



Lawrence Academy Student Handbook

2020-2021

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GUIDING PRINCIPLES

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Lawrence Academy is much more than a set of words or even a group of people. It is more than sets of guidelines, procedures, and expectations — or students, teachers, and 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 Student Handbook* is a constructive guide to help us understand both the possibilities and the responsibilities of being a member of the Lawrence Academy educational community.

We believe three educational imperatives — diversity, equity, and inclusion — bring our motto to life, illuminating our mission and guiding our callings.

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: Eighteen credits and one 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 and participate in one Winterim course per year. A year-long course fulfills 1 credit. A term course fulfills 1/3 credit.

Course credit: To receive credit for a 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 five or six courses per term. Any alteration to this course load must receive approval from the Academic Office and is subject to ongoing review.

Diploma requirements:

- **English:** Complete a year of English for every year at Lawrence Academy. Students with documented waivers may be allowed to modify this requirement (see full language waiver policy on p. 26).
- **Math:** Complete Algebra II and Trigonometry.
- **History:** Incoming ninth grade students: Complete three years, one of which must be U.S. History. Students entering after ninth grade: Complete two years, one of which must be U.S. History.
- **Science:** Incoming ninth grade students: Complete physics, chemistry, and biology. Students entering after ninth grade: Complete chemistry and biology.
- **Foreign Language:** two years are required of any one language, Chinese, French, Latin, or Spanish, regardless of the level at which the student begins in the language. 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 ninth grade students: Complete two years of art, one of which must be Artistic Expression. Students entering after ninth 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 two-week mini-term each year they are in attendance. (Note: In 2020-2021, Winterim will be a one-week term.)
- **Community Service:** All students must complete six hours of community service for each year they are in attendance, during the school year. Refer to the Community Service section (p. 11) for more details.

Changes to course of study: Any student wishing to alter the prescribed sequence of study must have the permission of the dean of academic 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. Repetition of a class year will 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 Academic Leadership Team (ALT), the Academic 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 parent(s) or guardian(s), teachers, and advisor, should be written by the student and must include a careful articulation of the reason(s) why the student wants to repeat the year. Once the petition is received, we ask the parent(s) or guardian(s) 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 the Academic Office.

Once formalized, the petition and statement go to the ALT for initial consideration. The ALT 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 ALT 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(s) or guardian(s) 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 a student graduates or withdraws from Lawrence Academy. Withdrawals must be confirmed in writing by the 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 unofficial 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 that were incomplete at the time of withdrawal.

Lawrence Academy makes no representations about what credits a college, university, or other high school will accept from a Lawrence Academy transcript. Students and their parent(s) or guardian(s) should check with those institutions about their policies on the transfer of credits.

III. Winterim

All students must participate in a two-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 graded 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, before submitting 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; 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, the student 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

Our commitment to the community service program is reflected in our mission, where we call on each other to take action for the greater good and to cultivate a personal stake in lifelong learning. We hope that our students will learn the importance of giving to others and develop a passion for continuing service beyond their required hours. We encourage students to submit all of their volunteer hours, beyond the six required, to student life. We strongly encourage students to get their hours done early or try to do 2-3 hours per term.

Each student must complete six hours of community service for each year of attendance at Lawrence Academy. Hours need to be completed during the academic year, between early September and early June. Seniors must complete their community service hours or submit documentation of volunteer work outside of LA by the end of Winter Term classes. If, upon the date of graduation, a student has not completed this requirement, the student's diploma will be held until the hours are completed.

Weekend community service: Service opportunities will be offered on the weekends throughout the year. There are more options offered earlier in the year than later.

Verification of hours: Students may arrange their own service opportunities, as long as they provide the school with verification from the non-profit organization where they volunteered (i.e., a written note on the organization's letterhead, an email from the director/volunteer coordinator, etc.). All verification must be submitted to the Office of Student Life. We do not accept verification from relatives.

Summer service: We encourage students to engage in service as often as they can, including summer service options; however, we do not count these hours toward our low, six-hour academic-year requirement.

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 received 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 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 good academic 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 dean of academics.

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 dean of academics .

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 during their 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 life (chair), the director of admissions, the dean of academics, the director of learning support, and one faculty member at large. 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 Academic 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 student's 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 exceeds 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 dean of academics, and the advisor. All sports waivers must be approved by the dean of academics and faculty 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 the 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 Academic 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.

Missing work: When returning from any absence (excused or unexcused), it is the student's responsibility to contact each of their teachers within 24 hours to develop a plan with deadlines for completing missing work. Once the student and teacher have in place an agreed-upon plan that includes reasonable deadlines, an incomplete (INC) will be granted. To document their agreement, each teacher will reiterate the plan with deadlines in an email to the student, copying the student's advisor as well as the Academic Office. The student is expected to follow this plan and to complete their work by the agreed-upon deadlines. Incomplete work will become a failure (F) if it is not completed by the agreed-upon deadline or a new deadline negotiated between the student and teacher.

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 Academic Office.
- 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.

Homework during holidays and cultural celebrations: As an increasingly diverse community, Lawrence Academy celebrates the many cultures represented among our families. Our calendar includes a list of holidays and cultural celebrations that are not days off from school but are recognized holidays by members in our community. We hope that placing these days on the calendar reminds our teachers that students who celebrate these holidays have an excused absence from school, and assists them in avoiding the scheduling of major school events on these days.

VIII. Office Hours

Students are encouraged to seek extra help from their teachers during Office Hours, which are held on Tuesdays, Wednesdays, and Thursday during both Red and Blue weeks of our academic block schedule. Teachers are expected to be in the same location every Office Hours period so that students can easily find them to get what they need. Teachers may require any student who has missing or incomplete work, or who is not doing well in their course, to attend Office Hours. Each teacher's Office Hours location can be found on their course syllabus as well as posted in each department office.

IX. 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 Academic Office in computing grade point 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: An incomplete (INC) will be awarded when a student has been unable to fulfill 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 for a 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 the midterm and/or 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 the end of the year, 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 an approved two-week 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.

X. 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 dean of academics, 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 academic operations, 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 dean of academics and filed in both the academic 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. 50).

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

XI. Study Hours

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

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 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 ninth graders are placed on structured study status, and ninth 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. 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. eleventh and twelfth graders 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.

Writing Center: The Writing Center helps students with any stage of the writing process. Supervised by a faculty member, the Writing Center offers feedback and guidance on writing assignments for any subject. No appointments are necessary.

Math and Science Center: The Math and Science Center offers drop-in help in the evenings in the library and is staffed by math and science department teachers. No appointments are necessary.

Note: At the fall midterm, all ninth graders 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, ninth graders 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 or structured study status are expected to leave campus by 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. 60).

XII. 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. 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 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 (up to three subject tests per test date). That’s a total of four fee waivers.
- 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 Christine Torigian 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 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 schools, grades 9-12, 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 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. Students must notify counselors in writing two weeks prior to the date that they want their application materials sent.

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

XIII. 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 Academic 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 Academic 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 the 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 assistant head of academic life conduct formal interviews of interested students, and the students and their families meet with their college counselor. Both of these steps require a written form, which states whether a student is 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 dean of academics and the Department Chairs Committee by Jan. 1 of the year prior to the proposed time 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 anticipated challenges and how the student intends to meet them.
- A statement that the student will make a report to the school about the experience upon returning to Lawrence Academy.
- A letter of support written by the student's parent(s) or guardian(s). (This statement should also reflect that the parent(s) or guardian(s) 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 parent(s) or guardian(s) have a realistic view of how this alternative study plan may influence the student’s college application profile.

