academy responsible for lost work or time that may arise from their use. Lawrence Academy cannot compensate users for degradation or loss of personal data, software, or hardware as a result of their use of school-owned systems, software, or networks, or as a result of assistance they may seek from members of the technology department.

Responsible users use the network to do the following:

- Research assigned classroom projects and access appropriate sites for personal use.
- Communicate with others in an appropriate manner.

Responsible users do not use the network to do the following:

- Harass anyone by sending uninvited communication or communications that contain offensive language or insult anyone's race, religion, sexual preference, nationality, gender identity, gender, ancestry, or disability.
- Bully, harass, or insult others.
- Use obscene language or vulgarities.
- View, download, or distribute material prohibited to minors.
- Misrepresent oneself from accounts that do not belong to them.
- Send electronic information from accounts that do not belong to them without the owner's authorization.
- Pursue any illegal purpose.
- Access, download, or print from any objectionable, pornographic, or otherwise inappropriate sites.
- Change any computer files that do not belong to them.
- Use the network in such a way as to disrupt use of the network by others or abuse access time (e.g., downloading huge files such as, but not limited to, music or video files; sending mass e-mail messages).
- Download, copy, or otherwise distribute any software or computer code (e.g., viruses, worms, Trojan horses) the purpose of which is to disrupt a computer network or individual computers.
- Use the network for non-school-related activities during the academic day or during study hours (e.g., game playing, instant messaging, etc.).
- Store any non-academic materials on the school file server without permission.

- Run any server software (e.g., web server, FTP server, game server) from their personal computer without permission.
- Use a personal wireless access point on campus.
- Access unauthorized or inappropriate areas on the Lawrence Academy network or change or interfere with information found on the network.
- Violate system security and integrity in any fashion.
- Make unauthorized copies of software or information.
- Send or get copyrighted materials without permission.
- Use a modem or any other hardware or software to bypass the network and/or any restrictions imposed thereon.
- Print excessive or unreasonable numbers of pages on school-owned printers.

Lawrence Academy reserves the right to change or modify these rules and restrictions at any time.

XV. Academic Facilities

Ansin Academic Building: Opened in 2004, the 36-room Ansin Academic Building holds classrooms, offices, and science laboratories. The spacious building is designed to accommodate teachers, students, and technologies that facilitate student-centered learning. Every classroom is equipped with data jacks, and the entire building is “wired” for online access and wireless communications. The English, math, history, and foreign language departments are housed in this building, as is the office of the director of studies and the Registrar’s Office.

The Ferguson Building: Renovated extensively in the 2006–2007 academic year, the Ferguson Building houses the McDonald Library (second floor), the College Counseling Office (third floor), the Richardson-Mees Performing Arts Center, and the Conant Art Gallery, as well as several theatre classrooms (first floor).

The McDonald Library: The fully wireless McDonald Library is an academic center for the school that, in addition to its book collection, includes a dynamic set of electronic resources to support serious study and research, reflection, and leisure reading in a quiet, supervised environment. Students are expected to maintain that quiet atmosphere, while the librarians and faculty proctors are there to provide support. Many access points are available for students to connect their computers. Food and drink are never allowed in the library.

In addition to a main reading room that includes individual study carrels and group tables, the library houses an electronic classroom, a current periodicals area, and six group study rooms that provide space for collaborative work. These rooms must be reserved and are intended for groups of 2-4 students engaged in academic work.

Library Hours:

Monday through Thursday: 8:00 a.m.–10:00 p.m.

Friday: 8:00 a.m.–5:00 p.m.

Saturday: Closed

Sunday: 7:00 a.m.–10:00 p.m.

Administrators on duty will open the library on weekends and at times other than those listed above on an as-needed basis.

Circulation and lost book policies: Books may be borrowed for 3 weeks and then renewed, if not already requested by another reader. All lost or damaged books will be billed to the student under whose name they are signed out at the item's replacement cost. If a lost book is found within 4 weeks, the student's account will be credited. After that time, no credit will be issued because the volume will have already been replaced and restored to the library's collection.

The Richardson-Mees Performing Arts Center: This facility houses a wheelchair-accessible, state-of-the-art auditorium providing seating for 521, the Conant Art Gallery, and spacious rooms for theatre productions. Dedicated in October 2007, the Richardson-Mees Performing Arts Center showcases performances by student thespians, musicians, and dancers, in addition to providing a venue for outside performers and all-school assemblies.

The Gray Building: This central building houses the Williams Arts Center (opened in 1997) and the MacNeil Lounge, as well as the kitchen and dining hall.

The Williams Arts Center: Located in the Gray Building, the center is available for students during their free time so that they can work on various arts projects and practice in the evenings and on weekends. It also houses the Black Box Theatre, the dance studio, and the Recital Hall (with a digital recording studio), in addition to music practice rooms, semiprivate art studios, a photo lab, a recording studio, and the school radio station, WRLA.

The Schoolhouse: The Schoolhouse is open from 7:00 a.m. to 10:00 p.m. daily. This campus building houses the science department as well as the offices of the head of school, assistant head of school, dean of students, admissions, academic support, information technology, communications, and business. A student lounge with computer access, snack machines, games, a television, mailboxes, and lockers occupies one end of the building.

The School Store: School supplies and personal articles may be purchased at the school store; charges go on the student's account. The store is located downstairs in the Schoolhouse and is open Tuesday through Friday, 10:00 a.m. to 1:30 p.m.

Course books are available online. Refer to the website www.k12sd.com, or click on Buy Books Online on the LA website, and follow the ordering instructions. Refer to the student's class schedule, noting course number and section number, where applicable, when selecting the correct books for purchase.

XVI. Emergency Notifications

In the event of an all-campus emergency or evacuation, we use the Blackboard Connect system to alert students and parents via cell phone message. This system is tested once in the fall to ensure the correct numbers are in place. This system is used only in an emergency.



ATHLETIC PROGRAM AND POLICIES

ATHLETIC PROGRAM AND POLICIES

Lawrence Academy's athletic program is designed to promote the health of mind, body, and spirit through the building of athletic skills, team play, and sportsmanship. All students who wish to participate in three terms of competitive athletics are encouraged to do so.

I. Independent School League (ISL) Sportsmanship Creed

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 during 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.

Athletic competition in the ISL is guided by the following ideals: Players shall at all times represent themselves and their school 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 the 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 games.

Players shall comply fully with the rulings of the officials. In no way, by voice, action, or gesture, shall they demonstrate their dissatisfaction with the decisions made. Players must never forget that they represent the school. ISL schools will not tolerate at their athletic contests 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.

The following list identifies some examples of unacceptable behavior during competition, as defined by guidelines created by a committee of ISL heads of school and athletic directors:

- Use of profanity or displays of anger that draw attention away from the game.
- Booing or heckling an official's decisions, criticizing officials in any way, or displaying temper with an official's call.
- Trash-talk or yells that antagonize opponents.
- Verbal abuse or intimidation tactics.
- Disrespectful or derogatory yells, chants, songs, gestures, signs, posters, or banners.
- Any distracting activity, such as yelling, waving of the arms, or foot-stomping during an opponent's free-throw attempts.
- Use of artificial noisemakers of any kind. (Legitimate pep bands, however, are encouraged.)

These guidelines apply equally to players, coaches, and fans. The ISL asks officials to apply these guidelines strictly, especially with regard to players and coaches. Any infractions related to athletic activities may result in disciplinary action.

Lawrence Academy is a member of the Independent School League, which is composed of 16 schools: Belmont Hill, Brooks, BB&N, Governor's Academy, Groton, Lawrence Academy, Middlesex, Milton Academy, Noble & Greenough, Rivers, Roxbury Latin, St. George's, St. Mark's, Tabor, St. Sebastian's, and Thayer Academy.

II. Athletic Requirements

- For freshmen, sophomores, and juniors: 2 terms of Category “A”; 1 term of Category “B”
- For seniors: 1 term of Category “A”; 2 terms of Category “B”

These requirements apply even when a student is restricted for medical reasons. In such cases, a student may participate as a manager or as a scorekeeper.

CATEGORY “A”	CATEGORY “B”
Fall: Cross Country Dance Field Hockey (girls) Football (boys) Outdoor Adventure Soccer Mountain Biking Volleyball (girls) Theater/Stage Crew Team Manager/Scorekeeper	Fall: Intramural Tennis (sophomores, juniors, and seniors only) Independents Yoga Sports Waivers Strength & Conditioning*
Winter: Basketball Dance Skiing Ice Hockey Wrestling Theater/Stage Crew Team Manager/Scorekeeper Competitive Squash	Winter: Independents Yoga Rec. Skiing/Snowboarding** Sports Waivers Strength & Conditioning* Intramural Squash
Spring: Baseball (boys) Dance Golf Softball (girls) Competitive Rowing** Lacrosse Outdoor Adventure Tennis Outdoor Track and Field Theater/Stage Crew Team Manager/Scorekeeper	Spring: Independents Sports Waivers Strength & Conditioning* Intramural Golf**(sophomores, juniors, and seniors only)

A student may change, without prejudice, from one afternoon activity to another within the first week of each term or until a team has been selected. After that, a change may be made only with the approval of the coach/activity head, the advisor, and the director of athletics.

* restricted to juniors and seniors who participate in two other Category “A” sports

** additional fee

III. Required Health and Permission Forms

In order to participate in any school activity, all students must have a completed health folder on file in the Health Center. Health forms, which must be completed annually, consist of several signed documents and evidence of a current physical examination. These forms may be accessed through a portal on the school's website.

IV. Sports Waivers

See p. 12.

V. Independents in Athletics

Independents in athletics are available to students wishing to pursue an activity or sport not offered at Lawrence Academy.

The following guidelines apply to an independent study in athletics:

- Independents may be awarded to students for one term each year to participate in a sport not currently offered at LA (new students are not eligible in the fall term of their first year). Independents are not awarded to students interested in conditioning and training for an upcoming season.
- Independents are considered Category “B” sports and receive Category “B” credit as they relate to our athletic requirement.
- All expenses of an athletics independent, including transportation, are the sole responsibility of the applicant and his or her family. Faculty or staff members at LA may not receive remuneration for serving as a student's supervisor on an independent project.
- A minimum of 7 hours per week is required.
- Professional instruction should be a significant component of the project.
- Adult supervision is required.

Application procedure:

- Students must make clear in an application the reasons for and goals of the independent in athletics, the time frame involved, and a detailed practice and competition schedule.
- After applicants obtain the signatures of their parent(s) or guardian(s), advisor, and adult supervisor, they must submit the application to the director of athletics and meet to discuss their project. Applicants will learn during that meeting whether they have been granted permission to enroll in an athletics independent.
- Completed applications are due no later than the end of the first week of the term.

VI. Failure to Meet Requirements

Successful participation in athletics is mandatory for graduation. Failure to participate in the required athletic program or failure to meet the demands of an independent sport may result in a failure to graduate from Lawrence Academy.

Note: Failure to participate in a sport includes excessive absences, whether excused or not. Students will be warned by the coach when absences are becoming excessive. The school's policy on “extended health absence” applies to sports credit (see p. 66).

Students may make up athletic failures by participating in a vacation sports program. Students must attend such a program for two weeks (60 hours) and provide documentation of participation as follows:

- Name of program
- Address of program
- Name of program director
- Telephone number of director
- Letter from the director stating the dates of attendance, and hours of participation, and attesting to successful completion of the program. The letter must be mailed to the director of athletics at Lawrence Academy as soon as is reasonable following the student's participation in the program.

VII. Athletic Facilities

The Stone Athletic Center: The Stone Athletic Center contains locker rooms, the equipment room, athletic training facilities, a weight room, visiting team rooms, a wrestling room, a meeting room, offices of the director and associate director of athletics, and the gymnasium. The Stone Athletic Center is also generally available for recreational play in the late afternoon and on weekends. Proper footwear is required on the main gym floor. Food and drink are prohibited in the gymnasium.

Athletic equipment room: The athletic equipment room is located in the Stone Athletic Center between the boys' and girls' locker rooms and is open from 3:00 p.m. to 6:00 p.m. on Monday, Tuesday, Thursday, and Friday and from 12:30 p.m. to 6:00 p.m. on Wednesday. On Saturdays, it will be open depending on the game schedule for the day.

Athletic training room: A training room, located on the second floor of the Stone Athletic Center, has on staff a full-time, state-licensed, and nationally certified athletic trainer. He is on duty during all home sports contests and practices throughout the year. The athletic trainer is responsible for the prevention, care, and treatment of athletic injuries experienced by LA students and works closely with area physicians.

Coaches must report all injuries to the trainers. Treatment of injuries and decisions to return to play will be made by the athletic trainers. Coaches will be informed of an athlete's progress pertaining to injury and are expected to contact the training or medical staff with questions or concerns. Students who are seeing or have been seen by a physician for an injury must have a written medical clearance note from the physician prior to returning to school/athletic activities. (see "Concussion Protocol" p. 67, for more.)

The Grant Rink: Located next to The Stone Athletic Center, the rink is used by all Lawrence Academy hockey teams and also rented to area teams throughout the winter season. In the fall and spring, the facility is used for team practices during inclement weather.

The Shumway Field Complex located across Route 119, the complex includes Baker Field (baseball) and Martin Field (soccer). One of Lawrence academy's two sets of tennis courts, the Martin Tennis Courts, is also located there. Other courts are located along Route 40 beside the newly turfed Murbach Field (football, lacrosse). Additional fields (softball, soccer, lacrosse, and field hockey) are located behind and below Murbach Field. Proper sneakers (light soles) must be worn at all times when playing on any of the tennis courts available for recreational use.

Note: Athletic facilities may not be used during academic hours or evening study hours.



COMMUNITY EXPECTATIONS AND
DISCIPLINE GUIDELINES

COMMUNITY EXPECTATIONS AND DISCIPLINE GUIDELINES

Lawrence Academy expects students to take responsibility for their actions at all times, whether on or off campus; to behave intelligently and with sensitivity; and to conduct themselves honestly and respectfully. Lawrence Academy's community expectations are in place to provide boundaries within which students can make healthy choices in a safe and supportive environment. Student conduct that is harmful or damaging to the individual or the school community, whether committed in school or elsewhere, at any time to the year, may be cause for discipline.

