

STUDENT AND FAMILY GUIDE LOWER MERION AND HARRITON HIGH SCHOOLS

2024-25 SCHOOL YEAR





Welcome to Lower Merion School District

Mission Statement & Purpose of Guide

Committed to excellence and continuous improvement, the Lower Merion School District strives to ensure that all students achieve their highest level of critical thinking and creativity, that they value themselves and the diversity of others, and that they are knowledgeable, contributing citizens capable of excelling in a rapidly changing world.

This is accomplished by individuals engaging in innovative, active experiences tailored to myriad ways of learning and in partnership with our community.

This Student Guide has been prepared to help both students and parents/guardians become better acquainted with the District's High Schools – their programs, policies and regulations. We encourage all members of our school communities to please take time to become familiar with the contents.

The establishment of a true collaborative culture requires the participation of students in the school's decision-making process. Students' opinions and concerns must be considered when planning and implementing high-quality educational programs. With student participation, however, comes student accountability. Our goal as a high school community is to continue our exceptional academic program while establishing a collaborative culture that consistently operates within the philosophy of "students first." Faculty, staff, administrators and parents/guardians will work side-by-side with students to determine the educational program that best serves the needs of each LMSD student. Students will accept the responsibilities associated with partnership, and elevate their performance behaviorally and academically. A collaborative culture can only be established when all members of the community commit to performing at their personal best, while striving to achieve the common goal, outstanding education for all students.

This guide is intended to help students recognize the expectations that must be met in order for our school to operate as a trusting community. LMSD is a District that prides itself in maintaining a culture of civility, tolerance, and respect. All persons are treated with dignity and are expected to behave according to the expectation set forth. Again, please review the guide and keep it as a reference for procedures and guidelines on the many topics listed in the table of content.

The high school administration is committed to the safe and orderly operation of our school. We are also committed to providing each student an outstanding educational experience. Working together we can achieve both goals while recognizing our many accomplishments.

Harrilton Administration Team

Stuart Warshawer, Interim Principal
Stephanie Graziosi-Hibbs, Assistant Principal
Patrick Snyder, Interim Assistant Principal
Lauren S. Marcuson, Assistant Principal
Shawn Albert, Athletic/Activities Director

Lower Merion Administration Team

Michael Johnson, Principal
Lauren Hopkins, Interim Assistant Principal
Karen deFranco, Assistant Principal
Jon Fadely, Assistant Principal
Olufemi Fadeyibi, Assistant Principal
Jason Stroup, Athletic/Activities Director

GUIDE TO HARRITON AND LOWER MERION HIGH SCHOOLS

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I: KEY EXPECTATIONS FOR ALL LMSD SCHOOLS

1.1 LMSD's Motto and Mission

The District's **motto**, "Enter to Learn, Go Forth to Serve," forms the core of the District's vision statement and serves as a guiding principle for students and staff.

The District's **mission** is our central purpose and it is what drives our actions. Our mission statement follows:

Committed to excellence and continuous improvement, the Lower Merion School District strives to ensure that all students achieve their highest level of critical thinking and creativity, that they value themselves and the diversity of others, and that they are knowledgeable, contributing citizens capable of excelling in a rapidly changing world. This is accomplished by individuals engaging in innovative, active experiences tailored to myriad ways of learning and in partnership with our community.

The District's **strategic plan**, "All Forward," serves as a strategic compass for the District's work. The plan was designed to be actionable, inspirational, and accessible to all members of our school community. Five "bold statements of strategic intent" provide the framework of our plan and represent where we want to be as a school community. These statements reflect a shift from where we are today in how we (1) define student success, (2) transform curriculum, (3) support professional learning, (4) engage students, and (5) partner with our community. It is important to note that the intent of the plan is not to solve a problem or fix a failure. Rather, it serves as a necessary next step forward in our evolution as one of the finest public school systems in the United States. More information about the plan can be found [here](#).