XIV. Learning Support

For most students, the primary source of learning 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 a 1:1 fee-for-service learning coaching program and resources for students with identified disabilities.

Learning coaching: The purpose of coaching is to support 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 Learning 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 in this document are adapted from policies used by other private schools, colleges, the College Board, and ACT.

In order to provide a fair and equitable basis for determining whether or not a student should receive accommodations while enrolled at Lawrence Academy, the school has adopted the following guidelines to determine eligibility for these accommodations. Parents of students currently receiving accommodations or who are investigating the possibility of accommodations for a learning, psychological, physical, or other health-related disability are advised to pursue documentation that complies with the guidelines outlined in this document. Students may have been granted accommodations at a previous institution; this alone does not constitute grounds for continued accommodations without current and appropriate documentation following the accompanying guidelines. 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.

The academic accommodations offered at Lawrence Academy for students with learning disabilities, ADHD, other psychological, 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 (e.g., final end-of-term written exams).
- Use of a calculator (according to the math department policy; see p. 25).
- No penalty for spelling errors when spell check cannot be used (foreign language exception: unless the correct spelling is an essential element of the exercise).
- Use of a computer for written expression tasks, including assessments.
- Use of audio books/digital text and/or text-to-speech software (e.g., Kurzweil) to access information from books, handouts, assessments, and other text material.
- Language Waiver (see p. 26 for full policy).

Reasonable accommodations for physical and other health-related disabilities will be discussed and approved on an individual basis in collaboration with the Health Office. In order for accommodations to be in place for the start of the school year, documentation must be received by July 1 each year. Any documentation received after that date will be reviewed, and a Learning Profile with an accommodation plan will be created by the start of the next term.

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 and/or medical professional 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”), as well as the area of specialization, place of employment, and state in which the individual practices, must be clearly stated in the documentation. The medical professional must have specific expertise in the area of concern (i.e., vision, hearing, neurology, etc.). No examiner should have a conflict of interest with the student, such as being related by blood or marriage.
- 2. The documentation is current:** For a diagnosis of any learning disorder or ADHD, Lawrence Academy requires that an evaluation or reevaluation must have taken place within the last three years. Documentation that requests academic accommodations for psychological, physical, or health-related conditions must be renewed every 6-12 months, depending upon the individual situation, particularly those active health conditions that are subject to changes in diagnosis and treatment. For newly enrolled students with known conditions, documentation must be submitted to the school by July 1.
- 3. The documentation clearly states the specific diagnosed disability:** In order for accommodations to be considered, the evaluator and/or medical professional 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 (e.g., the DSM-V). Speculative language (i.e., “suggests,” “has problems with,” or “could have problems with”) or non-specific diagnoses (i.e., “has a relative weakness”) and general observations on learning, emotional health, personality style, or physical or health-related conditions do not constitute a disability. If the data indicates that a disability is not present, the examiner must state that conclusion in the report. Most importantly, the

diagnosis must indicate a substantial functional limitation (see #6) and rule out alternatives or other possible diagnoses when appropriate.

4. **The documentation contains 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 should include the summary of a comprehensive diagnostic interview by the evaluator. For permanent and temporary physical and health-related disabilities, a documentation summary may be written by the medical professional treating the student. A combination of student self-reports, reports from parent(s) or guardian(s) and/or teachers, and historical documentation such as transcripts and/or standardized test scores, is recommended. Other relevant factors should also be included, such as a description of the presenting problem(s), developmental history, academic history, and/or relevant family, emotional, psychosocial, and medical history. A summary should:
- 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, or ...
 - 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; and
 - include a record of prior accommodations, including information about the conditions under which the accommodations were used.

5. **The documentation includes a listing of and results from assessment procedures and evaluation instruments used:** For psychological, physical, and health-related disabilities, this requires a comprehensive diagnostic/clinical 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, and 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 the following areas, and the score summaries from all tests and subtests must be included in the report. The following is a list of the areas and suggested instruments for use in each area; other instruments may also provide a satisfactory assessment of abilities in these areas. Further, clinicians need not include all instruments below; these are simply suggested measures. 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.

- **Cognitive Abilities:** Wechsler Adult Intelligence Scale-IV (WAIS-IV), Wechsler Intelligence Scales for Children-V (WISC-V), Woodcock-Johnson III (W-J III) Tests of Cognitive Ability, Differential Abilities Scales, Second Edition (DAS-2)

- **Academic Achievement:** Wechsler Individual Achievement Test, III(WIAT-III), W-J Tests of Achievement-IV
 - **Academic Skills in Timed Settings:** Nelson-Denny Reading Test, Gray Oral Reading Test (GORT-V), Stanford Diagnostic Reading Test (SDRT), Stanford Diagnostic Math Test (SDMT), W-J Fluency Measures, Wechsler Individual Achievement Test, III(WIAT-III) Fluency Measures
 - **Learning and Memory:** Detroit Tests of Learning Aptitude 3 (DTLA-3), Detroit Tests of Learning Aptitude-Adult (DTLAA), Test of Memory and Learning, Second Edition (TOMAL-2), Children's Memory Scale, Wechsler Memory Scale, IV (WMS-IV), Wide Range Assessment of Memory and Learning, Second Ed (WRAML-II), California Verbal Learning Test, II (CVLT-II), Rey Complex Figure Test
 - **Attention and Executive Functions:** Delis Kaplan Executive Function System (DKEFS), A Developmental Neuropsychological Test Battery, II (Nepsy-II), Conners CPT, TOVA
 - **Behavior/Rating Scales:** Conners Comprehensive Behavior Rating Scales (CBRS), BASC-3
6. **The documentation describes 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. A description or statement of the student's functional limitation as a result of a disabling diagnosis is required. The documentation must provide a specific explanation of how the diagnosed learning, psychological, physical, or health-related condition is a disability and, therefore, impacts the student's daily functioning within the school or testing environment. It should explain the degree of impact of the disorder on a specific major life activity and the degree of impact on the individual in a classroom and/or timed academic setting. Current evaluations/clinical assessments, medical reports, historical information, and teacher observation can be used to support a statement of functional limitation.
7. **The documentation explicitly calls for specific accommodations:** The documentation must include specific recommendations for accommodations 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. Note that a diagnosis in and of itself does not automatically warrant approval of requested accommodations. A prior history of accommodation without documentation of a current need does not in and of itself guarantee that the accommodations will be provided while 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. There are certain accommodations that might be recommended by an evaluator or other professional that are not compatible with Lawrence Academy's educational program. Lawrence Academy will make the final determination as to whether accommodations are warranted and the school can provide the recommended accommodations.