I. Honor Code

My signature affirms my desire to live in a community characterized by trust, my intention to behave honestly at all times, and my acceptance of my responsibility for the general moral health of the community.

II. Attendance

Academic attendance policy: The classroom experience is central to Lawrence Academy's mission, and our educational philosophy is centered on the importance of students interacting in the classroom with ideas, other students, and their teachers. These experiences cannot be reconstructed afterward. Meeting commitments is an important life skill, one that demonstrates a student's commitment to his or her education as well as to his or her learning community. Therefore, Lawrence Academy expect that students will make every effort to honor all school commitments.

Attendance expectations:

- Should a student miss six meetings of a single class in a term, his or her grade in that class will be subject to review at the end of that term.
- The director of studies will review the student's case, and, in consultation with the assistant head of school, the dean of students, the classroom teacher(s), and the student's advisor, determine an appropriate response.
- If the absences are substantiated, and if, upon review, six or more of them are deemed countable, the administration will reduce the student's term grade in that class by one full letter grade.
- To ensure that students and families are aware of any potential academic penalty for a given course, the dean of students will contact the student, the student's advisor, and the director of studies, who will call a family once a student has missed four meetings for the same class in a given term to inform them that the student is approaching the six-absence maximum and needs to make every effort to attend that class for the rest of the term.

Countable absences:

- Planned absences
- Medical appointments
- Short-term illnesses

Non-countable absences:

- Physician-documented long-term chronic illnesses that result in non-consecutive absences over several days

- Documented brain injuries
- Religious holidays
- Family or medical emergencies
- The three allotted college trips and visits with on-campus representatives for seniors
- School field trips
- School athletic events
- Medical leave

Absences not listed above will be considered missed commitments and not only will be counted toward the limit allowed in a given term, but also will merit a disciplinary response.

Note: Extended absences, for medical or other reasons, could put credit for the term or course in jeopardy (see “Medical Leave Policy,” p. 71).

Senior sleep-in:

- With advisor permission, seniors may be granted the privilege of a “senior sleep-in” if they have the first block free.
- They must check in with the Student Life Office before attending their first class.
- Failure to check in with the Student Life Office will result in a Consequence.
- Seniors are not allowed to miss an assembly for a sleep-in.

Snow policy: Lawrence Academy will occasionally cancel or delay classes on days when the head of school determines that the weather is too severe to expect students who live off campus to drive to school.

- Decisions will be posted on our website and Boston television channels 4, 5, and 7.
- Parents of day students are urged to use discretion at all times regarding the safety of students driving to and from school during the winter months.
- On days when school is canceled because of snow, students are expected not to come to school, even if some activities still occur for boarding students.

Missed classes:

- If a student misses class for any reason, he or she is expected to contact each of his or her teachers within 24 hours of his or her return to school. This contact is the initial contact that sets in motion the communication between teacher and student about making up missed work and setting deadlines.
- If a student does not make this initial contact with his or her teachers within 24 hours, those teachers may consider the student to have missed a deadline and may respond according to their individual policies on missed deadlines.
- Once the student has made the contact and set deadlines for making up missed work, he or she is expected to report his or her plans to his or her advisor, who will communicate any concerns to the director of studies.

III. Reporting an Absence

For day students:

- Any absence or late arrival, for illness or other reason, must be called in by a student's parent(s) or guardian(s) to the administrative assistant to student life at 978-448-1518.
- Calling in before the school day starts is required because the school is responsible for the whereabouts of its students.

For boarding students: See "Health Center Excuses," p. 65.

- If a student is going to miss any school commitment for health reasons, he or she needs to visit the Health Center before he or she misses the commitment, including advisory.
- If the student is already signed out and will not be returning to school for health reasons, a parent or guardian must call both the Health Center (978-448-6670) and the administrative assistant to student life (978-448-1518) to let the school know the student will be absent that day.
- Students who are sick in the morning need to visit the Health Center before school starts.
- Those who are too sick to walk down to the Health Center are required to contact the Health Center at 978-448-6670 before school starts and speak with a nurse.
- Students who remain in their dorm room and do not contact the Health Center in person or by phone are considered to have missed a commitment.
- Students who are excused by the Health Center must remain either in the Health Center or in their room, except when dining. Their presence in any other location other than the dining room at mealtime will result in a referral to the dean of students and disciplinary consequences.
- Students being picked up by a parent or guardian to go to an appointment or for any other reason must sign out with the dean of students, and their parent(s) or guardian (s) must call the administrative assistant to student life at 978-448-1518 to confirm the arrangements.

For college visits:

- Students are encouraged to conduct college visits when they have no school commitments (during school vacations, long weekends, etc.).
- Because the school understands the importance of seeing colleges "in action," seniors are permitted to miss three class days during the school year for visits to college campuses for the purpose of on-campus admissions events, campus tours, and interviews. Each of these three visits must be arranged with the college in advance, and all seniors, both boarders and day students, must sign out for each college trip using the form provided by the College Counseling Office.
- If a senior makes a college visit without completing the required form, the missed day(s) will be counted as an unexcused absence, and all missed commitments will be dealt with through the disciplinary system. If a senior leaves on a trip after classes or afternoon commitments, that day will not count as one of the three.
- If a student plans a college visit that will conflict with a game or afternoon commitment, permission must be granted by the athletic director and coach well in advance of the visit.

- Seniors may miss a class to meet with a college representative during the Fall Visit Calendar, under the following conditions:
 - They must ask their teachers' permission ahead of time. Teachers may refuse if there is good reason, such as a test or a lab.
 - The college should be one in which the student has a legitimate interest.
- Other appointments (alumni interviews, meetings with college coaches) should be scheduled for after academic hours or for free blocks.
- The college counselors may exercise discretion with regard to these policies.

For planned absences: This category refers to absences that students and their families know about well in advance. Special permission may be granted for a student to miss a Lawrence Academy commitment if the following conditions are met:

- The dean of students is notified two weeks in advance with a request by a parent for any planned absence.
- Students who know they will be missing school must complete and turn in a Planned Absence Form one week prior to the absence. The dean of students will determine whether the absence is recommended, based both on the student's total number of absences relative to the limit allowed before incurring academic penalty and on the academic consequences reflected in the teachers' feedback on the Planned Absence Form.
- Planned absences will be deemed countable toward the total number of absences allowed within a given term.
- Teachers are under no obligation to re-teach material missed during a student's planned absence.

For departure and return from vacations:

- All students are expected to leave for and return from vacations on time.
- Any student seeking to leave early or return late may ask the dean of students for a one-time exemption in his or her entire LA career; otherwise, the absence(s) will be counted toward the total number of classes missed within a given term.
- Students will need to communicate this early departure or late return to the dean of students at least two weeks in advance.
- Otherwise, any absence from school commitments will count toward the total number of classes missed.

IV. Dress Code

During the academic day, Lawrence Academy expects students to adhere to a dress code designed to allow for comfort and individuality while maintaining a standard conducive to an academic setting. All clothing must be neat, clean, modest, and in good repair.

The following list provides a partial itemization of some clothing that is not appropriate during the academic day:

- Visible undergarments, including bralettes
- Clothing that promotes alcohol, drugs, tobacco, sex, or violence, or that demeans or offends others
- Cut-off shorts or ripped or torn apparel

- Backless tops, bare midriffs, short shorts and skirts, tank tops with spaghetti straps, tops that display cleavage or are see-through
- Yoga pants or leggings
- Athletic wear, including warm-up gear, sweatpants, game shorts, or uniforms
- Hats or other head coverings inside campus buildings (The Stone Athletic Center, dormitories, and faculty houses excepted).

Dress code for special occasions: Special occasions include Founders' Day (October), the Holiday Concert (December), Cum Laude Day (April), and graduation (June). Students may also be required to dress up for away athletic contests.

For special occasions, the following dress is required: Dresses, dress slacks, skirts, appropriate tops, jackets, collared shirts, ties, or turtlenecks. No tennis shoes or flip-flops.

Dress code for exam week: During Fall, Winter, and Spring Term exam weeks, dress code is altered to allow sweatpants and athletic wear unless otherwise instructed by a teacher or faculty member (i.e., for seminars and presentations). All other aspects of the dress code remain in place during exam week.

V. Cell Phone Usage

During the academic day:

- Cell phones must not be used when a student is in class.
- They may be used in vibration mode for incoming calls when in the Student Lounge or outdoors.
- Phones used inappropriately will be confiscated and turned in to the dean of students.

During study hours:

- Cell phones are to be turned off.

VI. Vehicles and Driving

- **Boarding students** are not allowed to have cars on campus, with the exception of a very limited number of seniors under extraordinary circumstances. All requests for a car on campus must be approved in advance by the dean of students.
- **Day students** are allowed to drive their vehicles to school and park them on campus. To receive permission to do so, day students must register their vehicles with the dean of students and must read and sign the Day Student Car Contract.
- **Car services:** The school does not recommend students using car services that cannot provide documentation of safe drivers, sufficient insurance coverage, and related safeguards for passengers. The school cannot assume responsibility for students who choose to use these types of services.
- **Student parking** is permitted only in designated areas and is monitored. Seniors may park in the RMPAC parking lot and Athletic Center lot. Sophomores and juniors may only park in the Athletic Center lot. Student parking is not permitted in the church lot, behind Ansin or behind the Gray Building and Spaulding Hall.
- No student may drive his or her vehicle during the school day or to any after-school commitment without the express written consent of the dean of students.

Note: Violating the motor vehicle use rules will constitute a breach of contact, and students could lose the privilege to drive on campus.

VII. Sign-Out Procedures

Lawrence Academy is responsible for the whereabouts of its students. Therefore, all students must use the proper sign-out procedures if they are leaving campus.

Parent/Guardian sign-out:

- To leave with a parent or guardian for a doctor's appointment or some other such circumstance, all students — both day and boarding — must submit a note to the dean of students, and they must also sign out when they depart and sign in when they return, using the book outside the office of the administrative assistant to student life.

Downtown sign-outs:

The local downtown area is considered part of the Lawrence Academy campus, and students may walk there. However, students are not permitted to cross Route 40 or Route 119 if there are no crosswalks accessible.

- Students must sign out and sign in using the book outside of the office of the administrative assistant to student life to walk downtown.
- Seniors are exempt from this permission requirement.
- Students may not miss any school commitment to walk downtown.

VIII. Guests

- Students are invited to entertain family and friends on campus.
- Students who have guests on campus must inform the dean of students that a guest will be present. Boarders must also have a dorm parent's permission to invite a guest into the dorm.
- Permission must be granted 24 hours in advance.
- Students must recognize that their guests are subject to all school rules and regulations.
- As hosts or hostesses, students will be held responsible for the conduct of guests as long as their guests remain on campus.

IX. Tobacco Use

In light of the overwhelming evidence that tobacco is unhealthy and life-threatening, Lawrence Academy does not permit or condone its use on campus, on school-sponsored trips, or in downtown Groton by students for whose well-being the school is responsible.

Upon first violation:

- The dean of students will implement a two-step health response.
- First, within one week from the time of the violation or a reasonable time agreed upon by the student's family and the school, the student will be required to undergo an evaluation for the degree of his or her use and any resulting health risks and concerns.
- Second, the student will be required to follow the recommendations of the assessment, which might include attending a weekly support group or an individual meeting with a drug and alcohol counselor until that counselor considers the student to be safe and healthy.

- The student's family will be financially responsible for costs of both the evaluation and the counseling.

A second violation:

- The dean of students will implement a Level III disciplinary response of a half-year probation.
- The student will either continue or resume counseling.

X. Sexual Intimacy

Because we are concerned about the physical and emotional health and well-being of our students, Lawrence Academy does not condone sexual intercourse or other sexual activity between students. Students engaging in any form of sexual activity will be instructed to cease; parents will be notified, and failure to comply with instructions will be considered a disciplinary matter.

Sexual misconduct is strictly prohibited and will be treated as a major disciplinary matter. Examples of sexual misconduct include, but are not limited to, the following:

- Engaging in sexual activity without the consent of the other person.
- Using or threatening physical force or violence.
- Intimidating, humiliating, disparaging, or other forms of coercing.
- Stalking, including cyber-stalking.
- Bullying, including cyber-bullying.
- Abusing a special relationship of trust or responsibility, such as mentors or team captains.

Sexual consent means that all of the people engaging in a sexual activity have expressly agreed to participate.

- Consenting to some form of sexual activity does not imply consent to other forms of sexual activity.
- Consent to any sexual activity may be withdrawn at any time. Once consent is withdrawn, all sexual activity must stop.
- Consent cannot be obtained through the use of physical force, intimidation, or coercion.
- Consent may never be given by a person under the age of 16.
- A person who is incapacitated by drugs or alcohol cannot give consent.
- A person who is asleep cannot give consent.

Information About Sexual Health

The Health Center can provide sound information related to sexual health and activity and offer additional outside resources for a student in need.

Help for Survivors of Sexual Misconduct

A student who would like to report an incident of sexual misconduct should speak to a trusted adult at home or at school, members of the Health Center, members of the Intervention Team (I Team), or the dean of students.

If a student has been a victim of sexual assault, the most important action to take is to access support for that student by contacting a trusted adult, a member of the Health Center, a member of the Intervention Team (I Team), or the dean of students. Additional resources include the Boston Area Rape Crisis Center (1-800-841-8371) or the Rape Crisis Center of Greater Lowell (1-800-542-5212).

Along with the medical options and support resources above, the following options may be provided:

- A choice to request academic, school, and residential accommodations
- A choice to pursue a school disciplinary response
- A choice to pursue criminal prosecution
- A choice not to pursue further action

Reporting Obligations

In accordance with Massachusetts law, the school is required to report to the Department of Children and Families (DCF) when the school has reason to believe that a student under the age of 18 is suffering sexual abuse, including statutory rape.

XI. Alcohol and Drugs

Possession or use of alcohol: Lawrence Academy does not condone the use or distribution of alcohol. Alcohol is a danger to the health of those students who use it. In addition, its presence on campus is a danger to the community, for it tends to attract others to its use. If a student is found using or in possession of alcohol, the school will work with that student if he or she genuinely wants to stop using alcohol.