1.2 LMSD Calls for a Culture of Equity, Inclusivity and Belonging in All Schools

All LMSD policies and administrative regulations can be found on the [District website](#). Many of the most important involve the climate and culture of our schools. The overarching goal of these policies is to make our schools safe places where civility is the rule, where controversial topics can be discussed and dissenting opinions fairly presented, and where all students and staff – regardless of disability, race, color, language, immigration status, age, creed, religion, sex assigned at birth, sexual orientation, gender identity, gender expression, ethnicity or national origin – can participate fully, free from bullying, harassment, hazing or discrimination.

The table below identifies key policies of the District that are designed to ensure that the values expressed above are maintained in every school. Each member of the school community – students, parents/guardians, and staff – has the responsibility to create these conditions and has the right to report situations that violate these expectations. Please contact your building administrator for additional information about these policies. **If you believe you are a victim of, or witness to, an incident or practice that violates one or more of these policies, you should immediately report the situation as described in Section 1.4 or by filling out the LMSD Reporting Form [here](#).**



If you believe you are a victim of, or witness to, an incident or practice that violates one or more of these policies, you should immediately report the situation to your Building Principal/Assistant Principal. You may also voice a complaint or concern by completing the [online reporting form](#). Please see Section 1.4 for more information.

Policy/AR	Title
006	<i>Civility</i>
101	<i>Equity</i>
103	<i>Equal Opportunity Program for School and Classroom Practices</i>
114	<i>Individualized Student Supports and Services</i>
119	<i>Controversial and Value Issues</i>
130	<i>Guidelines Concerning Religion</i>
151	<i>Extracurricular and Co-Curricular Opportunities</i>
235	<i>Student Rights and Responsibilities (Discriminatory Harassment, Bullying and Hazing)</i>
259	<i>Transgender and Gender Diverse Students – Ensuring Equity and Nondiscrimination</i>
301	<i>Equal Opportunity Program for Employment Practices</i>
302	<i>Standards of Conduct - Employees</i>

All LMSD policies and regulations can be found on the [District's website](#).

1.3 Restorative Practices Build Relationships & Create Community in LMSD Schools

LMSD has carefully researched restorative practices through the work of LMSD's **Achievement Imperative Taskforce**. The framework focuses on developing community and managing conflict and tension by repairing harm and restoring relationships. The fundamental hypothesis of Restorative Practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than *to* or *for* them.

Whenever possible, a restorative approach is used to address student discipline issues. A restorative approach to discipline is a philosophy that, when conflict occurs, an attempt is made for students to fully understand what their role was in the conflict and how their actions affected themselves and others. Students then take ownership in the process by trying to “make it right” with others who were affected. Some restorative questions that are asked of students:

- What happened?
- What was your role in it?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way have they been affected?
- What do you think you need to do to make things right?

Please note that restorative practices do not replace disciplinary consequences; rather, they work together to remediate harm to the community. For more information about LMSD's Achievement Imperative Task Force, please visit [LMSD's website](#).



1.4 LMSD Schools Respond to Reported Concerns

Concerns or conduct that violate community expectations may be reported in a variety of ways. We encourage attempts to address issues with the individual(s) directly involved, particularly if the matter involves an employee of the District. This contact could be made via EMAIL or PHONE. If that matter involves another student, your child's teacher or counselor may be a good starting point. They can be reached by EMAIL or PHONE.

We understand that sometimes you may not be comfortable taking that first step. And sometimes, you may not be able to resolve the matter at that level. That's ok. You may report it directly to a school administrator such as a principal or assistant principal by EMAIL, PHONE, or [LMSD Reporting Form](#). This form will be routed to the school's administrative team as well as the LMSD's Office of Equity and Compliance.

If you have a concern that you would like to report directly to the Office of Equity and Compliance, please contact 610-645-1928 or baskerla@lmsd.org.

When you report a concern in LMSD, the initial questions you can expect to hear are:

- Tell me about what happened?
- Can you share all the details you can remember such as:
 - Who was involved? When did it occur and for how long? Where were you at the time? Did anyone else see or hear it? Do you know why it happened? Please provide as many details as you can remember.
- Is there anything else we should know?