Process

- **Documentation and Disability Disclosure Form:** Upon receipt of documentation and a Disability Disclosure Form signed by the student and parent(s) or guardian(s) (July 1 for incoming students), the director of learning support (in conjunction with the school counselor, where appropriate) will review the documentation and consult with the Academic Office.
- **Learning Profile:** A written Learning Profile will be designed based upon the student's needs and the school's ability to accommodate those needs. It 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 Learning Profile will be reviewed with the student. The Learning Profile is an internal, confidential document that will be digitally accessible to faculty, learning coaches, and other staff who work directly with the student.
- **Accessing accommodations and support:** All new students with a Learning Profile and all returning students with a new Learning Profile are required to meet with a learning specialist to review the Learning Profile and to discuss how to access accommodations and advocate for their learning needs. Students with documented learning disabilities are allowed (and sometimes required) to schedule time once a week with Learning Support 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. Refer to Learning Coaching Description and Learning Coaching Policies and Fees on the Learning Support webpage 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 an Accommodation Agreement Form from the Learning Support Office and have their advisor, teachers, and learning coach (if applicable) sign it within the first two weeks of the fall term or soon after accommodations are approved.
- **Standardized test accommodations:** Applying for the 50 percent extended time accommodation for standardized college entrance exams (PSAT, SAT, ACT, etc.) requires substantial current documentation of a disability, functional limitation, and a documented 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 LA 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; 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 websites. A nonstandard testing coordinator 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 a calculator for signed number operations in the fall term, when much of the focus is developing competence with signed numbers and order of operations; however, it may be used in later terms, when signed numbers and order of operations are not the focus of the material being introduced.

Request for a Language Waiver: Lawrence Academy requires two consecutive 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 LA must make the determination if a student is eligible for one based upon the student's past performance in a language course, clinical evidence to support a Language Waiver, and a meeting with the dean of academics. If a waiver is granted, the student may either withdraw from the class or take it pass/fail. Continuing in the class for a grade remains an option as well.

- **Clinical evidence to support a Language Waiver:** To qualify for a Language Waiver, a student must have significant documentation of a learning disability or disorder by a qualified evaluator using specific testing and history based on LA's documentation policy. A recommendation for a Language Waiver should be explicitly stated and justified in the evaluator's recommendations. A Language Waiver is not transferable from another school; however, evidence from the school to support this request may be submitted. If there are extenuating circumstances and significant barriers preventing the acquisition of the above documentation, families may submit a written request for a review to the director of learning support. A committee will convene to review the documentation and determine whether a student meets the criteria for a waiver based on the available information.
- **Performance in a language course:** While research suggests that students with particular disabilities may struggle to learn a foreign language, many find success. Therefore, all newly enrolled students will be placed in a language course based upon their current level, grade, and credits needed. Freshmen who have a history of a significant disability may request to postpone the language course until sophomore year; interested families should contact the director of learning support to discuss what is in the best interest of the student. Prior to the midterm, if the student demonstrates difficulty learning the language AND there is clinical evidence that the student qualifies for a Language Waiver, the student can request a Language Waiver meeting.
- **Language Waiver meeting:** After a student has demonstrated difficulty in a language course and confirmed with the director of learning support that there is enough documentation to support a Language Waiver, the dean of academics will convene a meeting. In most cases, the meeting will include the student, the student's advisor, parent(s) or guardian(s), and a representative from the Academic Office. The meeting may also include the language department head and/or current language teacher, director of college counseling, and director of learning support. As a team, the implications of altering a student's high school program will be discussed, including how this will help the student better access other areas of the curriculum and how this will affect the college admissions process.
- **Approved Language Waiver:** If the academic office approves a Language Waiver, the student has three choices:
 1. Withdraw from the course.
 2. Take the course pass/fail for the remainder of the year. (**Note:** Returning students who postponed taking a language may request a Language Waiver meeting to take the course pass/fail for the year prior to enrolling in the language course if there is clinical evidence to support a waiver and a compelling reason. Families should contact the Academic Office to discuss.)
 3. Continue taking the course for a grade.

XV. 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 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 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.

XVI. 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 Academic Office 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 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 p.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 three 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 four 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 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 Art Center (opened in 1997) and the MacNeil Lounge, as well as the kitchen and dining hall.

The Williams Art Center: Located in the Gray Building, the Center is available for students during their free time so 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, learning 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.

XVII. 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.

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.

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.

II. Athletic Requirements

- For freshmen, sophomores, and juniors: two terms of Category “A”; one term of Category “B”
- For seniors: one term of Category “A”; two 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 Theatre/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 the applicant's 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 seven 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. 67).

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, the 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 Mondays, Tuesdays, Thursdays, and Fridays and from 12:30 p.m. to 6:00 p.m. on Wednesdays. 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 trainer. Treatment of injuries and decisions to return to play will be made by the athletic trainer. 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. 68, for more.)

The Grant Rink: Located next to the Stone Athletic Center, this 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 expectations: 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 their education as well as their learning community. Therefore, Lawrence Academy expect that students will make every effort to honor all school commitments.

Attendance policy: Students are expected without exception to attend classes and to work diligently to manage and meet their school commitments and responsibilities. Teachers will take attendance in every class throughout the day, and attendance reports will be reviewed at the end of each week.

Students with class absences (excused or unexcused) that account for more than 10 percent of the term class meetings may be required to meet with the Academic Review Committee, which consists of representatives of the Academic Office, Student Life, Learning Support, Health Services, and others as needed. The student's advisor is also present for this meeting. The student must adhere to all recommendations and requirements made by the Academic Review Committee. Potential responses for excessive absences may include but are not limited to:

- required proctored study hall during the student's free blocks.
- inability to participate in other school activities and performances.
- failing grade for all missing assignments.
- lowering of student's course grade.
- potential for repeating course or a term.
- mandatory learning coaching.

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. 73).

Sleep-in: Students may sleep in if they have the first block free. All students must attend assembly or advisor meetings. Failure to attend these meetings will result in a consequence and the loss of the privilege to 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, the student is expected to contact each of their teachers within 24 hours of their 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 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, the student is expected to report those plans to their advisor, who will communicate any concerns to the dean of academics .

III. Reporting an Absence

For day students:

- For academic/athletic absences, late arrivals, early dismissals, off-campus trips (doctor's visit, etc.), please call the Student Life Office at 978-448-1518. Calling in before the school day starts is required because the school is responsible for the whereabouts of its students.

Note: Additional information regarding the Health Center's absence policy can be found in the Support Services section.

For boarding students:

- All weekend leaves from campus are submitted electronically by the student and approved electronically by the parent. Regular weekend sign-outs are due Thursday by 12:30 p.m. For more information about the sign-out process, see the Residential Life Program and Policies section.
- For academic/athletic absences, late arrivals, early dismissals, off-campus trips (doctor's visit, etc.), or a boarder's Monday-Thursday leave, call the Student Life Office at 978-448-1518.
- If a student is going to miss any school commitment for health reasons, they need to visit the Health Center before missing a 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.
- **Note:** Additional information regarding the health center's absence policy can be found in the Support Services section.

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 etc.) 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 or guardian 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, and 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 and Winterim: During Fall, Winter, and Spring Term exam weeks and during on-campus Winterim courses, the 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 may not have a vehicle on campus. Occasionally, exceptional circumstances require flexibility with this rule. Boarding students who wish to be considered for a special parking permit must contact the dean of students by Aug. 1. The majority of requests will be denied.

Day students are allowed to drive their vehicles to school and park them in an assigned spot on campus. To receive permission to do so, day students must register their vehicles with the Student Life Office and must read and sign the Day Student Car Contract.

- Students are required to park in their assigned space. Their vehicle should remain in this space for the duration of their time on campus.
- No student may drive their vehicle during the day or to any after-school commitment without the consent of the dean of students.

Note: Violating the above rules will constitute a breach of contract. Students may be assigned a consequence or lose the privilege to have a vehicle on campus as a result of their violation.