- Students are expected not to use alcohol during their career at Lawrence Academy.
- Possession, use, sale, and/or distribution of alcohol will not be tolerated by the Academy. A student who is involved in selling or distributing alcohol or making it available to another will be recommended for expulsion.
- A student who uses or possesses alcohol and is not dismissed from the Academy will be required to receive a pre-assessment by the school's counselor. The counselor will then make recommendations about further evaluation or other courses of action as necessary. Students must meet with the counselor and are expected to follow the counselor's recommendations pertaining to alcohol use in order to continue at the Academy. The counselor will report compliance to the dean of students.
- Evidence of use includes, but is not limited to, the possession of containers or the odor of alcohol. Students are not to have alcoholic beverage containers, whether bottles or cans, in their rooms at any time.
- Students will not be granted permission to attend parties at which alcohol is served. (If the school discovers that alcohol will be served at any student's weekend destination, the dean of students will contact the parents involved.)

Possession or use of cannabis (such as marijuana or hashish): Lawrence Academy does not condone the use or distribution of cannabis. Cannabis is a danger to the health of those students who use it, and its presence on campus is a danger to the community, for it often attracts others to its use. If a student is found in the possession of cannabis or is found using cannabis, the school will work with those individuals who genuinely want to stop using cannabis. Those individuals will be given the option to either withdraw themselves from the school or comply with the following guidelines. The following is considered a contractual agreement between Lawrence Academy and the student in question. Should the student fail to follow the prescribed guidelines, he or she will receive a Level V expulsion.

- Students are expected not to use cannabis during their career at Lawrence Academy.
- The sale and/or distribution of cannabis will not be tolerated by the school. A student who is involved in the sale, distribution, or making available of cannabis to another will be recommended for expulsion.
- A student who possesses cannabis and is not dismissed from the school will be required to receive a pre-assessment by the school's counselor. The counselor will then make recommendations about further evaluation or other courses of treatment pertaining to cannabis use in order for the student to continue at the school.
- The student will have to fulfill all recommendations for treatment or counseling made by the drug counselor.
- The student must complete 30 hours of community service approved by the dean of students in consultation with the student's advisor and the assistant head of school. The student will be responsible for finding a community service program in which to participate, setting up a schedule outlining participation in this program, and reporting weekly to the dean of students regarding the number of hours he or she has completed and what he or she has done during those hours. Each week, the student should complete between one and three hours of service. Transportation must be provided and/or coordinated by the student and his or her family. This program will take place at an off-campus location.
- The student will lose any position of authority previously held in the community (e.g., sport captaincy, student body presidency, Faculty-Student Senate membership, student government membership, etc.).
- Coaches and other after-school program directors will be responsible for determining any suspensions or removals from the student's after-school commitments.
- The student will be required to attend four consecutive two-hour Saturday Morning Consequences.
- Boarding students will be on dorm-restricted study status for four weeks.
- For one year, the student will be subject to a random drug test at least once every 30 days, including providing proof of tests taken over the summer. For the duration of his or her career at the school, the student will then be subject to a random drug test at least once every 90 days.

Possession, sale, use, or distribution of controlled and/or mind-altering substances and possession of paraphernalia: Students found to be in possession of or using controlled and/or mind-altering substances, including but not limited to derivatives of or forms of opium or opiates, coca leaves, lysergic acids, methaqualones, barbituric acids, or any combination of these narcotics or other mind-altering substances, regardless of quantity, will be subject to expulsion.

XII. Bullying

Lawrence Academy does not tolerate bullying. Bullying is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture, or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or herself or damage to his or her property; (iii) creates a hostile environment at the school for the victim; (iv) infringes on the rights of the victim at the school; or (v) materially and substantially disrupts the education process or the orderly operation of the school. Bullying includes cyber-bullying.

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

A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive enough to alter the conditions of the student's education.

Bullying includes, but is not limited to, the following:

- Unwanted teasing
- Threatening
- Intimidating
- Stalking
- Theft
- Physical violence
- Harassment
- Public humiliation
- Destruction of property
- Coercion
- Rumor spreading

Bullying is prohibited: on school grounds and property immediately adjacent to school grounds; at a school-sponsored or school-related activity, function, or program, whether on or off school grounds; at a school bus stop and on a school bus or other vehicle owned, leased, or used by the school; and through the use of technology or an electronic device owned, leased, or used by the

school, if the bullying creates a hostile environment at the school for the victim, infringes on the rights of the victim at the school, or materially and substantially disrupts the education process or the orderly operation of the school.

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

Reporting an act of bullying:

- Any student and/or the parent(s) or guardian(s) on that complainant's behalf who believes that he or she is a victim of an action of bullying is strongly encouraged to file a report, orally or in writing, with an appropriate member of the school administration, faculty, or staff (head or assistant head of school, dean of students, school counselor, teacher, advisor). Additionally, bystanders who have credible information about an act of bullying are encouraged to do the same. Reports of bullying should be filed as soon as possible after the alleged incident has occurred. All reports should be filed within 30 days after the alleged incident; failure to file a report of an incident within this timeframe may make it difficult or impossible to conduct a fair investigation.
- Anonymous reports of bullying may be made using the Anonymous Bullying Report Form. These forms will be available at the Health Center. Anonymous reports may be delivered to the school's reporting boxes located at the Health Center. Filing an anonymous report will lead to further investigation, but disciplinary action may not be taken solely on the basis of an anonymous report.

Possible disciplinary actions: Any student found to have engaged in bullying may be subject to disciplinary action up to and including expulsion (see Levels III, IV, and V under "Discipline Guidelines," p. 48). The head of school retains final authority in all disciplinary decisions.

Potential criminal consequences: At an advisor-advisee meeting, students will be asked to acknowledge that they have received and read the following, Massachusetts Law chapter 265, sections 9-11, of the General Laws, which prohibits bullying:

Section 9. Section 43 of chapter 265 of the General Laws, as so appearing, is hereby amended by striking out subsection (a) and inserting in place thereof the following subsection:

(a) Whoever (1) willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person which seriously alarms or annoys that person and would cause a reasonable person to suffer substantial emotional distress, and (2) makes a threat with the intent to place the person in imminent fear of death or bodily injury, shall be guilty of the crime of stalking and shall be punished by imprisonment in the state prison for not more than 5 years or by a fine of not more than \$1,000, or imprisonment in the house of correction for not more than 2 ½ years or by both such fine and imprisonment. The conduct, acts or threats described in this subsection shall include, but not be limited to, conduct, acts or threats conducted by mail or by use of a telephonic or telecommunication device or electronic communication device including, but not limited to, any device that transfers 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.

Section 10. Section 43A of said chapter 265, as so appearing, is hereby amended by striking out paragraph (a) and inserting in place thereof the following paragraph:

(a) Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress, shall be guilty of the crime of criminal harassment and shall be punished by imprisonment in a house of correction for not more than 2 ½ years or by a fine of not more than \$1,000, or by both such fine and imprisonment. The conduct or acts described in this paragraph shall include, but not be limited to, conduct or acts conducted by mail or by use of a telephonic or telecommunication device or electronic communication device including, but not limited to, any device that transfers 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.

Section 11. Subsection (3) of section 13B of chapter 268 of the General Laws, as so appearing, is hereby amended by striking out the second sentence and inserting in place thereof the following sentence:

Such act shall include, but not be limited to, an act conducted by mail or by use of a telephonic or telecommunication device or electronic communication device including but not limited to any device that transfers 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.

XIII. Hazing, Harassment, and Bigotry

Lawrence Academy does not tolerate speech or behavior that offends or demeans anyone's race, gender, gender identity, gender expression, sexuality, religion, nationality, disability, or ancestry.

All members of the community, adults and students, are expected to confront prejudice whenever they see it. Victims of prejudice and anyone with knowledge of incidents of bigotry should speak to the dean of students or any other adult on campus.

Possible disciplinary actions: Any student found to have engaged in hazing, harassment, or bigotry may be subject to disciplinary action up to and including expulsion (see Levels III, IV, and V under "Discipline Guidelines," p. 48). The head of school retains final authority in all disciplinary decisions.

Potential criminal consequences: At an advisor-advisee meeting, students will be asked to acknowledge that they have received and read the following, Massachusetts Law chapter 269, sections 17-19, of the General Laws, which prohibits hazing and harassment:

Section 17. Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than \$1,000 or by imprisonment in a house of correction for not more than 100 days, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections 18 and 19 shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other

brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Section 18. Whoever knows that another person is the victim of hazing as defined in Section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such a crime shall be punished by a fine of not more than \$500.00

Section 19. Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge, or applicant for membership in such group or organization, a copy of this section and Sections 17 and 18. An officer of each such group or organization, and each individual receiving a copy of said Sections 17 and 18 shall sign an acknowledgement stating that such group, organization or individual has received a copy of said Sections 17 and 18. Examples of harassment include but are not limited to any behavior, words, or acts that humiliate, intimidate, or abuse a person or group of people because of their race, ethnicity, ancestry, national origin, religion, gender, sexual orientation, age, physical or mental disabilities, including learning disabilities, or other disorders. Harassment can be a single incident or an ongoing situation that creates a hostile, tormenting, or uncomfortable environment. Harassment also includes acts of degradation and disgrace. Bigotry is defined as intolerance of another's religion, race, or politics.

XIV. Vandalism

Lawrence Academy does not tolerate the destruction, willful or otherwise, of anyone's property. When students accidentally damage the school's or another person's property, they are expected to report the incident to a faculty member, and a decision will be made to determine whether or not the students involved are financially responsible and/or subject to disciplinary review.

XV. Theft

Lawrence Academy does not tolerate theft, as it undermines the trust on which a community must be built, destroying community morale and creating an environment that diminishes the openness needed for healthy relationships to prosper among individuals in a diverse community of learners.

XVI. Weapons

These rules address behavior that Lawrence Academy will not tolerate because the threat to the community precludes any consideration for a second chance for the individual. Some are obvious, for the threat to others is clear:

- Firearms and other weapons are not permitted on campus.
- A weapon includes a pistol, replica pistol, starter pistol, dirk, dagger, any size or type of knife, razor, slingshot, explosives, Taser, stun gun, rocket, brass knuckles, BB or pellet gun, nunchucks, or any other object that is considered illegal to possess or use in the state under state law.
- Fireworks are not permitted on campus.

XVII. Searches

Lawrence Academy has an obligation to maintain a safe environment for all students. In order to maintain a safe environment, the school reserves the right to search a student and his or her room, belongings, motor vehicle, backpack, locker, computer, and other designated property or areas, and all the contents therein. Lawrence Academy also reserves the right to monitor activities on campus to ensure general safety. This includes the use of surveillance technologies to monitor possible acts of theft, mischief, and vandalism; the use of drug detection kits or testing devices, including random drug testing when appropriate; and the use of any other available means to detect the presence of drugs or weapons.

XVIII. Discipline Guidelines – Levels I-V

Most discipline takes the form of teachers offering informal feedback on behavior, and the school expects students to respond promptly and respectfully to adult direction. More severe infractions of repeated minor offenses and infractions involving major offenses require a formal response administered by the dean of students, whose goal is to use the guidelines below to help students learn how to make better decisions as they continue to live and work at LA.

All students are expected to cooperate with faculty, staff, and, if applicable, outside investigators, throughout the investigation of the incident. Failure to cooperate in the process may result in dismissal from school.

To respond to any student's difficulty in complying with the expectations for behavior outlined in *Omnibus Lucet*, Lawrence Academy's Faculty-Student Senate has designed the following five levels of discipline:

Level I:

- This is the lowest level of formal response to violations of general school conduct and meeting attendance expectations under minor school rules.
- These responses are usually issued by a teacher or advisor to a student and are intended to serve as an official reminder that a student's behavior is not satisfactory or appropriate.
- Students who receive a Level I violation will be required to attend a Saturday Morning Consequence from 8:00 a.m. to 10:00 a.m.
- Items that fall within this category include, but are not limited to, the following: repeated dress code violations, inappropriate language and disrespect, and misuse of a cell phone.

Level II:

- This level of response addresses violations of minor school rules with regard to school community expectations and commitments.
- This level of response is administered by the dean of students.
- Students who receive a Level II violation will receive a Saturday Morning Consequence from 8:00 a.m. to 10:00 a.m. and have a letter sent home to their parent(s) or guardian(s) by the dean of students. Also, their parent(s) or guardian(s) will be contacted by the student's advisor.
- If students miss a second commitment, they will be assigned a Saturday Morning Consequence. The advisor should again communicate with their parent(s) or guardian(s), and the dean of students will send a letter home.

- If students miss a third commitment, they will be placed on probation and assigned a Saturday Morning Consequence.
- If students miss a fourth commitment, they will be placed on an expulsion contract.

Note: If students miss any assigned Consequences, that Consequence will be treated as a missed commitment equal to a missed class or sport.

Level III (probation):

- This level of response is reserved for serious infractions of minor school rules.
- This level of response is administered by the dean of students.
- Students who receive a Level III response will be placed on probation for six academic months and are in jeopardy of losing their right to attend Lawrence Academy.
- Those who successfully complete a probationary period are reinstated as a student in good standing at Lawrence Academy.
- Items that fall within this category include, but are not limited to, the following:
 - Willful disrespect of a faculty member or staff person
 - Illegally signing out from campus during the academic day
 - Illegally operating a motorized vehicle during the academic day
 - Falsifying a weekend sign-out form
 - Accumulation of a third missed commitment
 - Dorm violations
 - A second violation involving the use or possession of tobacco
 - Hazing, harassment, bigotry, and bullying

Level IV (expulsion contract):

- This level indicates a category of behavior that threatens the health and safety of an individual student and/or the greater community.
- This level of response is administered by the dean of students, the head of school, and, when called upon, the Judiciary Council.
- Students who violate a rule in this category must have their parent(s) or guardian come to school for a meeting with the dean of students, their advisor, and anyone else deemed appropriate to the situation.
- If students are dishonest in denying a violation of rules in this category, they face additional consequences and an increased likelihood of dismissal.
- Students violating a rule in this category will write a statement examining the degree to which their actions have upset the community and show cause as to why they should be allowed to remain at Lawrence Academy. This statement will be submitted to the dean of students.
- Students at this level in the disciplinary process enter into a contractual relationship with the school in which they agree to abide by certain terms as a condition for their continued enrollment at Lawrence Academy.
- The length of the expulsion contract can extend from six academic months to the duration of a student's career at Lawrence Academy.
- Violating the contract's terms will warrant dismissal from the school, as will committing another Level III or Level IV offense while under such a contract.