In addition to the process outlined above, concerns or conduct that violate community expectations may be reported through [Safe2Say Something](#). Safe2Say is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to “say something” BEFORE it is too late. Please note that state-level analysts (not LMSD representatives) determine how to route the report based on the nature and seriousness of the matter.

Matters involving a threat to the health, safety, or welfare of a member of the LMSD community should be referred directly to the Lower Merion Police Department by calling 911.



Title IX Sexual Harassment is a specific form of harassment prohibited by federal law and LMSD policy. Complaints about harassment can be made using the LMSD Reporting Form or the other methods described in this section. For further information about Title IX protections, please link to our website [here](#) or contact the Title IX coordinator:

Felicity Hanks, Director of Human Resources
hanksf@lmsd.org
610-645-1902



SEE IT. REPORT IT.

  **MOBILE APP**

 **1-844-SAF2SAY**

 **SAFE2SAYPA.ORG**

1.5 Expectations for Students

We expect all members of our school community to engage in conduct that is reflective of good character and citizenship. We believe that if we pledge to maintain these fundamentals in our dealings with one another, our schools will be an emotionally and physically safe settings for us to learn and grow together as a community. In all school settings, students are expected to:

- Be Safe
- Be Responsible
- Be Respectful

Occasionally, students conduct themselves in a manner that violates these expectations. The Board of School Directors has adopted, as a policy statement (Policy 235), a district-wide student code of discipline. The code details the rights and responsibilities of students, parents, teachers and administrators. It is recognized that there is a variety of effective means to deal with disciplinary problems as they occur in school. Since the purpose of any disciplinary action taken by the school is to help the student modify and change behavior to an acceptable standard, disciplinary responses of the school must be in keeping with and appropriate to the behavioral infraction. To provide for uniformity, fairness and consistency in the disciplinary process, the code defines the due process procedures to which a student is entitled, including situations governed by Chapters 12 and 14 of the Pennsylvania Code as well as the Individuals with Disabilities Education Act

(IDEA). Whenever possible, a restorative approach is used to address student discipline issues ([see](#) Section 1.3), but that does not necessarily replace appropriate consequences in accordance with the student code of conduct.

More specific information regarding behavior expectations and consequences can be found in **V. Student Responsibilities/Conduct**.

A. A Note About Technology & Personal Devices, Including Cell Phones

Lower Merion School District takes pride in ensuring that our students have access to information available on the Internet. Any student who violates the provisions of Policy 134 may have their internet access privileges suspended along with additional disciplinary action. An account is set up for each student. Students access the Internet under the direction and supervision of teachers. Students can also access LMSD resources from home using their student account.



As a component of student health and wellness, the District desires to better support students regarding responsible use of personal devices as well as how to help them disconnect. While we recognize the importance of learning how to use technology appropriately in this rapidly changing, interconnected world, we also know that personal electronic devices (including, but not limited to, cell phones, smart watches, and headphones/earbuds) can cause an unnecessary distraction in the school environment and may contribute negatively to the health of our students.

To this end, students are permitted to bring personal electronic devices to school. However, all personal electronic devices must be silenced or turned off and remain in a backpack or locker during class/instructional periods as well as in restrooms and locker rooms. To limit distraction, teachers/staff may also require students to store phones during class in a designated location in the teacher's classroom during class/instructional periods. Failure to follow these rules will result in progressive disciplinary action including, but not limited to, confiscation of the device.

When permitted to use personal electronic devices (such as between classes and during lunch), students must continue to maintain an orderly school environment, conducive to academic instruction, in accordance with District policy. Please see **V. Student Responsibilities/Conduct, Prohibited and Restricted Items** for additional details about such devices in our schools.

B. Off-Campus Conduct

Under Pennsylvania law, LMSD, like other public school districts, may investigate and discipline conduct that occurs during or in relation to its educational program or activities. This means that misconduct that occurs off school property, but during a school-related activity (e.g., a field trip or athletic event), may be subject to disciplinary action. On the other hand, misconduct that occurs off school property or after school hours may only be subject to discipline when there is a legal nexus between the misconduct and disruption of the educational process (such as threats to school safety or school personnel). That said, in such circumstance, the school may still provide supports for any student targeted or a victim of off-campus misconduct.