- **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.

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(s) or guardian(s) 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.

- Students who wish to leave campus early or make an off-campus trip (doctor's visit, etc.) must sign-out in person with the Student Life Office prior to their departure. All sign-outs must be submitted in person and approved prior to departure and may not be submitted later than 12:30 p.m. on the day of departure. Students must submit their own sign-out. Approval is contingent upon the permissions granted by the parent(s) or guardian(s) in the above-mentioned Student Emergency and Permission Form. Permission for departure can be denied at any point.
- Any student who departs campus and returns to campus that same day is expected to submit a sign-out form. Failure to do so is considered a Level III violation (see Discipline Guidelines for more information).
- Students are expected to sign in with the Student Life Office upon their return to campus.
- **Note:** Boarders should see the Residential Life Program and Policies section for more information about weekend sign-outs.

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. Students will be held responsible for the conduct of their 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 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 the costs of both the evaluation and the counseling.

If there is 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; parent(s) or guardian(s) 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, local authorities, members of the Health Center, members of the Intervention Team, or the Student Life Office.

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, local authorities, or a member of the Student Life office. 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.

Title IX Obligations: See “Title IX Policies” p. 49.

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 the student 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 parent(s) or guardian(s) 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 them if they 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, which are considered a contractual agreement between Lawrence Academy and the student in question. Should the student fail to follow the prescribed guidelines, they 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 completed and what was 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 their 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 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 random drug test at least once every 30 days, including providing proof of tests taken over the summer. For the duration of their 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. Sanctuary Policy

Lawrence Academy does not condone the use of drugs and/or alcohol. However, the school recognizes that students sometimes make unhealthy decisions and put their safety and well-being at risk. Understanding that there is a reluctance to ask for help if disciplinary action could follow, the Sanctuary Policy allows a student to reach out without invoking a disciplinary response.

Sanctuary is a non-disciplinary response to situations in which student health and well-being are compromised. This policy applies in instances of alcohol or drug use or overdose. Designed to promote greater safety for our students, sanctuary is normally a confidential set of communications between the Health Center, a student, the Student Life Office, and the student's family. If sanctuary is granted, neither the student receiving sanctuary nor the student requesting assistance on behalf of that student will be subject to disciplinary action for violation of the school's drug or alcohol policies.

Use of sanctuary: If a student is facing a medical emergency or is in a potentially unsafe situation, the student may approach an adult in the community or call the Health Center and clearly state that they are seeking help through the sanctuary program. The student must do so before the faculty member has reasonable suspicion or is in a position where the violation is likely to be discovered. The faculty member should refer the student or students to the administrator on duty, the Health Center, or local emergency services for medical care. Multiple requests for sanctuary may result in a leave of absence to allow the student to seek outside treatment and to allow the school to assess both the student's health and the student's ability to live within the expectations of the community

Results of using sanctuary: The student's parent(s) or guardian(s) will be notified about the incident, and the student will be required to meet with a school counselor. In cases involving drugs and alcohol, the student may also be required to undergo a drug and alcohol evaluation by an outside substance abuse professional (at parent(s) or guardian(s)' expense), and will be subject to random, confidential drug testing, (again, at parent(s) or guardian(s)' expense). Failure to complete the requirements for evaluation and treatment after sanctuary has been granted may lead to disciplinary consequences. Before a student is permitted to resume school activities (academic or extracurricular) following the use of sanctuary, permission must be granted by the Health Center. The results of any drug testing that ensues after sanctuary are confidential, and a positive test will not result in disciplinary action. However, recurrent positive test results consistent with continued abuse of drugs or alcohol will likely trigger a medical leave to allow the student to seek outside treatment.

XIII. 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 self-harm or damage to the victim's 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 activities, functions, or programs, 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) of a student who believes that they are 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 of 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.

Possible disciplinary actions: Any student found to have engaged in bullying may be subject to disciplinary action up to and including expulsion (see Discipline Guidelines, p. 50). 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 "Discipline Guidelines", p. 50). 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. Title IX Policies

For any complaint alleging sexual harassment, sexual assault, stalking, or interpersonal violence (e.g., dating violence), additional procedures that are in addition to the Academy's normal investigatory and disciplinary process may apply as noted below.

Notice of an Investigation: If it is determined that the reported conduct could trigger the policy and an investigation is required, the Title IX coordinator will prepare a written notice to the Complainant and respondent that will include a description of the allegations, the identities of the parties involved, the specific section of the code of conduct allegedly violated, the conduct allegedly constituting the potential violation, and the date and location of the alleged incident, and any interim measures in place about which either party must be made aware. This written notice does not constitute a finding or a determination of responsibility. The notice will also discuss the parties' rights to advisors or support people in the process.

Designation of Investigator: The Title IX coordinator will designate at least one internal and/or external investigator to conduct a prompt, fair, and impartial investigation of the reported conduct and prepare a report of investigative findings (the "investigative report"). At the Academy's discretion, more than one investigator may be assigned. All investigators, internal or external, will be selected from a group of qualified and trained individuals employed by or engaged by the Academy for the purpose of conducting investigations under the policy. The Title IX coordinator will provide the parties with the name(s) of the person(s) assigned to investigate the reported conduct (the "investigator(s)"). As soon as possible, but no later than three calendar days after receiving notice of the identity of the Investigator(s), the parties should inform the Title IX coordinator in writing of any conflicts or potential conflicts of interest with regard to the selected Investigator(s). The Title IX coordinator will consider the nature of the conflict and determine if different individuals should be assigned as investigator(s). The Title IX coordinator's decision regarding any conflicts is final.

Parties' Identification of Potential Witness and Documentation: The parties have the opportunity (and are expected) to provide the investigator(s) with the identification of potential witnesses who have specific information about the reported conduct and with whom they would like the investigator(s) to speak. The parties also have the opportunity (and are expected) to provide the investigator(s) any documentation or other items they would like to be considered. All information described in this section must be presented to the investigator(s) in writing and include a brief description as to how the persons, documents, and/or items are relevant to the reported conduct. This information must be provided to the investigator(s) during the investigation phase and without delay upon becoming aware of it. The investigator(s) will exercise discretion in their determination of what information to consider and which potential witnesses identified by the parties can provide relevant information to the investigation. Failure to participate in the investigation may limit the investigation and lead to separate disciplinary charges against the non-cooperating individual.

Investigation Prohibitions: Investigator(s) generally will not consider information related to either party's sexual history outside of the conduct in question.

Review by the Parties and Adjudication: Both parties will be informed of their opportunity to review the entire investigative report and that they may submit written comments and/or questions about the content of the investigative report to the investigator within 10 calendar days of the date they are notified that the investigative report is available for review. This review will take place at a secure location and in a secure manner determined by the Academy. The time to submit written comments can be extended for a brief period if the Title IX coordinator concludes, in their sole discretion, that the additional time is warranted. In circumstances where an extension is provided to one party, it will be provided to the other party as well. Likewise, the secure location and manner of reviewing the investigative report can be modified if the Title IX coordinator deems it necessary and appropriate. Following this process, the investigative report and any additional submission made by either party will be provided to the head of school to adjudicate the matter. The head of school may involve others in the process at their discretion. The burden of proof is on the Academy and the standard of review is whether the preponderance of the evidence indicates that the policy has been violated.