- Items that fall within this category include but are not limited to the following:
 - Possession and/or use of alcohol or cannabis (see p. 42)
 - Dishonesty (lying, cheating, plagiarism, sign-out form falsification)
 - Vandalism
 - Theft
 - Hazing, harassment, bigotry, and bullying
 - A fourth missed commitment
 - Repeated violations of lower-level rules while on probation

Note: Any student who violates a Level III rule while on Level III probation will be placed on an expulsion contract. Notwithstanding this general outcome, Level III violations committed while a student is on Level III probation could result in a recommendation for expulsion, depending on the circumstances and the student's disciplinary record. The Level III probation status of a student who is placed on an expulsion contract after committing a second Level III offense terminates when the student is placed on the expulsion contract.

Level V (expulsion):

- This level of violation, or a series of lesser violations, is of such an egregious nature that it requires the student to be expelled from the school community.
- This level of response is administered by the dean of students, the head of school, and, when called upon, the Judiciary Council.
- The nature of the incidents may be such that the student is no longer living within the expectations or under the principles of the school and/or that the student's action(s) may pose a significant threat to the general well-being of the community.
- Items that fall within this category include, but are not limited to, the following:
 - A second offense for possession of cannabis
 - Illegal possession of firearms, fireworks, or weapons
 - Possession, sale, use, or distribution of controlled or mind-altering substances and/or the possession of drug paraphernalia
 - Possession, sale, or misuse of prescription drugs
 - Hazing, harassment, bigotry, and bullying
 - Theft
 - Smoking or open flame in any school building
 - Intentional misuse of safety equipment such as fire extinguishers, fire alarms, etc.
 - Possession of dangerous electrical equipment, such as space heaters, quartz-halogen lamps, etc.
 - Intentional misuse of paging systems involving health services or emergency services
 - Unauthorized use of athletic medical vehicles
 - Violation of a Level IV expulsion contract
 - Possession of any flammable or combustible gas or liquid that is designed to be used as a fuel source
 - Possession or use of vaporizers

Note: Students who have been expelled from Lawrence Academy are not to return to campus until after the June in which they would have graduated unless specific permission is granted by the dean of students or head of school. In the case of seniors, they are not welcome back on campus for a full year after expulsion unless specific permission is granted by the dean of students or head of school. See “Searches,” p. 48.

XIX. The Judiciary Council and Case Review Committees

The purpose of the Judiciary Council (JC) is to ensure fairness and transparency in the treatment of students accused of serious behavioral infractions and to give such students the opportunity for a review of their case if the case has been referred to the JC by the head of school. All cases described below that involve Level IV or Level V infractions shall be deemed referred to the JC by the head of school unless the head of school notifies the dean of students that the head of school is assuming jurisdiction. Another purpose of these provisions is to assist all students in maintaining the standards of community behavior expected of all members of the Lawrence Academy community.

Council member selection process:

- The JC shall be made up of 15 persons: nine students and six faculty.
- Students are to be elected by their class.
- The nine students are to be four seniors, three juniors, and two sophomores.
- Faculty will select (volunteer or elect) its six members in the same manner by which it provides members to the Faculty-Student Senate.
- The JC shall be formed at the close of the prior academic year or as soon thereafter as possible while school is in session.

Case Review Committees:

- Each student’s case brought before the JC will be assigned to a Case Review Committee consisting of five members of the JC: three students and two faculty.
- The JC shall determine the Case Review Committee for any given case based on a rotation established by its 15 members at their first meeting after being fully formed.
- Based on challenges (e.g., schedules, illness, academic problems, and other conflicts), the makeup of a Case Review Committee for any given case may shift as necessary.

Cases brought to the Judiciary Council:

- Cases involving Level IV or Level V infractions shall be deemed referred for review by a Case Review Committee unless the head of school notifies the dean of students that the head of school is taking jurisdiction.
- A student may waive the right to review by a Case Review Committee.
- In cases referred to the JC by the head of school involving lower-level but repeated infractions, an administrator or advisor may recommend a student for review by a committee of the JC in an attempt to assist the student in maintaining the standard of behavior expected of all members of the LA community.
- In all cases, each Case Review Committee shall do its best to arrive at a consensus. In the event it cannot arrive at a consensus, a majority opinion will be presented to the head or assistant head of school, with the allowance for dissenting opinions to be presented as well.

Judiciary Council process:

- Once an alleged Level IV or Level V infraction occurs and the head of school has referred the case to the JC, notice should be given to the student, parent(s) or guardian, and advisor as soon as practicable.
- The student should be informed that he or she has a right to a review in front of a five-member Case Review Committee.
- The student must inform his or her advisor, the dean of students, or the assistant head or head of school within 24 hours that he or she wishes to exercise or decline the right to a case review.
- Those Level IV or Level V cases in which a student declines the right to a case review will be decided by the head of school based upon the recommendation of the dean of students.
- In cases involving lower-level but repeated infractions referred to the JC by the head of school, a hearing before a Case Review Committee may not be declined by the student being referred for review.
- Every effort shall be made to ensure that each Case Review Committee is comprised of members who have had no prior conflict with the accused student. If the accused student feels that any member of the Case Review Committee may be unfairly biased against him or her, he or she must bring that to the attention of his or her advisor immediately. The claim of bias shall be referred to the dean of students by the accused student's advisor for review and decision, which shall be final.
- Each Case Review Committee shall convene a hearing for witness testimony relating to the facts of the case as the committee deems appropriate; review such additional reports as the committee deems appropriate; where a student has been found guilty of the alleged violation, hear witnesses relating to the character of the responsible student if the committee deems it appropriate to do so; thereafter, convene a session of the committee to determine its findings of fact; and, thereafter, propose a disposition to the head of school.
- Each Case Review Committee shall do its best to arrive at a consensual recommendation for each case.
- In the event that the Case Review Committee cannot arrive at a consensus, a majority opinion will be presented to the head of school as the decision maker, with the allowance for dissenting opinions to be presented as well.
- If there are multiple accused students stemming from a single or related series of events, each student whose case has been referred to the JC by the head of school will be entitled to a separate review hearing as described above. However, in such a case, all of the accused students will be reviewed by the same Case Review Committee.
- All deliberations, findings, and dispositions of any Case Review Committee are strictly confidential.
- As with all disciplinary matters, the ultimate authority resides with the head of school, who may determine the disciplinary response without any reference to the JC or any other committee and who may change, accept, or reject any recommendation of any committee to whom the head of school has referred a case on any disciplinary matter.

XX. Records of Disciplinary Action

When applications for colleges or other educational institutions ask whether a student has been involved in a disciplinary proceeding that resulted in suspension or dismissal, students must respond to the question honestly and accurately with a brief, written explanation. According to Lawrence Academy's rule structure, reportable disciplinary actions of record are Level IV and Level V offenses (see pp. 49-50).

Reporting policies:

- If Lawrence Academy discovers that a student has not provided a college or other educational institution with accurate (or any) information about a disciplinary proceeding that resulted in suspension or dismissal, the school will immediately and directly contact those institutions and correct the inaccuracy or failure to respond.
- If a college or other educational institution asks Lawrence Academy about a disciplinary proceeding that resulted in suspension or dismissal, the school will explain the disciplinary process, the rules violation, and the basis for the suspension or dismissal.
- If a student's status at Lawrence Academy changes as a result of a disciplinary proceeding concluding after applications have been submitted to a college or other educational institution, Lawrence Academy will notify those institutions to which the student has applied about the student's change in status if the student has not notified those institutions within 14 days after the change in status took effect.
- If a student is dismissed from Lawrence Academy during the senior year and after applications have been submitted to a college or other educational institution, Lawrence Academy will immediately contact those institutions to which the student has applied to notify them that the student is no longer enrolled.



RESIDENTIAL LIFE PROGRAM
AND POLICIES

RESIDENTIAL LIFE PROGRAM AND POLICIES

Lawrence Academy's residential program is designed to foster respect, trust, cooperation, and communication within a diverse community of students and faculty who not only work and play together, but live together as well.

I. Housing, Rooming, and Roommates

Dormitories: The dormitories at Lawrence Academy vary in capacity from 8 to 44 students. Thus, the manner in which individual dormitories function varies.

Room and roommate assignments: The dean of students works with a committee of faculty to create roommate assignments that take into account both individuality and compatibility for all boarding students. If at all possible, dormitory proctors are given their room choice. Room and roommate assignments are not announced before the opening day of school.

Room assignments are not guaranteed for the year, and the dean of students, in consultation with the advisor and dorm parent, may make room switches when this appears to be in the best interest of the students involved and/or the school.

Roommate changes: During the school year, dormitory room changes may be made with the approval of the dean of students, the assistant dean of students, the dorm head, and the student's advisor. Students wishing to change rooms must make a formal request, in writing, to the dean of students. Under normal circumstances, no room changes will be granted until the end of the fall term.

Changes in boarding status: Students who enroll as boarders are expected to remain boarders during the time they are enrolled. Boarders wishing to switch to day status may do so only after submitting an application to the director of admissions and the assistant head of school. The application will be reviewed by a standing committee that oversees such applications. Final authority for a change in status rests with the head of school. Absent extraordinary circumstances, a change from boarding status to day status is not permitted.

Dorm rooms: Most dormitory rooms are doubles (two students to a room), with the exception of a few singles and triples. Rooms are equipped with a standard bed, dresser, chair, desk, and overhead light.

- Students are advised to spend time in their rooms before purchasing special items but may bring rugs, curtains, pillows, sheets, blankets, a comforter, hangers, a desk lamp, a clock, a wastepaper basket, and a mirror. Pillows are not provided by the school.
- Students are not allowed to paint their dormitory room walls or remove dormitory furniture from their rooms.
- A student's room décor may not demean or offend others, nor may it promote drugs, alcohol, violence, or sex.
- Tapestries, wall hangings, and room dividers are prohibited.
- Emergency exits must be unobstructed.
- No pets of any kind are allowed.
- Listening to music is permitted, but headphones are required for listening during study hours and quiet hours.

- For safety reasons, no electrical or cooking appliances may be used in dormitory rooms except UL-approved stereos, computers, radios, clocks, electric blankets, irons, lamps, and low-power hair dryers. Any appliance that is a fire hazard will be confiscated. Halogen lamps are strictly forbidden. Proctors may have small refrigerators in their rooms.
- Monitors exceeding 25" are not permitted.
- Students are allowed to watch movies on their computers only during non-academic hours and prior to lights out.
- Students are not allowed to play video games during the academic week.
- Each dormitory has a common room equipped with a refrigerator, microwave, and TV.
- Each student is given a key and a fob for his or her room and dorm. Students are charged for lost keys and fobs.
- All possessions should be clearly marked with the owner's name.

Note: Dorm rooms are the property of the school. Therefore, school personnel may enter a room without the permission or knowledge of the student, and they have the authority to make final decisions regarding décor, cleanliness, and occupants.

Room inspections: The school expects students' rooms to be clean. To that end, dormitory parents and proctors perform regular, routine inspections of rooms for tidiness and cleanliness. Failure to fulfill this expectation will result in dormitory-imposed consequences.

Students who leave campus for the night must leave behind a neat room. Rooms are also inspected over all vacations and holiday breaks. At the end of the year, students who do not leave their rooms in good condition will be charged for damages and/or a cleaning fee.

Common areas: The common spaces in each dormitory — bathrooms, television rooms, laundry rooms — are cleaned on a regular basis by the housekeeping staff at Lawrence Academy. However, residential students in each dormitory are expected to respect those spaces and to participate on a regular basis in cleanup programs for the overall cleanliness of the dormitories. Duties may be assigned in each dorm to ensure dorm cleanliness and respectful use of common areas. Any damage to common areas, if not owned up to by those responsible, will be paid for by all residents. Willful damage constitutes vandalism.

For safety reasons, students are not allowed on roofs, porches, or fire escapes, except in emergencies.

II. Dormitory Regulations

Fire regulations: Concern for student safety in dormitories is of paramount interest to everyone in the community. To help ensure safety, follow these guidelines:

- Nothing should be attached to ceilings, pipes, or light fixtures.
- All decorations need to be flame resistant.
- Nothing can be burned in dormitory rooms. Doing so will result in expulsion from the school.

Communication: Parents, relatives, and friends may communicate with residential students in the following ways:

- **By mail:** Each residential student is assigned a secure mailbox with a combination lock. Mail is delivered Monday through Friday (see p. 78).

- **By e-mail and Internet:** Residential students have access to e-mail and the Internet. Each student is assigned a school e-mail account. The Internet is shut off between the hours of 12:00 a.m. and 6:00 a.m.
- **By cell phone:** Students can always be contacted by cell phone during non-academic hours before lights out. Students are not allowed to use cell phones in the dormitory during study hours or after 11:00 p.m. without express permission from their dormitory parent (see p. 39).

Visitors:

- No visitors are allowed in dormitories during the academic day without the express permission of the dorm parent; this includes day students.
- Evening visitors must leave the dormitories by 7:45 p.m. during the week and by 10:45 p.m. on the weekend.
- Except in special instances, males are not allowed in female dormitories and females are not allowed in male dormitories.
- Leaving a dormitory or being out of a dormitory after check-in or during specific restricted times is prohibited and will merit a disciplinary response.
- Being in a dormitory without permission when the dormitory is closed is prohibited and will merit a disciplinary response.
- Guests may stay overnight on weekends with advance permission from the roommate, the dorm parents, a parent or guardian of the guest, and the dean of students.

Study hours: Study hours are from 8:00 p.m. to 10:00 p.m., Sunday through Thursday, for all students on campus (see p. 14).