1.6 Staff Expectations

We expect all members of our school community to engage in conduct that is reflective of good character and citizenship. Staff are bound to conform with expectations as set forth by law, contract, policies, and practices. LMSD policies regarding standards of conduct for employees can be found [here](#) (300 series) and includes, but is not limited to, restrictions concerning private tutoring/coaching, receipt of gifts, and maintaining appropriate boundaries with students. Complaints or concerns regarding staff conduct may be reported as described in Section 1.4.

Gift Policy

The District and the Lower Merion Education Association (the union representing teachers and staff) requests that gifts not be given by students to employees.

1.7 District- and School-Related Organizations

There are a number of ways to get involved with your child's school and learn more about LMSD. Here are a few options to consider:

- Each of the District's eleven schools maintains an active **Home & School Association (HSA)** that meets regularly to inform parents of upcoming school and district-wide initiatives, plan activities, provide a forum for ideas and concerns, and act as a liaison between parents and school staff. All parents are invited to actively participate in their school's HSA. Please see Section 2.4 for more information about your school's HSA.
- The **Interschool Council (ISC)** is the umbrella organization for the eleven **Home and School Associations (HSAs)** in Lower Merion School District. The ISC strives to enhance education throughout the district by promoting communication among parents/guardians, teachers, school district administrators, the Board of School Directors and the general community. For more information, please visit the LMSD website [here](#).
- Founded in 1972, the **Committee for Special Education** is a parent-led volunteer organization serving families of students with an IEP, GIEP or 504 Service Agreement. CSE hosts general meetings on topics of interest to families, and runs a monthly brown bag lunch as an informal gathering for parents/guardians to share their experiences. Visit [our website](#) for more information.
- The **Committee to Address Race in Education (CARE)** was formed in 1997 in order to forge school-community partnerships and opportunities for stakeholders to work collaboratively to serve all students. The CARE committee meets monthly from September through May each year to communicate about issues of race that have implications for education, advise the school district on issues of policy and practice, report about programs that benefit all racial/ethnic groups, and educate all stakeholders in an effort to increase understanding and bring all students to the highest possible levels of achievement. For more information, please visit the LMSD website [here](#).
- The mission of the **Education Foundation of Lower Merion (EFLM)** is to provide a vehicle for the entire community's voluntary support of programs and activities enhancing the educational experience of all students, consistent with the mission of the Lower Merion School District. Visit the [Education Foundation website](#).
- The **Lower Merion Township Scholarship Fund (LMTSF)** awards grants on a financial need basis to graduates of Lower Merion and Harrilton high schools for post high school education. Contributions come from District residents, industry, civic and social organizations, proceeds from school photographs, the sale of Tribute Cards through HSA's, and student and parent fund raising activities. For more information call 610-645-1893 or visit the [LMTSF website](#).
- The **Lower Merion Board of School Directors** is comprised of nine elected members serving four-year terms. The major responsibility of the Board is to set policies that define the nature of public education from Kindergarten through the 12th grade. Parents/guardians and residents are encouraged to attend the Board's Business, Education and Committee Meetings. Formal action is taken only at the Business Meetings. Time is set aside for questions, comments or suggestions from the public during each meeting. For more information, visit the complete [School Board Meeting Schedule](#). The Board can also be reached via email at communitycomments@lmsd.org.

1.8 LMSD's PowerSchool Parent/Guardian Portal for Access to Key Information

LMSD uses an electronic platform called Power School for maintaining student information. The Parent/Guardian Portal provides you with access to your child's schedule, report cards (grades), attendance, and eligible transportation. Critically, the Portal also allows you to update contact information, including emergency contact names and numbers. The website can be access from the LMSD's home page or at <http://powerschool.lmsd.org/public/>. Directions for creating accounts and help with navigating PowerSchool can be found [here](#).