Duty of Honesty: All parties and witnesses are obligated to be completely honest during the course of the entire process set forth in this policy. Any person who knowingly makes a false statement, either explicitly or by omission, in connection with any part of the process may be subject to separate school disciplinary action. A report made in good faith, however, is not considered false merely because the evidence does not ultimately support the allegation of violation of the policy.

Duty of Cooperation: All parties and witnesses are obligated to cooperate with the Title IX coordinator and any persons charged with implementing the policy and these procedures. Any person who knowingly interferes with the actions taken to implement the reporting, investigation, or resolution of matters under the policy may be subject to separate and/or additional school disciplinary action.

Supportive Measures: Non-disciplinary, non-punitive individualized services may be offered as appropriate, as reasonably available, and without fee or charge to either the reporting party or the responding party before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures are designed to restore or preserve equal access to the Academy's educational programs or activities, and they will be designed so as not to unreasonably

burden the other party. Supportive measures may include but are not limited to: counseling; academic accommodations, such as extensions of deadlines or other course-related adjustments; course changes or drops; modifications of class schedules; campus escort services; mutual restrictions on contact between the parties; residential accommodations, including but not limited to arranging for new housing, or providing temporary housing options as appropriate; leaves of absence; increased security and monitoring of certain areas of the campus; and no trespass notices. Factors to be considered in determining reasonable supportive measure may include the following:

- the specific need expressed by the party;
- the severity and/or pervasiveness of the allegations;
- any continuing effects on the party;
- whether the parties share the same residence hall, dining hall, class, extracurricular activities, transportation and/or job location; and
- whether other judicial measures have been taken to protect a party or the parties.

Please note that the Academy reserves the right to alter or amend this document if its federal obligations change during the academic year.

Informal Resolution: At any time prior to the Academy’s sharing of the investigative report, either party may request an informal resolution of a complaint rather than an investigation by contacting the Title IX coordinator. In such instances, the parties will still receive written notice of the allegations, though that notice may include less information than the notice requirements set forth above. The Title IX coordinator will assess the request for informal resolution against the severity of the alleged violation and the potential risks to campus community members. All parties and the Title IX coordinator must agree in writing to informal resolution for this option to be used. The Title IX coordinator will designate a representative or outside service provider to facilitate a dialogue with the parties in an attempt to reach a resolution. The Title IX coordinator can end such a process if it becomes unproductive and/or abusive. The allegation will only be deemed resolved when the parties expressly agree to an outcome that is acceptable to them that is approved by the Title IX coordinator in consultation with other appropriate administrators. Either party may withdraw from the informal resolution process at any time. The informal resolution process will be conducted in accordance with procedures specified by the Title IX coordinator, as determined in their sole discretion.

XV. 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.

XVI. 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.

XVII. Weapons

Lawrence Academy is committed to maintaining a safe and secure environment for students, faculty, staff, and visitors. In support of this commitment, Lawrence Academy adheres to Massachusetts laws (chapter 269, section 10(j)) expressly prohibiting the possession, manufacture, transfer, sale, or use of weapons by anyone on Lawrence Academy property or at any Lawrence Academy-sponsored event, except as explicitly authorized by Lawrence Academy's weapons policy.

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.

XVIII. 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 the student's 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.

XIX. 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 an 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 *The Student Handbook*, Lawrence Academy's Faculty-Student Senate has designed the following five levels of discipline:

Level I (Thursday Morning Consequence):

- This is the lowest level of formal response to violations of general school conduct and meeting attendance expectations under minor school rules.
- Students who receive a Level I violation will be required to attend a Thursday Morning Consequence from 8:00 a.m. to 9:00 a.m.
- Items that fall within this category include, but are not limited to, the following: dress code violations, inappropriate language and disrespect, unexcused missed commitments, dorm violations, and parking violations. A commitment is defined as but not limited to: an academic class, an afternoon obligation, advisory, or an extra-help session.
- **Note:** The severity of the matter may dictate a more significant response (see Level II, III, IV, and V).

Level II (Dean's Warning):

- This level of response addresses violations of minor school rules with regard to school community expectations and commitments. Behavior that falls under this category compromises the integrity of the community and the standards that are in place.
- This level of response is administered by the dean of students.
- Items that fall within this category include, but are not limited to, the following: disrespect, dorm violations, hazing, harassment, bigotry, and bullying. In addition, if a student misses three commitments in one term, they will be issued a Dean's Warning. If a student misses any further commitments during the term, they will be assigned a Level III consequence.
- **Note:** The severity of the matter may dictate a more significant response (see Level III, IV, and V).

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
- **Note:** Any student that is issued a Dean's Warning while on probation will be required to meet with the Judiciary Council. The Judiciary Council may recommend additional consequences, including but not limited to, an extension of the student's probation or a Level IV expulsion contract.

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(s) 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 pp. 43-44)
 - 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 probation will be placed on an expulsion contract. Notwithstanding this general outcome, Level III violations committed while a student is on probation could result in a recommendation for expulsion, depending on the circumstances and the student's disciplinary record. The 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 an 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 or withdraw while discipline is pending are not to return to campus or participate in school-sponsored events until after the June in which they would have graduated unless specific permission granted by the assistant head of school for student life or the head of school. In the case of seniors, they are not welcome back on campus for a full year after dismissal unless specific permission is granted by the assistant head of school for student life or the head of school.

XX. 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 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(s), and advisor as soon as practiced. The student should be informed of their right to a review in front of a five-member Case Review Committee. The student must inform their advisor, the dean of students, or the assistant head or head of school within 24 hours that they wish 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, they must bring that to their advisors attention 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.

XXI. 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. 51-52).

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 student withdraws before completing the disciplinary process, the student's transcript will note "withdrawn pending disciplinary review."
- 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 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 takes effect.
- If a student is dismissed from Lawrence Academy during their 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 eight 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 for each student.

- 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 room key and a dorm door fob. 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. 41).

Visitors:

- No visitors, including day students, are allowed in dormitories during the academic day without the express permission of the dorm parent.
- 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, including currently enrolled day students, 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. 15).

- 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 Fridays and Saturdays. All day students must be off campus by that time 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

Parent(s) or guardian(s) 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.

Weekend sign-outs must be submitted by 2:00 p.m. on the Thursday preceding the weekend for which the student is signing out so that they can be processed by the dean of students. 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.

Weekday sign-outs for boarders:

- Boarders who wish to leave campus on a weekday must sign out in person with the Student Life Office prior to their departure. All sign-outs must be submitted in person and approved prior to departure and may not be submitted later than 12:30 p.m. the day of departure. Students must submit their own sign-out. Approval is contingent upon the permissions granted by the parent(s) or guardian(s) in the above-mentioned Student Emergency and Permission Form. Permission for departure can be denied at any point.
- Parent(s) or guardian(s) should call the faculty member on duty (OD) at 978-758-7896 for after-hours emergencies or to update their boarder's leave.

Weekend sign-out for boarders:

- All weekend leaves from campus are submitted electronically by the student and approved electronically by the parent(s) or guardian(s). Regular weekend sign-outs are due Thursday by 12:30 p.m.
- 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.
- Weekends begin after the last commitment of the week. This includes athletic commitments.

- 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 for boarders:

- Students may sign out for the day on Saturday or Sunday by submitting an electronic leave request form the week before (due Thursday by 12:30 p.m.) or by contacting the administrator on duty (OD) during the weekend.
- Students may not depart campus until their sign-out has been approved by the dean of students or the administrator on duty (OD).