- Students must be working quietly in their rooms or be signed out to another approved study location or at an approved event (e.g., dance recital, rehearsal).
- Students on structured study status must report to their structured study hall locations by 7:50 p.m.
- Dormitories are to be absolutely quiet.
- Wandering or socializing around the dormitory or the campus is prohibited.
- Music may be listened to only through headphones.
- Television may be watched by special permission only.
- Phone calls and texting, incoming or outgoing, are not permitted, and cell phones may be collected to ensure compliance.

Check-in and lights out: At check-in, faculty members verify that students are present in the dormitory or that they are absent with permission.

- Dormitory check-in for all residential students is 10:00 p.m. Sunday through Thursday, and 11:00 p.m. on Friday and Saturday, when all day students must be off campus unless they have permission from the dean of students, the administrator on duty (OD), and the dorm parent to stay in a dormitory.
- Leaving the dorm after check-in without permission will result in a disciplinary response.
- Students may not leave the dorm before 6:00 a.m.

- All students should be in their own rooms and the dormitories should be conducive to sleeping by 11:00 p.m. Students must request special permission from the dorm parent to stay up past the designated time for the purpose of completing work.
- Any overnight visitor must have advance permission from the dean of students, the dorm parent on duty, and the roommate of the student being visited. Day students may not spend the night in the dormitories on a school night unless school officials decide that the weather prevents safe travel.

Television, movies, and video games: Television is available during the appropriate hours for all students in dormitory common rooms. In addition, video games and movies linked to personal computers are prohibited during academic hours, and access to gaming devices is not allowed during the week. Violating this prohibition will result in the computer or devices being confiscated. Proctors are included in this video game/movie prohibition.

III. Sign-Out Procedures

Parents complete a Student Emergency and Permission Form at the beginning of the school year that lists persons with whom their child can sign out and travel. This form can be updated or changed during the course of the school year. Students are expected to know what this form gives them permission to do. Anytime a student leaves campus on a weekday, the student must sign out electronically and receive permission from the dean of students or the administrator on duty. Unnecessary or excessive sign-outs may be refused.

Weekend sign-out forms must be completed by 2:00 p.m. on the Thursday preceding the weekend for which the student is signing out so that they can be processed in the dean of students' office. All weekend forms must be approved by the student's advisor before being submitted to the dean. Parent(s) or guardian(s) are expected to notify the advisor of their child's plan before the advisor approves the sign-out for each weekend plan. Parent(s) or guardian(s) need to notify the advisor even if the student is signing out to go home for the weekend. Students who miss the deadline but who still wish to sign out may do so through the dean of students or the administrator on duty (OD). Late requests may be denied.

Weekend sign-out:

- Weekends begin after the last commitment of the week. This includes athletic commitments and Saturday Morning Consequences.
- Students are expected back on campus by 7:30 p.m. on Sunday evening or the evening before the start of the next school week.
- Students wishing to return after this time must have advance permission from the dean of students. Late returns will be considered on a case-by-case basis and only with extenuating circumstances.
- Sign-outs to hotels will not be approved unless a parent or guardian will be present.

Weekend day trips:

- Students may sign out for the day on Saturday or Sunday.
- All sign-outs must be submitted electronically and approved by the dean of students or the administrator on duty.

School night events that overlap with study hours and/or check-in:

- Boarding students are allowed to sign out on a school night for special circumstances.
- Students who have earned self-directed study status may attend one non-school-related off-campus event per term.
- To go to a non-school-related event, the student must obtain advance permission from his or her parent(s) or guardian(s) and advisor and then follow the standard sign-out procedures.
- If the event is one that does not allow the student to return to campus before check-in, the student should make alternate arrangements for the evening and plan to return to campus the following morning.
- These students are expected to meet all obligations the next school day.
- Failure to meet this expectation will result in loss of the privilege and whatever academic penalties the teachers wish to apply.

Outside extracurricular commitment that overlaps with study hours and/or check in:

- Occasionally a student may be interested in pursuing his or her passion at a higher level outside of Lawrence Academy, which requires attending an evening practice or rehearsal.
- The student will only be granted permission to sign out one evening a week during one trimester a year.
- The student must be involved in an A- or B-level commitment. Students on a medical or academic waiver or in an independent activity will not be granted permission.
- The student must remain in good academic and disciplinary standing. Students on structured study hall will not be granted permission to miss study hours.
- Option proposals must be submitted before the trimester begins and will be reviewed by the dean of students, the director of athletics, and the student's advisor for approval.
- Boarders will not be allowed to have a car to facilitate transportation for this option.
- If the commitment does not allow the student to return to campus before check-in, the student should make alternate arrangements for the evening and plan to return to campus the following morning.

Long weekends and vacations:

- Dates and times for major vacations and long weekends are published in the school calendar so that parents and students can plan their travel accordingly.
- Dormitories remain open during long weekends.
- During vacations, boarding students are expected to leave campus soon after their last commitment. Dorm closing times are posted in advance.
- When returning from long weekends or vacations, boarding students are expected to be back in their dormitories by 7:30 p.m.
- Dormitories are closed during all major vacations (Thanksgiving, Winter Break, Spring Break). Dorm reopening times will be posted in advance. The school is not responsible for housing during these times.

Note: Students are not allowed in the dormitories when they are closed and will incur a disciplinary response if they violate this policy.

Boarding students and cars: Boarding students are not allowed to have cars on campus, with the exception of a very limited number of seniors under extraordinary circumstances. All requests for a car on campus must be approved in advance by the dean of students and the assistant head of school.

Dorm/room searches: See p. 47.

IV. Residential Life Facilities

Dormitories: The campus has 10 dormitories of varying size and configuration: Bigelow House, Brazer House, Dr. Green, Elm Tree Hall, Lawrence House, Loomis House, Pillsbury House, Prescott House, Spaulding Hall, and Waters House.

The dining hall: Located in the Gray Building, the dining hall is open for meals during the times provided below. In addition, the dining hall offers extended dining on weekdays, allowing students frequent access to bagels, cereals, fruit, drinks, and other assorted snacks.

Hours

Weekdays:

Breakfast: 7:00–7:45 a.m.

Lunch: 11:00 a.m.–12:30 p.m.

Dinner: 5:00–6:30 p.m.

Saturdays and Sundays:

Brunch: 10:00 a.m.–12:00 p.m.

Dinner: 5:00–6:00 p.m.

The Student Lounge: This space in the Schoolhouse is a location for students to gather and socialize. Day student lockers; student and faculty mailboxes; and the offices of the dean of students, the assistant dean of students, the administrative assistant to the Student Life Office, and the coordinator of student activities are located in this area. Food and drink are allowed, but it is the responsibility of each student to clean up after him- or herself. Failure to respect this space may result in the loss of the privilege to use it.



SUPPORT SERVICES

SUPPORT SERVICES

Lawrence Academy's support services are designed to foster relationships, which are the key to the safe and healthy growth of young people as they discover who they are and take responsibility for who they want to become.

I. Advisor-Advisee System

- The advisor-advisee system is the foundation of the school's support services, and advisors play a central role in the success of students at LA.
- New students are assigned an advisor based on common interests. Returning students choose their advisors.
- Most faculty members serve as advisors. Most advisors have 6–8 advisees and meet with their advisees each morning, during which attendance is taken and a daily check-in occurs.
- Advisors are the faculty members most familiar with their advisees' progress in all aspects of school life.
- The advisor is both a mentor and the point person on all matters concerning each advisee.
- Advisors serve as a liaison between the school and the advisee's parent(s) or guardian(s).
- Advisors approve weekend trips and grant special permissions, as well as work with their advisees to plan academic programs and afternoon activities.

II. Frigoletto Family Health and Counseling Center

Facilities: The Frigoletto Family Health and Counseling Center, established by a former student and his family, resides on the first floor of Dana House and is staffed by two nurses, a nurse practitioner, and school counselors. The center shares space in Dana House with a faculty apartment upstairs. Erected in 1783 by Judge Samuel Dana, this structure is perhaps the only building on campus to predate the school's opening in 1793.

Students must be healthy to learn most effectively, and they must learn about health maintenance in order to become fully functioning, productive members of society. The Frigoletto Family Health Center and its staff and programs are thus vital parts of the educational process at Lawrence Academy. Susan McKenna directs the Health Center and ensures that adequate medical attention, health education programs, and resources are available to students, faculty, staff, and families.

III. Required Health and Permission Forms

See p. 32.

IV. Contacting the Nurses

Health Center office hours:

Monday–Thursday: 7:45 a.m.–8:00 p.m.

Friday: 7:45 a.m.–4:00 p.m.

Saturday and Sunday: Closed

Telephone:

978-448-6670 (during regular office hours)

978-302-4356 (Health Center cell phone for after hours)

978-758-7896 (OD phone for after hours)

- A nurse may be reached by calling the Health Center at 978-448-6670 during regular office hours. At all other times, the on-call nurse may be contacted in one of two ways: the OD phone (978-758-7896) or the Health Center cell phone (978-302-4356).
- Should a condition warrant care in a hospital or an emergency room, the student will be taken to the Nashoba Valley Medical Center, located less than three miles from the school.
- Boarding students with problems that are not emergencies but do require medical care will be treated by the school's nurse practitioner, or referred to the school physician or their own health care providers.
- Day students will be referred to their own health care providers.
- The athletic trainer will evaluate sports injuries and determine the most appropriate treatment.
- Every attempt will be made to keep parents informed about the health of their children.
- The Health Center encourages students to notify their parents about any health problems. They may also be offered the option of contacting their parents to determine whether care might be more comfortably provided by their own health care professional.
- Sometimes health issues of a sensitive nature may arise. Should this situation occur, it is the Health Center's practice to encourage the student to confide in a parent or guardian as well as in the Health Center staff. Unfortunately, some students feel that they cannot communicate in this way. The Health Center will respect the student's desire for confidentiality under normal circumstances but will not do so if the Health Center concludes that the student presents a danger to him or herself, or to others, or if other unusual circumstances arise. Boarding students with problems that are not emergencies but do require medical care will be treated by the school's nursing staff or referred to the school physician or their own health care providers.

V. Contacting the Counselors

Hours: 7:45 a.m.– 4:00 p.m., Monday–Friday

Telephone: 978-448-5659

- A counselor is available on a daily basis between the hours of 7:45 a.m. and 4:00 p.m. to discuss a wide range of concerns.
- The most common issues discussed are divorce, separation, or other family issues; concerns about personal or others' drug use; sexuality; and interpersonal relationships.
- Appointments can be made easily and confidentially.

Confidentiality: Strict rules concerning client confidentiality apply to students at Lawrence Academy, with the exception of serious health issues concerning an individual or the community as a whole, in which case the head of school and others deemed to have a need to know may be consulted.

Lawrence Academy Counseling Office guidelines:

- If a student voluntarily seeks counseling, parents or guardians, advisors, or the administration will be informed only with the student's consent. If a student is considered to be at risk or in danger of placing others at risk, appropriate school faculty, administrators, and parents or guardians will be notified immediately.
- When a student is referred to counseling, the counselor involved will contact the referring person solely to verify contact.
- When other members of the school community are contacted concerning a student, the specific content of the counseling sessions will always remain confidential unless some disclosure is of crucial importance in protecting the health and well-being of that student or any other member of the community.
- Whenever possible, advisors or concerned community members who are referring a student to the counseling office are encouraged to accompany that student to the counselor for the first visit.
- These guidelines do not apply to the exchange of relevant information for professional purposes among the school physician, nurses, and psychological counselors.

VI. The Intervention Team (I Team)

The members of the Intervention Team are: Leslie Breton, Anthony Hawgood, Frank Mastrangelo, Zachary Dawson, Meghan Smith, and Laura Moore (chair).

- The I Team is a confidential, nondisciplinary avenue to a health response to at-risk behaviors within the LA community.
- Issues the I Team has addressed include, but are not limited to, substance use and abuse, sexual abuse, promiscuity, bullying, disordered eating, and tobacco use.
- I Team members are trained to recognize the signs and symptoms of at-risk behaviors and to serve as a conduit to the Health Center. The director of health services, Susan McKenna, and the school counselor sit in on all I Team meetings.
- Any member of the community may bring a health concern to the I Team.
- The I Team meets each week with the school's health professionals to review and assess health concerns and to determine how to intervene if an intervention is warranted.
- The I Team is a confidential resource for the community and is to be used to help keep the community safe and its members safe, healthy, and in school.
- If a student is discovered to be at risk to him- or herself, or to others, the I Team's primary goal is to keep the community safe and to keep the student safe, healthy, and in school; therefore, the I Team will contact parent(s) or a guardian to enlist their support in doing so. The I Team first encourages students to notify their parent(s) or a guardian themselves and offers to help them with that as well as any subsequent communication deemed necessary.
- In an active use situation involving drugs or alcohol, the I Team can offer confidentiality but not immunity. Any student may approach the I Team with an active use situation. The I Team may assume responsibility for the safety of those in the situation by contacting the Health Center and/or by calling 911, and the I Team may promise confidentiality, but they may not grant immunity from school rules. If the dean of students or any other member of the community hears of the situation and/or enters into an investigation of it, the I Team retains

its confidentiality, and the disciplinary process proceeds. Until discipline becomes a factor, however, the I Team will contact parent(s) or a guardian and care for the students' health and well-being.

– **IMPORTANT:** To activate the I Team protocols described above, students must identify an active use situation as an I Team matter before the I Team member discovers the situation is one involving active use. Otherwise, I Team members who themselves discover students actively using and/or under the influence of drugs or alcohol are required to report the incident to the dean of students after first providing for the health and safety of the community and the students involved in the active use situation.

- I Team protocols and the assurance of confidentiality outlined above can only be granted by members of the I Team. Non-I Team faculty who discover or stumble upon students actively using and/or under the influence of drugs or alcohol must, after providing for the health and safety of the students, bring those students to the dean of students, where their condition will be treated as a discipline issue.
- If the I Team and the school's health professionals deem a student to be at such high risk that the school can no longer accept responsibility for that student, they will make such a recommendation to the head of school, who will inform the family of the school's concerns and place the student on a medical leave.

VII. Health Center Excuses

See "Reporting an Absence," p. 37.