School Messenger



LMSD utilizes an automated calling system to alert parents/guardians of any urgent messages. This system will call the numbers in the order that they are listed on your emergency contact form. Parents/guardians are asked to ensure that all emergency contact phone numbers are kept up-to-date. If there is any change, please update contact information via PowerSchool Parent Portal.

1.9 District Departments and Key Contacts

Our District is comprised of a number of departments designed to serve our students, staff, and community. Please feel free to learn more about our organization by visiting the [LMSD website](#).

1.10 Transgender and Diverse Students

To ensure that Transgender and Gender Diverse (TGD) individuals are provided with equal opportunity and access to education, the Board has established regulations designed to ensure the safety, comfort, and healthy development of TGD students while maximizing such students social integration with other students and minimizing stigmatization and isolation (LMSD [Policy](#) and [Administrative Regulation](#) 259).

- a. Students have the right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- b. LMSD permits students or their parents/guardians to request a change of the name so that the student is registered in school under a name that corresponds with the student's identity without obtaining court order or without changing the student's official records. This request shall be made in writing to the school principal using the Preferred First Name Change for LMSD's Unofficial Pupil Records Form.
- c. Where schools maintain separate restroom facilities for male and female students, GET students shall have access to the restroom that corresponds to their gender identity. Where available, a single stall restroom should be available to any student, GET or not, who desires increased privacy, regardless of the underlying reason. If a student desires increased privacy, regardless of the underlying reason, the administrator or designee shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall restroom. The use of such a single-stall restroom should be a matter of choice for a student, and no student shall be compelled to use such restroom.
- d. Students shall have access to the locker room facility that corresponds to their gender identity. If there is a request for increased privacy, any student shall be provided access to a reasonable accommodation.
- e. In the rare event that physical education activities are sex-segregated, TGD students shall participate in physical education by their gender identity. Participation in competitive athletics, intramural sports, athletic teams, competitions, and contact sports shall be facilitated in a manner consistent with the student's gender identity (Griffin & Carroll, 2010) and in accordance with the Pennsylvania Interscholastic Athletic Association bylaws.
- f. For overnight field trips, TGD students can communicate their preferred sleeping arrangement to their teacher and/or a school administrator at least a month prior to the date of the field trip.
- g. Schools cannot enforce specific attire based on gender. Students have the right to dress in accordance with their gender identity within the constraints of the dress codes adopted by the school.

1.11 LMSD's Civility Policy

Purpose—The Lower Merion School District believes that all schools should be places where mutual respect is practiced and reinforced. This Policy is designed to promote an environment in which all members of the school community will be treated with respect and expect the same in return. We refer to this respect as civility.

Definition—The District has adopted as part of its strategic plan an objective to identify and model behaviors for the entire school community to become collaborative, respectful, contributing citizens. The District's role is to establish and enhance an atmosphere where people are encouraged and expected to exhibit language, attitudes and behavior that foster sound educational practices and allow people to grow socially and academically.

Policy—The best way to promote civility is to practice it on a daily basis. The Lower Merion School District is committed to civility at work through education, training and discipline when necessary. The District does not intend this policy to deprive any person of his or her right to appropriate self-expression. Rather, it seeks to maintain, to the extent possible and reasonable, an environment in which people can feel safe and secure. It is in this spirit that we establish this civility policy for the Lower Merion School District.

The Lower Merion School District expects all administrative, professional and classified staff, all students, parents/guardians, board members and other members of the school community to role model civility even in the most difficult of circumstances.

It is the District's position that rude, abusive or intolerant behavior erodes education and that disrespect shall be addressed when it occurs. Board members, administrators, supervisors, professional employees and classified employees shall communicate with each other and with the community in an atmosphere of professionalism and mutual respect.

For more information, please refer to LMSD [Policy](#) and [Administrative Regulation 006](#).