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 a parent or guardian and the student's 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 commitments that overlap with study hours and/or check in:

- Students may be interested in pursuing a passion at a higher level outside of Lawrence Academy, that requires attending an evening practice or rehearsal, 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 status 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 parent(s) and guardian(s) 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. 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 may not have a vehicle on campus. Occasionally, exceptional circumstances require flexibility with this rule. Boarding students who wish to be considered for a special parking permit must contact the dean of students by Aug. 1. The majority of requests will be denied.

Dorm/room searches: See p. 50.

IV. Residential Life Facilities

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

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, cereal, fruit, drinks, and other assorted snacks.

Hours

Weekdays:

Breakfast: 7:00 a.m.–7:45 a.m.

Lunch: 11:00 a.m.–12:30 p.m.

Dinner: 5:00 p.m.–6:30 p.m.

Saturdays and Sundays:

Brunch: 10:00 a.m.–12:00 p.m.

Dinner: 5:00 p.m.–6:00 p.m.

The student lounge: Day student lockers, student and faculty mailboxes, and the offices of student life staff are located in this area. Food and drink are allowed, but it is the responsibility of the students to clean up after themselves.



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 advisor.
- 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

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 health care providers, including a doctor, nurses, and psychologists. 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. The Health Center ensures that adequate medical attention, health education, and resources are available to students, families, faculty, and staff.

III. Required Health and Permission Forms

See p. 33.

IV. Contacting the Health Center

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 or doctor may be reached by calling the Health Center at 978-448-6670 during regular office hours. At all other times, the on-call provider 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 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 parent(s) and guardian(s) informed about the health of their children.
- The Health Center encourages students to notify their parent(s) or guardian(s) about any health problems. They may also be offered the option of contacting their parent(s) and guardian(s) 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 themselves or to others, or if other unusual circumstances arise.

V. Contacting the Counselors

Hours: 8:00 a.m.- 4:00 p.m., Monday-Friday

Telephone: 978-448-5659

- A counselor is available throughout the academic day 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 assistant head of school for student life, 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, parent(s) or guardian(s), the student's advisor, and/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 parent(s) or guardian(s) will be notified immediately.
- When a student is referred to counseling, the counselor involved will contact the referring person solely to verify contact. 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.
- 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.
- 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 I Team is a confidential, nondisciplinary avenue to a health response to at-risk behaviors within the LA community.

- 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 a risk to themselves, or to others, the I Team will contact parent(s) or guardian(s) to enlist their support in doing so. The I Team first encourages students to notify their parent(s) or guardian(s) themselves and offers to help them with that as well as any subsequent communication deemed necessary.
- 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. 38.

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.
- Students excused for the day 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:

- Parent(s) or guardian(s) 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.
- 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, they 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 two-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.
- Prescription medications can be distributed by the Health Center. 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 Health Center 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 or other medications that the nurse or school physician feels should be held securely at the Health Center and/or administered by direct observation. In the case of medications that are to be held and administered directly by the Health Center staff, every effort will be made to assist the student with medication compliance. Generally, students will come to the Health Center for dosing, or medications given in the morning may be brought by Health Center staff to a more centralized private area near the dining hall.
- Students will be allowed to self-administer their medications only at the discretion of the school physician or the nurse. If it is determined that this practice is safe and appropriate, an appropriate supply of drugs will be given to the student, who agrees to return to the Health Center at any time with any questions or comments about the medication or at the request of the Health Center. 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 school physician or 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, these individuals 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 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 Health Center 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, the student must have an updated physical examination to continue to participate in sports. All health forms can be found via the Veracross parent portal by clicking on the health forms tab and logging into Magnus using the same username and password as the Veracross parent portal..

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 the Health History form to play will be made only after consultation with the student's primary care provider or concussion specialist, the school nurse, the 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 parent(s) or guardian(s) and students as needed prior to 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. Parent(s) or guardian(s) are made aware of their responsibility for informing the athletic trainer and/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. The student 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 their PCP or the school physician. 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 or Health Center staff and are expected to take responsibility for their children immediately. The athletic trainer will communicate 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 or Health Center staff. 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 physician will notify the student's advisor, assistant head, dean of students, and dean of academics 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 Academic Office. Once students are “OFF RED SHEET,” they will be required to meet with the Academic Office to review and set a plan for any missed academic work.
- The school physician and the Academic 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, they will be out of competition until they are cleared for participation by a physician. No player shall go from being sidelined with a concussion to activity until they have followed the recommended stepwise process to return to activity from the treating physician. Each athlete will likely have an individual 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, the 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 must be asymptomatic, at rest and with exertion, unless dictated differently per the concussion specialist;
- The student must complete a Return to Play plan (see below); and
- The student’s post-injury neurocognitive testing data must be within normal range of the student’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 physician, school, team physician, and/or school concussion consultant, reserves the right to continue to withhold a student from participation until the school medical staff deems fit.

Students 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 academics 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 their 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 Academic Office, the Student Life Office, and head athletic trainer regarding the student’s updated status. The Academic 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 their medical/emotional state is such that the school can no longer accept responsibility for the student's well-being.
- The school may require an evaluation from an outside health provider as a condition of the medical leave.
- The school may require the student to work with a learning support coach to assist in completing outstanding school work.
- 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, and 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, parent(s) or guardian(s) must provide the Health Center with a report of diagnosis, treatment, and follow-up care from the student's clinician.
- 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 dean of academics 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 themselves or others, the following procedure will be implemented immediately:
 - The school counselor or school physician 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 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 themselves 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 they want to return and how they intend to face the issues that have contributed to their difficulties at Lawrence Academy.
 - The parent(s) or guardian(s) must also write to the director of health services, discussing their reasons for supporting the student’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 themselves or others, and that their 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 themselves 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 their 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 “Learning Support,” p.21.

XV. 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,; Executive Board, Judiciary Council, and Faculty-Student Senate; Spartan Leaders (see below); and Elm Tree Society which require an application process. The Elm Tree Society supports admissions outreach. Students also lead clubs and may become leaders (captains) of an athletic teams. (See “Student Government.”)
- All students in leadership positions will attend ongoing leadership training workshops. These workshops, developed under the auspices of the Office of Student Life, will help provide leaders with both the tools they need to do their jobs 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 the 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 Level IV or higher violation may result in being removed immediately from a leadership position.

Spartan Leaders are juniors and seniors who help shape a positive school culture through visible leadership in community life at Lawrence Academy. Being a Spartan Leader is a commitment that students will be expected to live up to throughout the school year and requires a significant time commitment as well as maturity, strong social skills, honesty, and integrity. Spartan Leaders must serve as role models to students in the community by upholding all Lawrence Academy school rules and the honor code, fostering an atmosphere of mutual respect and cooperation in the dorm and/or on campus, and helping to ensure the general safety and well-being of students in the community. They are students who have been trained in communication skills and human relations issues. Spartan Leaders are selected through an application and interview process and are assigned to a specific area of focus based upon applicant strengths and program needs:

- **Residential life focus:** boarding students interested in engaging with residents, supporting the enforcement of rules, and working with dorm faculty to develop community culture through activities.
- **New student focus:** boarding or day students interested in connecting with new students before school begins and mentoring new students throughout the school year.
- **International student focus:** international boarding students interested in assisting new international students transitioning to LA and leading ongoing activities for international 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.