Excused from classes and sports:

- If boarding students are ill and need to be excused for the entire day, they must report to the Health Center at 8:00 a.m. or have a dorm parent call the nurse.
- The students are excused for the day and agree to stay in the Health Center or in their rooms, except for meals.
- They will not be allowed to attend or participate in any activities that afternoon or evening and are forbidden to go downtown.
- The students will be excused from their school service commitment and study hall for that day only.

Excused for the day — day students only:

- Parents of day students should report any anticipated tardiness, early dismissal, or absence from school to the administrative assistant of student life at 978-448-1518.
- With the proper notice, students will be excused from the commitments affected.
- If the absence is due to illness, the parent(s) or guardian(s) should contact the Health Center directly.

Day and boarding students who become ill during the day:

- Any student who becomes ill during the day should report to the Health Center.
- Boarding students who are excused for the remainder of the day must agree to stay in the Health Center or in their rooms, except for meals.
- Any student excused for the day will not be allowed to attend or participate in any activities that afternoon or evening and are forbidden to go downtown.

- These students may be excused from their school service commitment and study hall for that day only.
- Day students excused for the remainder of the day will be sent home and may not return to school for sports or other afternoon or evening activities.
- Students excused from a specific commitment (e.g., a particular class, sports, etc.) due to an illness of very short duration (e.g., a headache that responds to a pain reliever) may be allowed to participate in afternoon and evening activities and will be expected to go to their school service commitment and study hall.
- The guidelines for Health Center excuses are posted in the Health Center. The excused student will sign a statement declaring that he or she understands the guidelines and will follow Health Center policies.
- **Students *will not* be excused from missed classes or other commitments after the fact.**

Absent for three or more days/extended health absence:

- If a student is absent for three or more days, he or she must report to the Health Center before returning to classes.
- Missing three consecutive days because of a physical or emotional health issue is considered an extended health absence.
- Before returning to class, the student must check in at the Health Center and is requested to provide a brief report on diagnosis, treatment, and follow-up care.
- **Please note that, in some instances, a student will be allowed to return to school only after providing this information.**

VIII. Infectious Disease Policy

In order to protect the health and safety of all members of our community, the following measures have been established:

- Day students with a flu-like illness (fever greater than 100.5°F plus any of the following: cough, sore throat, nasal congestion) must stay home for at least 24 hours after they no longer have a fever without the use of fever-reducing medications.
- Students exposed to family members or close contacts with fevers and flu-like symptoms, even if they have remained well, must contact the Health Center before returning to campus.
- Students who become ill with a fever and flu-like symptoms while at school must report to the Health Center.
- Day and boarding students who live within a 2-hour driving distance will be isolated until arrangements can be made for them to leave campus. They may not return until fever-free without fever-reducing medications for 24 hours.
- Boarding students who cannot leave campus by private vehicle will be isolated and treated on campus according to CDC (Centers for Disease Control) guidelines.

IX. Medication Policy

The following guidelines are based on Commonwealth of Massachusetts regulations concerning the administration of prescription medications in schools.

- All prescription medications brought to school must be registered with the nurse.

- Before students are allowed to take personal responsibility for their prescription medications, a medication order form for each medication taken (signed by the licensed prescriber) must be filed in the Health Center.
- The nurse must be notified immediately if dosage changes are made, a drug is discontinued, and/or a new one is started.
- Students may not self-administer stimulant medications.
- Students will be allowed to self-administer their medications only at the discretion of the nurse. If she determines that this practice is safe and appropriate, a 7-day supply of drugs will be given to the student, who agrees to complete a daily log, to consult the nurse immediately if he or she has any concerns or questions about the medication, and to return to the Health Center at a mutually agreed-upon time to pick up more medication. Failure to comply with these guidelines may result in the loss of self-administration privileges.
- Students using medications inappropriately or found in possession of nonregistered prescription medications may be liable to disciplinary action.
- Students with permission from the nurse and a signed medication consent form on file will be allowed to keep a small supply of over-the-counter medications in the dorm or on their person.

X. Concussion Protocol

A growing body of scientific literature demonstrates the short- and long-term risks of concussions. Returning a student to physical or cognitive activity after a known or suspected concussion places the student at risk for long-term health consequences. The risk of substantial injury is particularly high if the student suffers a subsequent concussion before completely recovering from the prior one; this can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome), with devastating and even fatal consequences.

With this in mind, Lawrence Academy seeks to prevent concussions and provide a safe return to academics and athletics for all students after an injury, particularly after a head injury, and thus will follow guidelines established by the Massachusetts Department of Public Health and the National Athletic Trainers' Association Position Statement on Management of Sport-Related Concussion. The following procedures have therefore been developed to aid in ensuring that concussed students are identified, treated, and referred appropriately; receive appropriate follow-up medical care, including academic accommodations; and are completely recovered prior to returning to full participation in both the academic and athletic programs at Lawrence Academy.

Persons responsible for implementation of policy and procedures

Lawrence Academy has designated the head athletic trainer to oversee the implementation of policies and protocols governing the prevention and management of head injuries. In addition, he or she will be responsible for:

- Supporting and enforcing the protocols, documentation, required training, and reporting;
- Assuring that all documentation is in place; and
- Reviewing, updating, and implementing policy as current knowledge dictates and including it in training and student and parent handbooks.

Training requirement

In accordance with the Commonwealth of Massachusetts policies, Lawrence Academy requires annual safety training on sports-related concussions, including second impact syndrome, for certified athletic trainers, school nurses, school physicians, administrators, faculty, and coaches,

whether employed by the school or serving as a volunteer. It is strongly recommended that students who participate in athletic activities and their parent(s) or legal guardian(s) also complete the annual training. At Lawrence Academy, written materials are available at pre-season meetings and also on the school website, www.lacademy.edu, through the Athletics link. Alternatively, school personnel, students, and parents may complete free online training (either the National Federation of High Schools or the CDC's Heads Up Concussion Training). Throughout the year, the athletic trainer works with the equipment manager and coaches to ensure that equipment fits properly and discusses best practices in their sport, including dangerous play, thus reducing the likelihood of athletic injury.

Documentation of physical examination

Each student athlete must have a physical examination on an annual basis (i.e., within 13 months of the student's last physical examination, to allow for insurance coverage of the examination). Any student who does not have a current physical on file with the school nurse prior to the first day of tryouts/practice may not participate until a new or updated physical is turned in. If the student's physical examination expires during the sports season, he or she must have an updated physical examination to continue to participate in sports. All health forms are available on the school's website at www.lacademy.edu/health.

Pre-participation head injury reporting and review

In addition, the Massachusetts concussion law requires athletes and their parent(s) or guardian(s) to inform coaches about prior head injuries at the beginning of each sports season. This reporting is done prior to fall sports via the Lawrence Academy Health History form and updated throughout the year as necessary.

Until the Health History form is completed and returned to school prior to the start of Fall Term, the student cannot participate in any sports activity at Lawrence Academy.

Current evidence indicates that youth who have suffered one or more concussions are more likely to suffer a subsequent one. Lawrence Academy will always focus on protecting the health and safety of the student in an effort to avoid long-term consequences that can occur from repeated concussions. Therefore, the decision to allow a player who reported a history of multiple concussions on his or her Health History form to play will be made only after consultation with the student's primary care provider or concussion specialist, school nurse, athletic trainer, and the parent(s) or guardian(s). The school-affiliated concussion specialist shall also be consulted for a final disposition if needed.

After review of the Health History forms, the school nurse will communicate any concerns to the head athletic trainer and athletic director and follow up with parents and students as needed prior to the student's participation in athletic activities.

Reporting and review of incidents of head injury during the school year

Collaboration and sharing of this information is crucial to management and coordination of a student's care after a head injury. Lawrence Academy therefore requires that coaches and other personnel report any head injury immediately to the athletic trainer and/or school nurse. Parents of students who sustain a head injury outside of school-related activities are required to inform the athletic trainer and/or school nurse. Parents are made aware of their responsibility for informing the athletic trainer or school nurse in the event of a head injury occurring outside of school-related activity through the school website and direct correspondence.

Removing athletes from play and evaluation

At Lawrence Academy we are committed to providing a safe environment for our students. It is expected that all members of school staff adhere to the following to support the health and safety of students. The underlying philosophy of these policies is “when in doubt, sit them out.”

- Any student who receives a blow to the head and/or exhibits any signs or symptoms of a concussion must be removed immediately from play/practice. He or she will be evaluated by the athletic trainer, who will initiate care as necessary. The student will be removed from all athletic activity for a period of no less than 24 hours.
- The student will need to be evaluated by his or her PCP or the school-designated PCP office. It is recommended that this medical professional have familiarity with concussion diagnosis and management in order to determine how serious the concussion is and when it is safe for the student to return to normal physical and cognitive activities.
- A student, if deemed clinically able by the physician's office, will be allowed to attend classes unless academic accommodations are put into place.
- Parent(s) or guardian(s) of day students who are symptomatic but stable will be contacted by the athletic trainer and are expected to take responsibility for their children immediately. The athletic trainer will communicate his or her findings with the parent(s) or guardian(s) and advise follow-up with the PCP. The parent(s) or guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play and academic requirements at the school.
- Parent(s) or guardian(s) of boarding students who are symptomatic and stable will be notified of the injury by the athletic trainer. The student will be monitored for signs and symptoms of deteriorating brain injury/function and referred as necessary. When a student loses consciousness for any reason, EMS will be activated. Athletes who are removed from play or practice and who begin to develop signs and symptoms of a worsening brain injury will be transported to the ER immediately.
- The athletic trainer or school nurse will notify the student's advisor, assistant head, dean of students, and director of studies of the injury, and the post-concussion protocol will be initiated. An academic accommodations notification will be sent via the Health Office. Students are required to see the Health Office daily to complete a symptom checklist.
- If academic accommodations are necessary, a medical note specifying accommodations must be obtained for the school. Students will then be **required** to pick up a RED SHEET at the Health Center and have their teachers sign off on the sheet daily; this is also noted on the daily attendance. This sheet is to be returned daily to the Studies Office. Once students are “OFF RED SHEET” they will be **required** to meet with the Studies Office to review and set a plan for any missed academic work.
- The school nurse and the Studies Office will notify all necessary teachers/staff of progression via the RED SHEET.

Medical clearance for return to full athletic and academic participation

When may an athlete return from injury?

If it is determined that an athlete has a concussion, he or she will be out of competition until he or she is cleared for participation by a physician. No player shall go from being sidelined with a concussion to activity until he or she has followed the recommended stepwise process to return to activity from the treating physician. Each athlete will likely have his or her own course of recovery, which may depend upon prior medical history of concussion. Each student who is

removed from practice or competition shall have a graduated re-entry plan for return to full academic and extracurricular athletic activities. The plan, put forth by the treating physician, shall be communicated with the student's teachers, the student's advisor, the school nurse, a certified athletic trainer, a student's parent(s) or guardian(s), and other support personnel as appropriate and in consultation with the student's primary care provider or the treating physician. This plan, if needed, shall include instructions for the student, parent(s) or guardian(s), and school personnel addressing physical and cognitive rest, graduated return to academics and athletics, and assessment frequencies, as appropriate, by the school nurse, physician, team physician, or athletic trainer until full return to academics and athletics is authorized. The student must be completely symptom free (unless advised differently by a concussion specialist) and medically cleared in order to begin graduated re-entry (stepwise program) to activities.

In addition to the physical clearance exam, three other criteria must be met prior to clearance for return to play in athletics:

- The student-athlete must be asymptomatic, at rest and with exertion, unless dictated differently per the concussion specialist;
- The student must complete a RTP plan (see below); and
- The student-athlete's post-injury neurocognitive testing data must be within normal range of the student-athlete's baseline neurocognitive testing scores, if available. Lawrence Academy currently utilizes either SAC, BESS/SWAY, KING-DEVICK, or IMPACT testing for pre- and post-injury assessment of concussion.

The athletic training staff, in consultation with the school nursing staff, school, team physician, and/or school concussion consultant, reserves the right to continue to withhold a student-athlete from participation until the school medical staff deems fit.

Student-athletes who have been cleared to progress to activity are progressed following a stepwise procedure, as recommended by the National Athletic Trainers' Association Position Statement on Management of Sport-Related Concussion in addition to Massachusetts state regulations.

Post-concussion graduated reentry – cognitive

Graduated return to academic plans are based on the stages of recovery framework that takes a student from rest to gradual return to full participation in academic activities. Progression to the next phase will require the student to be symptom-free for 24 hours (unless permitted by the concussion specialist). If symptoms do develop or increase, the student must drop back to the previous step.

- **Complete cognitive rest:** No school, computer, texting, video games. May watch TV for short periods if permitted.
- **Light cognitive activities:** No school, but may do activities that do not cause symptoms to recur (e.g., start with 5-15 minutes of homework). Stop if symptoms develop or increase. Increase cognitive activity as long as symptoms do not develop or increase. Student should continue to participate in short bursts of time as tolerated, working up to longer periods as long as symptoms do not develop or increase.
- **Post-concussion medical leave:** When allowed to return to school, the student will attend and participate in class at his or her own pace. No work is graded, but feedback is provided. The student will be allowed to leave class to rest immediately should any symptoms occur and must see the school nurse. No athletics.

Full academic participation

Once the student is cleared to resume a full academic program, the Health Office will send an “OFF RED SHEET” notice to the Studies Office, Student Life Office, and head athletic trainer regarding the student’s updated status. The studies office will contact the student and develop a plan for making up any missed work. The student must also check in at this time with the athletic training staff regarding a time-table to begin the athletic RTP plan when cleared by the treating physician.

Athletics

A stepwise approach to sports will also be initiated. Return to Play plans will begin only after a student has returned to full participation in academics and is completely symptom-free at rest unless dictated otherwise by the treating physician. Progression to the next phase will require the student to be symptom-free for 24 hours unless dictated by the treating physician. If symptoms do develop the student must drop back to the previous step.