II: SCHEDULES, KEY CONTACTS, and OTHER USEFUL INFORMATION

Regular Bell Schedule 2024-2025



Set	A	Set	B	Set	C	Set	D
1	8:30-9:20 50 min	4	8:30-9:25 55 min	3	8:30-9:25 55 min	2	8:30-9:25 55 min
2	9:25-10:14 49 min	1	9:30-10:23 53 min	4	9:30-10:23 53 min	3	9:30-10:23 53 min
	10:19 – 10:39 *ADVISORY* 20 min	2	10:28-11:21 53 min	1	10:28-11:21 53 min	4	10:28-11:21 53 min
3	10:44 – 11:33 49 min		LUNCH AND LEARN 11:21 – 12:21 60 min		LUNCH AND LEARN 11:21 – 12:21 60 min		LUNCH AND LEARN 11:21 – 12:21 60 min
	LUNCH AND LEARN 11:33 – 12:33 60 min						
5	12:38 – 1:27 49 min	8	12:26– 1:19 53 min	7	12:26– 1:19 53 min	6	12:26– 1:19 53 min
6	1:32 – 2:21 49 min	5	1:24 – 2:17 53 min	8	1:24 – 2:17 53 min	7	1:24 – 2:17 53 min
7	2:26 – 3:15 49 min	6	2:22 – 3:15 53 min	5	2:22 – 3:15 53 min	8	2:22 – 3:15 53 min

PLEASE NOTE: Sleep and School Start Times



Beginning in September 2024, the high school schedules are 8:30 a.m. – 3:15 p.m. The implementation of this schedule will necessitate revisions to the current bell schedules. This schedule may be further modified after implementation, as real-time data regarding transportation times and scheduling impacts becomes available.

Early Dismissal Bell Schedule 2024-2025

No Lunch Served on These Days

All 6 sets will meet for 34 minutes (1 set for 35 minutes)

October 31, 2024		November 27, 2024	
“A” Day		“C” Day	
Set 1	8:30 – 9:04 AM	Set 3	8:30 – 9:04 AM
Set 2	9:09 – 9:40 AM	Set 4	9:09 – 9:40 AM
Set 3	9:45 – 10:16 AM	Set 1	9:45 – 10:16 AM
Set 5	10:21 – 10:52 AM	Set 7	10:21 – 10:52 AM
Set 6	10:57 – 11:28 AM	Set 8	10:57 – 11:28 AM
Set 7	11:33 – 12:05 PM	Set 5	11:33 – 12:05 PM
January 17, 2025		February 13, 2025	
“B” Day		“D” Day	
Set 4	8:30 – 9:04 AM	Set 2	8:30 – 9:04 AM
Set 1	9:09 – 9:40 AM	Set 3	9:09 – 9:40 AM
Set 2	9:45 – 10:16 AM	Set 4	9:45 – 10:16 AM
Set 8	10:21 – 10:52 AM	Set 6	10:21 – 10:52 AM
Set 5	10:57 – 11:28 AM	Set 7	10:57 – 11:28 AM
Set 6	11:33 – 12:05 PM	Set 8	11:33 – 12:05 PM
May 23, 2025			
“B” Day			
	Set 4		8:30 – 9:04 AM
	Set 1		9:09 – 9:40 AM
	Set 2		9:45 – 10:16 AM
	Set 8		10:21 – 10:52 AM
	Set 5		10:57 – 11:28 AM
	Set 6		11:33 – 12:05 PM

Letter Day Schedule 2024-25



A-Days	B-Days	C-Days	D-Days
September 3, 9, 13, 19, 25	September 4, 10, 16, 20, 26	September 5, 11, 17, 23, 27	September 6, 12, 18, 24, 30
October 1, 9, 15, 21, 25, 31	October 2, 10, 16, 22, 28	October 7, 11, 17, 23, 29	October 8, 14, 18, 24, 30
November 7, 13, 19, 25	November 1, 8, 14, 20, 26	November 4, 11, 15, 21, 27	November 6, 12, 18, 22
December 3, 9, 13, 19	December 4, 10, 16, 20	December 5, 11, 17	December 2, 6, 12, 18
January 6, 10, 16, 23, 29	January 7, 13, 17, 24, 30	January 2, 8, 14, 21, 27, 31	January 3, 9, 15, 22, 28
February 4, 10, 18, 24, 28	February 5, 11, 19, 25	February 6, 12, 20, 26	February 3, 7, 13, 21, 27
March 6, 12, 18, 24, 28	March 3, 7, 13, 19, 25	March 4, 10, 14, 20, 26	March 5, 11, 17, 21, 27
April 4, 10, 23, 29	April 1, 7, 11, 24, 30	April 2, 8, 21, 25	April 3, 9, 22, 28
May 5, 9, 15, 22, 29	May 6, 12, 16, 23, 30	May 1, 7, 13, 19, 27	May 2, 8, 14, 21, 28
June 4, 10, 16	June 5, 11, 17	June 2, 6, 12	June 3, 9, 13