ADDITIONAL SERVICES AVAILABLE
TO STUDENTS

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 of 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 mailboxes 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	For shipping/courier services (UPS, FedEx, etc.): Student Name
Lawrence Academy	Lawrence Academy
P.O. Box 992	26 Powderhouse Road
Groton, MA 01450	Groton, MA 01450
- The following are important facts to remember regarding outgoing mail:
 - Student should be sure to write their name and return address with zip code on all outgoing mail.
 - Students 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 Lawrence Academy's student-led clubs. Clubs will run based on student interest, and all clubs have at least one faculty advisor/director. All clubs need to host/lead at least two events per school year as a part of our community life program. Club leaders serve on CLASS (Community Life Activities & Service Squad), which meets with student life staff at least once a month to develop the overall calendar, discuss weekend activities (including on-campus weekends), and collaboratively plan for larger events. (Concordia Club leaders also serve on the Moral Courage Task Force.)

Concordia Clubs:

- Umoja
- LA Embassy
- 1899
- Gender Sexuality Alliance
- Mens Club
- The Politics Club
- Religious Club/Did Jew Know

Service Clubs:

- Rise Against Hunger
- Community Service Advisory Board (LA Cares)
- Environmental Sustainability Council

Interest Clubs:

- Art for All
- Yard Games Club
- PAWSitive Vibes
- Spartan Vogue
- S[Hair]
- Yearbook
- AV Club

Academic Clubs:

- Literary Magazine
- Speech and Debate Club
- Business Club

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

The student government is a governing body made up of elected members from each class. It includes the Executive Board, Faculty-Student Senate, and Judiciary Council. Student government meetings are held weekly, with some set aside for only the Faculty-Student Senate meetings and others for larger committee work.

I. Executive Board

The Executive Board is comprised of four representatives from each graduating class. This group is responsible for Friday morning assemblies, several weekend activities, events, Spartan Nation, and active committees made up of other student leaders, club leaders, interested students, and sometimes faculty. Examples of the activities are Spirit Week and Winter War; examples of the committees include CLASS (Community Life Activities & Service Squad), Food Committee, Spartan Nation, Special Events, and OCSWAT (On-Campus Student Weekend Activity Team).

II. Senior Class Officers (Cabinet)

In the spring, the senior class officers for the coming year are elected by a school-wide vote. Students must run as a four-member cabinet, which represents the four positions listed below.

Responsibilities of senior class officers:

- Represent the senior class and the student body.
- Facilitate student government meetings and committees and attend leadership workshops.
- Run Friday morning assemblies.
- Work collaboratively with Spartan Nation, whose members are appointed by the senior cabinet.
- Meet weekly with members of school administration and student life.

Responsibilities of the president:

- Facilitate assemblies.
- Run student government meetings.

Responsibilities of the vice president:

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

Responsibilities of the treasurer:

- Provide budget information to committees and clubs for event planning.
- Manage the design and selling of school spirit items.

Responsibilities of the secretary:

- Take notes at all committee and Faculty-Student Senate meetings.
- Communicate meeting results to the school community.

III. Junior, Sophomore, and Freshman Class Officers

In the spring, each class will elect its class president and three representatives to serve on the Executive Board. The highest vote-getter will become the class president and serve on the Faculty-Student Senate, while the next three highest vote-getters will be appointed as class representatives.



STUDENT GOVERNMENT

Responsibilities for presidents:

- Meet monthly with the Student Life Office.
- Serve on the Faculty-Student Senate.

Responsibilities for all class representatives, including presidents:

- Represent the student's 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 workshops.
- Serve on two or more of the following committees:
 - **Food Committee:** Meet with dining hall staff, to plan for special events and larger weekend activities, and work with them on improvements for our dining services.
 - **SpEC (Special Events Committee):** Facilitate events that are larger and do not always fall on a weekend (eg.) Prom, Field Day, Senior Week, Pep Rallies, fall semi-formal dance, etc.)
 - **CLASS (Community Life Activities & Service Squad):** plan/discuss the general weekend activities and service options offered throughout the school year. All active Club leaders will sit on this committee along with Executive Board and Spartan Leader reps.)
 - **OCSWAT (On-Campus Student Weekend Activity Team):** Plan and execute the three on-campus weekends held each year (1 per term).

IV. Faculty-Student Senate Constitution

Purpose:

- The Faculty-Student Senate shall have authority over all the rules and penalties governing behavior at Lawrence Academy as published in *The Student Handbook*. These rules are currently summarized under Discipline Guidelines (p. 50), 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 Faculty-Student Senate will consist of 24 members, elected in the following manner:
 - Freshmen, sophomores, juniors, and seniors will elect three senators from their own class each fall.
 - Each spring, the freshman, sophomore, and junior class elect class presidents. The presidents also sit as voting members on the Faculty-Student Senate.
 - Each spring, the senior class cabinet is elected. The vice president chairs the Faculty-Student Senate. The secretary attends meetings to take notes but does not have voting privileges.
 - The faculty will select eight faculty members.

- 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 Faculty-Student 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. This includes 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 Faculty-Student 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 fill the position for that year.

Meetings:

- Regular meetings will be held 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 Faculty-Student 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 Faculty-Student Senate membership and a majority approval of both the faculty and student government are required to make any change to the preceding Faculty-Student Senate Constitution.

III. Judiciary Council

(Refer to the section titled “The Judiciary Council and Case Review Committees”)

V. Requests for Changes to *The Student Handbook*: Whom to Contact

Lawrence Academy students or faculty may suggest changes to *The Student Handbook*.

- **For changes to Academic Programs, Policies, and Practices:** Consult with the Academic Office about whether to present your proposal to the Academic Leadership Team (ALT). 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 ALT or full faculty.
- **For changes to Residential Life Program 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 *The Student Handbook*, a proposal must be submitted to the Faculty-Student Senate.