- **No activity:** Complete physical and cognitive rest; no exercise or school. No computer, texting, video games, etc.
- **Light aerobic exercise:** Walking, swimming, stationary bike. Heart rate < 70 percent of |max. No resistance training. May return to class.
- **Sport-specific training:** Skating in hockey, running in soccer, etc. No contact.
- **Non-contact drills:** Passing drills, dribbling. May start resistance training.
- **Full-contact practice:** Normal participation after medical clearance.
- **Game play**

It is impossible to predict how long recovery will take following a concussion. Factors that may affect the rate of progression include: previous history of concussions, duration and type of symptoms, age of the athlete, and sport/activity in which the athlete participates. An athlete with a prior history of concussions, one who has had an extended duration of symptoms, or one who is participating in a collision or contact sport should be progressed more slowly.

Students should only progress to the next level of exertion if they are asymptomatic at the current level or unless dictated differently by a concussion specialist. In a situation in which a student has been medically cleared but the advisor and/or other staff members have observed continuing or increased symptoms, Lawrence Academy’s health care professionals will make the final decision regarding a student’s return to play in consultation with the school-affiliated concussion specialist. If this situation arises, the athletic trainer, school nurse, or school physician will communicate the school’s concerns to the health care provider who gave the clearance. The Lawrence Academy health care professionals will make the final decision, in consultation with the school-affiliated concussion specialist, regarding a student’s return to activity. Students may be required to follow up with a concussion specialist if deemed necessary by the school medical staff.

XI. Medical Leave Policy

- Medical leaves are granted when a student’s physical and/or emotional health issues prevent school attendance for an extended period of time.
- A medical leave may also be initiated by Lawrence Academy if a student is considered “high risk” or if his or her medical/emotional state is such that the school can no longer accept responsibility for his or her well-being.

- The school may require an evaluation from an outside health provider as a condition of the medical leave.
- The specific conditions for each medical leave are determined in consultation with the student's family, family clinician, school health care professionals, student's advisor, the director of studies, and the assistant head of school.
- Regular communication will be maintained for the duration of the leave and the plan adjusted as necessary.
- Prior to the student returning to class, parents must provide health services with a report of diagnosis, treatment, and follow-up care from the student's clinician.
- Prior to the student returning to class, parent(s) or guardian(s) must provide health services with a report of diagnosis.
- All absences from school or class will be subject to the "Return to Class" guidelines below. Documentation should include, when appropriate, those recommendations that affect learning, classroom inclusion, and academic progress.

XII. Return to Class Policy

Students may return to class per the assessment and recommendations of health care professionals. Academic plans and accommodations will be coordinated by the director of studies in collaboration with department chairs. Alterations in a student's schedule that impact course selection or credit should be designed in consultation with the College Counseling Office. Symptomatic allowances and accommodations **brought forth by the student** should be reported **by the student** to LA health care professionals immediately.

- **Full return to class:** Students granted "full return" status will be expected to maintain the pace of current workloads in class. All missed work/assignments during the absence will be coordinated with the goal of completing the term or midterm on time.
- **Limited return and reduced class load:** Students recommended to return to a modified program will be reviewed to determine if the student will be able to earn credit under the recommended accommodations.
- **Extended leave or year-ending leave:** In some instances, students who have been absent for more than six classes may compromise course credit, and recommendations for alternative plans to meet course and graduation requirements may be designed. Courses may be dropped, with no penalty, and retaken in the following school year.
- **Accommodations:** Recommendations for accommodations in class will be reviewed to determine if the student is able to earn credit under the recommended accommodations.
- **Suspended coursework:** Missed requirements that will result in an incomplete for the term or midterm will be scheduled for completion by agreed-upon deadlines. Extensions and accommodations that extend well into the summer could have an impact on course selection, availability, and the student's placement for the following year.
- **Course credit:** Course work for the previous year must be completed for a student to advance in the curriculum (see "Graduation Requirements," p. 7).
- **Academic support/outside tutors:** Any learning coaches, outside tutors, or materials required by the student to make progress for extended leaves must be approved by the department chair and the course teacher. The student's family is responsible for additional costs.

XIII. Medical Leaves for Students Exhibiting Self-Destructive Behaviors

The school defines “at-risk of self-destructive behavior” as including, but not limited to, the following: a direct written or verbal threat with a realistic plan, repeated written or verbal threats, self-inflicted physical harm (e.g., intentional cuts, ingestion of toxic substances, cigarette burns), and running away or excessive risk-taking (e.g., drug and alcohol abuse and frequent accidents). Any of these behaviors should be considered particularly significant when exhibited by a student with a prior history of self-destructive behavior.

- When members of the faculty deem a student at risk of self-destructive behavior, they must notify the Health Center. An assessment by Health Center personnel will determine whether the student should be removed from the daily functions of school (specifically, from the dormitory, for a boarding student).
- If it is deemed that the student is at significant risk for harming him- or herself or others, the following procedure will be implemented immediately:
 - The school counselor or nurse will notify the parent(s) or guardian(s), who will be expected to take immediate responsibility for the child.
 - An assessment by an outside professional must be completed within 48 hours.
 - In the event that a parent or guardian cannot take immediate custody of the child, the student will be admitted to a hospital or stay in the Health Center, as the situation dictates.
 - If the behavior is considered to be low-risk, the student will be referred to the school counselor for evaluation and follow-up.
- Upon completion of the evaluation, the director of health services, school counselor, dean of students, and the assistant head of school, in consultation with the student’s advisor and dorm parent (in the case of a boarding student), will meet to review the findings of the outside professional. If it is determined that the student remains at risk, the school will require a medical leave of absence, usually until the start of the next academic year, or until the following Winter Term, if the incident occurs in the spring.
- During the leave of absence, the student must enter treatment with an outside mental health professional and is expected to follow the recommendations of the evaluating mental health professional. Prior to returning to Lawrence Academy, the following conditions must be met:
 - The student’s psychotherapist must communicate in writing with the school counselor. Such a statement should include a specific assessment of the student’s risk to himself, or herself, or others, and recommendations concerning continued therapy.
 - The school counselor and/or director of health services must have permission to speak directly with the student’s psychotherapist and/or psychiatrist regarding any issues of mutual concern.
 - The student must write to the director of health services detailing why he or she wishes to return and how he or she intends to face the issues that have contributed to his or her difficulties at Lawrence Academy.
 - The parents must also write to the director of health services, discussing their reasons for supporting the child’s return to LA and any concerns they might have about the student resuming life here.

- If, upon consideration of the above conditions, it is determined that the student is no longer a risk to himself, or herself, or others, and that his or her presence will not be detrimental to the dormitory (in the case of a boarding student) and the community at large, then the student is eligible for re-admittance. Otherwise, the committee will not permit re-admittance.
- If a student has harmed himself, or herself, or others, or has committed suicide, or if a student is required to take a medical leave of absence because of a suicide attempt, the head of school, at his or her discretion, will notify the entire faculty and the student body as circumstances warrant. In all other cases of a medical leave, the circumstances will remain confidential.
- All information shared will be guided by privacy concerns and will generally be limited to what the student did, where and when the incident occurred, how the school responded, and the student's current physical condition.

XIV. Academic Support

See "Academic Support," p.20.

XVI. Student Leaders

Student leaders are critical to the effective running of the school and to the general morale of the school. With leadership comes the responsibility to act as a role model for other students. Expectations for student leaders are outlined below.

- Student leaders include elected members of the student government, proctors, peer counselors, members of the Judiciary Council, members of the Faculty-Student Senate, and captains of athletic teams.
- All students in leadership positions will attend ongoing leadership training workshops. These workshops, developed under the auspices of the Student Life Office, will help provide leaders with both the tools they need to do their job effectively and the support they need for the work they do.
- All student leaders are given a job description for their position, written by the faculty member who oversees a group or position, in conjunction with appropriate students.
- All student leaders will also be given a document that sets out the expectations that Lawrence Academy has for its student leaders. This document, written by the dean of students, highlights Lawrence Academy's honor code and the role it plays in leadership. It also discusses the attributes that help to define positive leadership, which include (but are not limited to) integrity, initiative, hard work, honesty, respect, trust, dedication, enthusiasm, and the ability to listen and be a role model.
- Any violation of a Level IV rule/regulation may result in being removed immediately from a leadership position.

2017-2018 Student Leaders

2018 Class Senior Cabinet:

Gavin Slattery – President

AJ Sacknowitz - Vice President

Paul Tola – Treasurer

Martin Mann – Secretary

Peer Counselors

Maddox Angerhofer
Ashley Barron
Kaylee Kendall Beagan
Harrison Bernhardt
Cassie Comjean
Anna Duffy
TJ Duggan
Adam Dutton
Mackenzie Gondek
Grace Harlan
Victoria Hodgkinson
AJ Mastrangelo
AJ Sacknowitz
Gavin Slattery
Ellen Sojka
Lucia Stein
Jesse Trainor
Jorie Van Nest

Proctors

Kassandra Almanzar
Nate Althoff
Nikki Arnold
Giselle Balvuenza
Ester Berrocal de Castro
Jack Cameron
Fairlight Chemelli
James Choi
Andrea Colmenares
Jolexis DeJesus
Jenny Dick
Eliza Higgins
Abbey Kroll
Martin Mann
Leslie Mateo
Amad Miller
Isaac Mukala
Alena Tochilkina
Paul Tola
Oliver Yang

International Ambassadors

Harry Jeon
Vivian Liu
Leo Narisawa
Veronica Saldanha
Maksim Tochilkin
Wendy Wang
Tim Zhang

Elm Tree Society

Maddox Angerhoffer

Ashley Barron

Mark Bedetti

Jamie Comeau

Mickey Feeney

MacKenzie Gondek

Liam Healy

Victoria Hodgkinson

Jack Horsman

Leslie Matteo

Matt Noel

AJ Sacknowitz

Gavin Slattery

Ellen Sojka

Mike Templeton

Oliver Yang

Proctors, peer counselors, and international ambassadors are students who have been trained in communication skills and human relations issues. Proctors, who are integral to the running of the dormitories and provide support for both the dorm parents and the residents, work closely with the Student Life Office. Peer counselors are available to support and counsel fellow students in conjunction with the school counselor. International ambassadors work with the director of international student programs. The Elm Tree Society supports admissions outreach.



ADDITIONAL SERVICES AVAILABLE
TO STUDENTS

ADDITIONAL SERVICES AVAILABLE TO STUDENTS

I. Laundry Services

Laundry may be done in one of the following ways:

- Linen, laundry, and dry cleaning service has been arranged through E & R Laundry Service. Information regarding the service is available on the school's website. The laundry pickup room is in the Student Lounge. Students must deposit soiled bed linen, laundry, and dry cleaning for E & R Laundry on Tuesday mornings by 7:45 a.m. Clean laundry and dry cleaning may be picked up on Friday afternoons from the laundry room.
- Coin-operated automatic washing machines and dryers located in the basements of Bigelow Hall, Elm Tree Hall, Dr. Green, Loomis House, Spaulding Hall, and Waters House are available to all students.
- Two dry cleaning businesses are located in downtown Groton.

II. Mail Services

- Outgoing mail is picked up Monday through Friday from the Schoolhouse mailbox at 3:00 p.m.; it leaves Groton the same day.
- Incoming mail may be picked up at the student's individual mailbox in the Student Lounge.
- Mail is delivered Monday through Friday to the mailroom in the Student Lounge area of the Schoolhouse. Once the mail is received in the mailroom, it is sorted into individual mailboxes. **NO MAIL OR PACKAGES ARE RECEIVED ON THE WEEKEND FROM ANY DELIVERY SERVICE.** Overnight mail/packages sent on a Friday will not reach the mailroom until Monday and will then be sorted into individual mailboxes.

Note: It is the responsibility of all boarding and day students to check their mailbox regularly for mail, packages received, comments/papers from teachers, and other school communications.

- Box numbers and combinations will be given out on registration day.
- Mail should be addressed as follows:

Student Name
Lawrence Academy
P.O. Box 992
Groton, MA 01450

For shipping/courier services (UPS, FedEx, etc.):

Student Name
Lawrence Academy
26 Powderhouse Road
Groton, MA 01450

- The following are important facts to remember regarding outgoing mail:
 - A student should be sure to write his or her name and return address with zip code on all outgoing mail.
 - A student should be sure that all mail has adequate postage.
 - Packages to be mailed should be brought to the Business Office.

III. Religious Services

- Students are encouraged to attend the religious services of their choice.
- Interested students should inquire with the dean of students to make arrangements for transportation or to find other spiritual centers.
- Places of worship in the Groton area and surrounding towns hold services as stated below:
 - **Baptist:** First Baptist Church of Groton, Sunday, 10:45 a.m.
 - **Catholic:** St. James Church, West Groton, Sunday, 7:30 a.m., 9:30 a.m.
 - **Congregational:** Union Congregational, Sunday, 10:00 a.m.
 - **Episcopal:** St. David's, Sunday, 9:00 a.m.
 - **Jewish:** Congregation Beth Elohim, Acton, Friday, 8:00 p.m.; Congregation Kerem Shalom, Concord, Friday, 7:30 p.m.
 - **Lutheran:** Shepherd of the Valley, Sunday, 10:15 a.m.
 - **Methodist:** United Methodist Church of Westford, Sunday, 9:30 a.m.
 - **Muslim:** Islamic Society of Greater Lowell, Chelmsford, Friday evenings
 - **Unitarian-Universalist:** next door to Lawrence Academy, Sunday, 10:00 a.m.

IV. Clubs

The following is a reflection of some of Lawrence Academy's clubs. Some clubs are run completely by students; others have faculty advisors/directors. Clubs will run based on student interest.

Asian Culture Association	Newspaper (<i>Spectrum</i>)
Awkward Club	Open Mic
Business Club	PAC (Political Action Club)
C.L.A.S.S.	Spartan Nation
Community Service Advisory Board	UMOJA (Unity)
Cultural Coffeehouse	Radio Station (WRLA)
Debate	Robotics Club
Environmental Sustainability Council	Sock Club
Gender Sexuality Alliance (GSA)	Spoken Word
Literary Magazine (<i>Consortium</i>)	Turned Pages
Model United Nations	

V. Additional Facilities

The Admissions Office: The Admissions Office is located on the first floor of the Schoolhouse.

The Alumni Development House: Located at the bend in Powderhouse Road, the Alumni Development House hosts the offices of the development officers and the director of parent programs and special events. Adjoining the Alumni Development House are two faculty apartments.