FACULTY AND ADMINISTRATION

Carl Anderson, Director of Buildings & Grounds

Travis Army, Mathematics

Robert Barker, English

Elena Beleno Carney, English

O’Shea Bell, Assistant Dean of Students for Equity & Community Affairs

Brett Benzio, Mathematics

John Bishop, Director of Communications

Cynthia Blood, Director of Learning Support

Phillip Blood, Director of Admissions & Financial Aid

Andrew Brescia, ESL

Mark Burkholz, Mathematics

Nathaniel Cabot, Spanish

Christine Coffin, Learning Coach

Geoff Cohane Psy.D, School Counselor

Krista Collins, Mathematics

Jennifer Cooper, Director of Music

John Curran, History
Christopher Davey, Assistant Head of School for Institutional Strategy and Advancement
Zachary Dawson, Arts Department Chair, Visual Arts, Technical Theatre Director
Nicole Derosier, Science
Danielle Doherty, Learning Coach
Katherine Engstrom, Learning Coach
Steven Engstrom, Science
Brian Feigenbaum, Dance, History
Jarred Gagnon, Mathematics
Logan Gillis, Mathematics
Sara Gillis, Director of Enrollment Management
Jonathan Gotlib, Assistant Director of Communications
Dustin Greene, Mathematics
Geoff Harlan, Major Gifts Officer
Anthony Hawgood, Director of Affiliate Programs, Science
Andrew Healy, Dean of Students, Spanish
Kimberly Healy, Associate Director of College Counseling, History
Caroline Heatley, Director of Athletic Operations
Peter Hess, Dean of Academics, Learning Coach
Natasha Huggins, History
Anthony Karibian, History
Arthur Karp, History
Robert Kramer, Assistant Head of School for Finance & Operations
Erin Lawler, English Department Chair, English
Hongbing Liu, Mandarin Chinese
Jo-Ann Lovejoy, Director of Alumni Advancement
Raquel Majeski, Assistant Head of School for Equity & Community Life
Christopher Margraf, Assistant Director of College Counseling, Mathematics
Libby Margraf, Assistant Head for School Life, History
Donna Mastrangelo, Spanish
Frank Mastrangelo, Director of Campus Safety & Security, Assistant. Director of Athletics,
Head Athletic Trainer
Elizabeth McBride, French
Laurie McGowan, Director of the Conant Gallery, Visual Arts
John Mohrbacher, Learning Coach
Laura Moore, English
Robinson Moore, Associate Head of School, Spanish
Dina Mordeno, Arts Department Chair, Visual Arts
Cindy Moseley, Science
Sean Moyo, History

Mark Mucha, Language Department Chair, Latin
Bronwyn Murphy, Science
Debra Newborg, Psy.D, School Counselor
Caitlin O'Brien, Director of Advancement Communications & Operations
Jennifer O'Connor, Director of Services for International Students, Spanish
Robert Olsen, Sr. Associate Director of Admissions
Kevin Potter, Director of Athletics
Kimberly Poulin, Assistant Dean of Students, Director of Community Engagement
Melinda Raboin, M.D. Director of Health Services
Mia Ritter, Assistant Director of College Counseling
Michelle Ruby, Science
Theresa Ryan, Mathematics Department Chair
R. Daniel Scheibe, Head of School
Jaime Schulze, Associate Director of Admissions & Multicultural Outreach
Kira Shaikh, History
Sean Sheehan, Director of College Counseling, History
Meghan Smith, English
Scott Smith, Arts
David Stein, Psy., D. School Counseling Consultant
David Strasburger, Science
Joel Sugerman, Director of Theatre
Hellie Swartwood, Director of Parent Advancement
Jason Swepson, Admissions Associate
Valerie Templeton, Associate Director of Admissions
Christine Torigian, Assistant Dean of Academics, English, Learning Coach, Testing Coordinator
Hannah Vennoch, Science Department Chair, Science
Kathleen Vizen, Director of Summer Programs
Tonja Weimer, Science
Christopher Whalen, English
Maggie Whitlock, Spanish, French
Kevin Wiercinski, History Department Chair
Nicholas Wilder, Learning Coach, English

STAFF

Adriana Akt, RN, School Nurse
Robert Armstrong, Buildings & Grounds
Carine Aurelio, Assistant Librarian
Paul Beauchamp, Systems Support Administrator
Diane Bellino, HR Manager

Kenneth Berg, Systems Support Administrator
Cynthia Bostick, Gift Processing Coordinator
Austin Bradstreet, Director of Information Technology
Michael Carroll, Buildings & Grounds
Kim Chapman, Buildings & Grounds
Tanya Clark, Administrative Assistant to Student Life
Rhonda Collins, Sr. Administrative Assistant
Hannah Pierpont, Academic Registrar
Dale Cunningham, Assistant Director of Communications
Cheryl Drew, Accounts Payable/Accounts Receivable Specialist
Alice Farrington, RN, School Nurse
Lisa Fei, RN, School Nurse
Carole Figgins, Buildings & Grounds
David Fredriksen, Buildings & Grounds
Amanda Gagnon, Development Operations Manager
Stephen Georges, Buildings & Grounds
Prudence Glover, Program Manager for Alumni Advancement and Trustees
Rebecca Gracey, Admissions, Enrollment & Student Registration Associate
Josephat Gregoire, Buildings & Grounds
James Howard, Buildings & Grounds
Jenn Karibian, Bookstore & Mailroom Manager
Daniel Knox, Buildings & Grounds
Robert Morris, Buildings & Grounds
Mathew Morton, Buildings & Grounds
Christopher Moylan, Buildings & Grounds
Shawn Murrin, Buildings & Grounds
Dean Onners, Buildings & Grounds
Hannah Pierpont, Registrar
Michael Poulin, Strength & Conditioning, Equipment Manager
Laurel Rossiter Assistant Director of Summer Programs
Linda Sheehan, Controller
Kelsey Thurber, Assistant Athletic Trainer
Kymerly Winter, Assistant Equipment Manager

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HONORARY TRUSTEES

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Albert Stone, P'70,'75;GP'15
Benjamin D. Williams III, P'82, '84

Academic Block Schedule

RED WEEK SCHEDULE	Monday ALL REMOTE	Tues.–Friday Times:	Tuesday	Wednesday	Thursday	Friday
	A 8:00 AM-9:00 AM	8:00 AM-9:15 AM	E	A	G	D
	9:10 AM-9:25 AM Assembly	9:30 AM-9:45 AM	Advisory	Advisory	Advisory	Assembly (virtual)
	B 9:30 AM-10:30 AM	10:00 AM-11:15 AM	F	B	H	C
	C 10:45 AM-11:45 AM	10:30 AM-1:15 PM	Remote H 11:30 AM-12:00 PM	Remote D 11:30 AM-12:00 PM	Remote E 11:30 AM-12:00 PM	Remote A 11:30 AM-12:00 PM
	Lunch 11:45 AM-12:30 PM		Lunch Assigned Blocks	Lunch Assigned Blocks	Lunch Assigned Blocks	Lunch Assigned Blocks
	D 12:30 PM-1:30 PM	12:15 PM-1:30 PM	G	C	F	B
	Individual Advising Meetings 2:00 PM-3:00 PM	1:30 PM-2:15 PM	Office Hours	Office Hours	Office Hours	Clubs
		2:30 PM-3:45 PM	H	D	E	A

BLUE WEEK SCHEDULE	Monday ALL REMOTE	Tues.–Friday Times:	Tuesday	Wednesday	Thursday	Friday
	E 8:00 AM-9:00 AM	8:00 AM-9:15 AM	B	F	C	H
	9:10 AM-9:25 AM Assembly	9:30 AM-9:45 AM	Advisory	Advisory	Advisory	Assembly (virtual)
	F 9:30 AM-10:30 AM	10:00 AM-11:15 AM	A	E	D	G
	G 10:45 AM-11:45 AM	10:30 AM-1:15 PM	Remote C 11:30 AM-12:00 PM	Remote G 11:30 AM-12:00 PM	Remote B 11:30 AM-12:00 PM	Remote F 11:30 AM-12:00 PM
	Lunch 11:45 AM-12:30 PM		Lunch Assigned Blocks	Lunch Assigned Blocks	Lunch Assigned Blocks	Lunch Assigned Blocks
	H 12:30 PM-1:30 PM	12:15 PM-1:30 PM	D	H	A	E
	Individual Advising Meetings 2:00 PM-3:00 PM	1:30 PM-2:15 PM	Office Hours	Office Hours	Office Hours	Clubs
		2:30 PM-3:45 PM	C	G	B	F

The Lawrence Academy Student Handbook, is a guide, not a contract. Lawrence Academy reserves the right to amend or modify any provisions in *The Lawrence Academy Student Handbook* at any time for any reason.