The Business Office: The Business Office, located on the third floor of the Schoolhouse, is open and available for student services between the hours of 8:00 a.m. and 4:30 p.m., Monday through Friday.

The Communications Office: The Communications Office is located on the third floor of the Schoolhouse.



STUDENT GOVERNMENT

STUDENT GOVERNMENT

The student government is a governing body made up of elected leaders from each class. It oversees the Faculty-Student Senate, Friday morning assemblies, several activities sponsored by the student government, and active committees made up of other student leaders, club leaders, and interested students and sometimes faculty. Examples of the activities are Spirit Weeks, Class Winter War, and class fundraisers. A few activities have separate committees, like prom, on-campus weekends and Spring Fest. Other committees include Community Activities & Calendar Committee, The Food Committee and the Academics, Arts, Athletics (AAA) Committee. Student government meetings will be held weekly, with some set aside for only Faculty-Student Senate meetings and others for smaller committee work.

I. Senior Class Officers

In the spring, the senior class officers for the coming year will be elected by a school-wide vote.

Responsibilities for senior class officers:

- Represent the senior class and the student body.
- Attend weekly student government meetings and leadership lunches.
- Co-chair the Faculty-Student Senate.
- Run Friday morning assemblies.
- Meet weekly with members of school administration.

Responsibilities of the president:

- Facilitate assemblies.
- Run student government meetings.

Responsibilities of the vice-president:

- Support the president.
- Co-chair Faculty-Student Senate with dean of students.

Responsibilities of the treasurer:

- Organize and facilitate the senior class gift.
- Maintain budget and fundraising activities for class.

Responsibilities of the secretary:

- Take notes at all committee and Senate meetings.
- Communicate results of those meetings to the school community.

II. Junior, Sophomore, and Freshman Class Officers

In the fall, each class will elect its class president and three representatives. The highest vote-getter will become the class president and serve on the Faculty-Student Senate.

Responsibilities for presidents:

- Meet monthly with student life office.
- Sit on Faculty-Student Senate.

Responsibilities for class representatives:

- Represent his or her individual class.
- Support the senior officers.
- Plan and organize school-wide events that promote and foster respect and pride for the Lawrence Academy community.

- Attend weekly student government meetings and leadership lunches.
- Attend fundraisers for their class.
- Serve as chair/co-chair for one or more of the following:
 - Community Activities & Calendar Committee
 - Food Committee
 - Prom Committee
 - On-Campus Weekend Committee
 - Spring Fest Committee
 - AAA-Academics, Arts, Athletics Committee

III. Faculty-Student Senate Constitution

Purpose:

- The Senate shall have authority over all the rules and penalties governing behavior at Lawrence Academy as published in *Omnibus Lucet*. These rules are currently summarized under Discipline Guidelines (p. 48), and the jurisdiction of this group will be limited to the non-academic aspects of school life.
- In the event of a dispute regarding jurisdiction, the head of school will rule.
- The head of school shall hold the power to veto any action of the Senate. Such vetoes must be accompanied by a written explanation.
- The jurisdiction of the Senate shall not extend to procedures of individual dorms or dorm parents.

Membership:

- The Senate will consist of 24 members, elected in the following manner:
 - Freshmen, sophomores, juniors, and seniors will elect three members from their own class each fall.
 - Four student government representatives, one from each class, will be elected each fall.
 - Each spring, senior class officers will be elected for the following year by a school-wide vote.
 - The faculty will select eight faculty members.
- The Senate will be co-chaired by the senior class officers and the dean of students.
- Student and faculty representatives will hold periodic meetings to gather ideas, issues, and concerns regarding the Senate from their respective classes and to take minutes of these meetings, which will be made part of Senate meeting minutes. A summary of these meetings will be reported out to the Senate.

Grounds for removal of a Senate member:

- **Three unexcused absences:** After two unexcused absences, the chairs will meet with the individual to ascertain the difficulty. The third unexcused absence will constitute automatic removal.
- **Conduct unbecoming to a Senate member:** Public behavior that is not in keeping with the standards of responsibility and leadership expected of a Senate member shall constitute grounds for removal – any action that violates the Level III or IV discipline guidelines, as well as any other behavior, such as malfeasance, nonfeasance, intolerance, and disrespect, as determined by the Senate.

Procedure for removal of a Senate member:

- The co-chairs determine if a Senate member's conduct warrants action.
- If the co-chairs determine that action should be taken, the co-chairs will approach the Senate member and discuss the misconduct. The action could be terminated with a reprimand.
- If the misconduct persists, removal will be initiated by the co-chairs, and removal charges will be brought to the Senate, where they must be passed by a two-thirds vote.
- Removal will be for one year, and the removed member's constituency will elect a successor to replace him or her for that year.

Meetings:

- Regular meetings will be held once each month during the school year.
- Time and place will be published in the school calendar.
- A quorum shall consist of 50 percent of the student membership plus one and 50 percent of the faculty membership plus one.
- All Senate meetings are open to the Lawrence Academy community.
- Only members of the Senate may put motions before the Senate at its meetings. A non-member wishing to address the Senate must be introduced by a member of the Senate.
- All Senate decisions, unless otherwise specified, will be by majority vote. A two-meeting rule is required: A motion must be discussed at two distinct meetings with no vote before the second meeting.
- The Senate can call a school-wide town meeting by motion and a two-thirds vote. This vote may take place in the same meeting in which the motion is offered and seconded. The time and place of the town meeting will be decided upon in consultation with the head of school.
- The meetings will be governed by a modification of Robert's Rules of Order:
 - Members must wait to be recognized by one of the chairs before speaking.
 - After a motion has been offered and seconded, there will be a period of discussion.
 - Votes on motions will be decided by a majority vote of those members present.
 - Votes on motions to waive the two-meeting rule for any issue must pass by a two-thirds vote of those members present.

Amendments:

A two-thirds vote of the Senate membership and a majority approval of both the faculty and student government are required to change any of the preceding Faculty-Student Senate Constitution.

IV. Requests for Changes to *Omnibus Lucet*: Whom to Contact

Lawrence Academy students or faculty may suggest changes to *Omnibus Lucet*.

- **For changes to Academic Program, Policies, and Practices:** Consult with the director of studies about whether to present your proposal to the Department Chairs Committee (DCC). Depending on the nature of your proposal, it may be voted on by the DCC or full faculty.
- **For changes to Athletic Program and Policies:** Present your proposal to the director of athletics. Depending on the nature of your proposal, it may need to be approved by the director of athletics or be voted on by the Athletic Advisory Committee or full faculty.

- **For changes to Residential Life Programs and Policies:** Present your proposal to the dean of students. Depending on the nature of your proposal, it may be approved by the dean of students or voted on by the dorm parents or full faculty.
- **For changes to Community Expectations and Discipline Guidelines:** The Faculty-Student Senate has jurisdiction over the rules and penalties governing students' behavior at Lawrence Academy. For the rules to be changed or modified, or for any additions or deletions to be made to *Omnibus Lucet*, a proposal must be submitted to the Faculty-Student Senate.

FACULTY AND ADMINISTRATION

Will Abisalih, science

Carl Anderson, director of buildings and grounds

Sara Anderson, head librarian

Carey Aubert, French

Robert Barker '00, English

Cheryl Bell, science

Elena Beleno Carney '97, English

John Bishop, director of communications

Cindy Blood, director of academic support

Phillip Blood, director of admissions

Andrew Brescia, ESL, director of Independent Immersion Program (IIP)

Leslie Breton, mathematics

Mark Burkholz, director of technology, mathematics

Nathaniel Cabot, Spanish

Maeve Carroll, math

Stephen Colby, music

Krista Collins, mathematics department chair

Jennifer Cooper, director of music program, arts department chair

Lan Crofton, science, academic intern

Courtney Cronin, college counseling, French

Michael Culley, assistant director of studies, history

John Curran, history, IIP

Sarah Gillis '10, assistant director of admissions

Zachary Dawson, visual arts, IIP, 10th grade team leader

Linda Deasy, CFO

Steven Engstrom, science

Lisa Fei, interim director of health services
Brian Feigenbaum, dance, history, IIP
Eliza Foster, history
Jarred Gagnon '03, mathematics
Jaime Gilbert, admissions
Hector Guzman, history
Hannah Hallock, science
Mark Haman, English
Geoffrey Harlan, alumni engagement and support
Anthony Hawgood, science, IIP, director of Winterim
Andrew Healy, dean of students, Spanish
Kimberly Bohlin Healy, associate director of college counseling, 11th grade team leader
Caroline Heatley, associate director of athletics
Natasha Huggins, history
Colin Igoe, dean of faculty, English
Scott Johnson, mathematics
Arthur Karp, director of studies, history
Bob Kramer, director of finance and operations
Erin Lawler, English
Raquel Majeski, director of equity and inclusion, English
Hongbing Liu, Mandarin
Christopher Margraf, mathematics, college counselor
Elizabeth Margraf, assistant head of school, history
Donna Mastrangelo, Spanish
Frank Mastrangelo, head athletic trainer, assistant athletic director, safety
Lauren McGowan, visual arts, coordinator of Conant Gallery
Samantha McMahon, associate director of admissions, director of financial aid
Laura Moore, English department chair, Intervention Team chair, IIP
Robinson Moore, associate head of school, Spanish
Dina Mordeno, visual arts, IIP
Cindy Moseley, science department chair
Sean Moyo, history
Mark Mucha, Latin, language department chair
Jennifer O'Connor, director of international student services, chair of ESL program, Spanish

Robert Olsen, associate director of admissions
Alredas “Freddy” Petkus, math
Maria Pietsch, Spanish
Kevin Potter, director of athletics
Kimberly Poulin, assistant dean of students
Michelle Ruby ’98, science, IIP, 12th grade team leader
Theresa Ryan, mathematics, 9th grade team leader
R. Daniel Scheibe, head of school, IIP
Kira Shaikh, history
Sean Sheehan ’87, director of college counseling, history, IIP
Larissa Smith, mathematics
Matt Smith, English
Meghan Smith, English
Scott Smith, arts
Joel Sugerman, director of theatre, IIP
Hellie Swartwood, director of parent engagement and support
Valerie Templeton ’89, assistant director of admissions
Hailey Wall ’12, advancement assistant
Kevin Wiercinski, history department chair
Paul Zukauskas, assistant director of admissions

STAFF

Administrative staff:

Adrianna Akt, R.N.
Carine Aurielo, assistant librarian
Kenneth Berg, systems support administrator
Cynthia Bostick, development assistant
Austin Bradstreet, information systems manager
Tanya Clark, administrative assistant to student life
Rachel Culley, registrar
Dale Cunningham, assistant director of communications
Cheryl Drew, accounts payable/accounts receivable specialist
Alice Farrington, R.N.

Amanda Gagnon, development data manager
Jonathan Gotlib, assistant director of communications
Susan Hughes, assistant to the head of school
Michael Poulin, equipment manager, strength and conditioning
Linda Sheehan, assistant business manager
Patricia Stark, administrative assistant to the business office
Kym Takach, assistant equipment manager
Meg Whitworth, academic support
Kate Vizen, director of summer programs

Maintenance staff:

Michael Brackett, grounds
Michael Carroll, housekeeping
Kim Chapman, housekeeping
Carole Figgins, grounds
David Fredriksen, housekeeping
Josephat Gregoire, carpenter
James Howard, carpenter
Paul Jones, grounds
Daniel Knox, mechanic/maintenance
Robert Morris, grounds
Mathew Morton, grounds
Dean Onners, grounds
Michael Pepin, housekeeping
Hector Torres, assistant director of buildings and grounds

Associate medical and health professionals:

Mark Francis, M.D., pediatrics/school physician
Stephen Simpson, M.D., orthopedics
David Stein, Psy.D., pediatric psychologist

BOARD OF TRUSTEES

Bruce M. MacNeil '70, President
Patrick Cunningham '91, Vice President
David Stone '76, Treasurer
Gordon Sewall '67, Secretary
Jay R. Ackerman '85
Kevin A. Anderson '85
Ronald M. Ansin
Timothy M. Armstrong '89
Deborah Barnes
Chris Bernene
Barbara Anderson Brammer '75
Randy Chamberlain, '79
Jennifer Shapiro Chisholm '82
Geoffrey Clear
Christopher Davey
Elizabeth Cochary Gross, Ph.D
Bradford Hobbs '82
Douglas Long
Nancy Lotane
Peter C. Myette
Phyllis Rothschild
Jason Saghir
David Santeusanio
Richard Tyson '87

HONORARY TRUSTEES

George A. Chamberlain III
Albert B. Gordon '59
Henry S. Russell Jr.
Albert Stone
Benjamin D. Williams III

2017-18 Class Day Schedule

Monday			Tuesday		Wednesday	Thursday		Friday	
8:00 Assembly			8:00 Advisory		8:00 Advisory	8:00 Faculty Meeting 9:00 9:05 Advisory 9:20 9:25		8:00 Assembly	
8:20 G			8:20 A 9:30 9:35 B 10:25 10:30 MX 11:05 11:10 G1 Lunch 12:00 Lunch 12:30 F 1:20 1:25 C 2:15 2:20 D 3:10		8:20 F			8:20 B 9:30 9:35 C 10:45 10:50 D1 Lunch 11:15 D2 Lunch 12:05	
9:05 9:10 E					9:30 9:35 C				
9:55 10:00 D					10:25 10:30 E	10:15 10:20 D 11:30 Lunch 12:00 MX 12:30 G 1:20 1:25 B 2:15 2:20 A 3:10			
10:45 10:50 F			11:40 Lunch 12:15 A 1:05 		11:30 Lunch 12:00 MX 12:30 G 1:20 1:25 B 2:15 2:20 A 3:10				
11:35 Lunch 11:40 Omnibus 12:05 Omnibus 12:25 Lunch 12:50 12:55 A 1:40 1:45 B 2:30 2:35 C 3:20									

Lawrence Academy's handbook, *Omnibus Lucet*, is a guide, not a contract. Lawrence Academy reserves the right to amend or modify any provisions in *Omnibus Lucet* at any time for any reason.



Lawrence
Academy

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