○ Denotes 1/2 Day

Four Day Cycle Schedule 2024-25

Harriton and Lower Merion H.S.

Day	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
1	---	A	B	---	H	---	---	B	C	---
2	H	B	---	D	C	---	---	C	D*	C
3	A	H	---	A	D	D	B	D+	---	D
4	B	H	C	B	---	A	C	A	---	A
5	C	---	SD	C	---	B	D	---	A^	B
6	D	---	D	D	A	C	A	---	B	C
7	---	C	A	---	B	D	B	B	C	---
8	---	D	B+	---	C	---	---	C	D	---
9	A	A	---	A	D#	---	---	D	A	D
10	B	B	---	B	A	A	C	A	---	A
11	C	C	C	C	---	B	D	B	---	B/FE/ED
12	D	---	D	D	---	C	A	---	B/T	C/FE/ED
13	A	---	A	A	B	D/ED/SD	B	---	C/T	D/FE/ED
14	---	D	B#	---	C	SD	C	SB	D/T	---
15	---	A	C	---	D	---	---	SB	A/T	---
16	B	B	---	B	A	---	---	SB	B/T	A/FE/ED
17	C	C	---	C	B/ED/SD	H	D	SB	---	B/ED/SD+
18	D	D	D	D	---	A	A	SB	---	SD/Last Teacher Day
19	A	---	A	A	---	B	B	---	C/T	
20	B	---	B	B	H	C	C	---	SD	
21	---	A	C	---	C/MT/ED	D	D	C	D/T	
22	---	B	D	---	D/MT/ED	---	---	D	A/T	
23	C	C	---	WB	A/MT/ED	---	---	A	B/ED/SD	Summer School - June 23 -
24	D	D	---	WB	B/MT/ED+	A	A	B	---	June 23 - Aug 16
25	A	A	A	WB	---	B	B	C	---	
26	B	---	B	WB	---	C	C	---	H	
27	C	---	C/ED/SD	WB	C	D	D#	---	C	
28	---	B	H	---	D	A	A	D	D	
29	---	C	H	---	A		---	A	A	
30	D	D	---	WB	B		---	B	B	
31		A/ED/SD		WB	C		H		---	

A, B, C, D = School Days
SD = Staff Development Day

+ = End of Quarter

= Conferences Parent/Teacher
^ = Start of Senior Experiential

MT=Mid Term Experience
H = Holiday Day

T = Keystone Testing

* = End of Quarter for Seniors
FE=Final Exams

ED/SD = Early Dismissal/Staff Development
--- = Weekend

Possible snow make-up day/s (in order) -
June 18, 20, April 14

If school is closed for any reason during the calendar year, the above printed letter days **remain the same.**



Telephone/Email Directory – Key Contacts for Harrington High School

Harrington High School Administration

Interim Principal, Mr. Stuart Warshawer.....	610-658-3970	warshas@lmsd.org
Asst. Principal (A-L) Gr. 10-12, Ms. Lauren Marcuson	610-658-3955	marcusl@lmsd.org
Interim Asst. Principal (M-Z) Gr. 10-12, Mr. Patrick Snyder.....	610-658-3954	snyderpa@lmsd.org
Asst. Principal, Grade 9, Dr. Graziosi-Hibbs.....	610-658-3973	grazioS@lmsd.org
Athletic/Activities Director, Mr. Shawn Albert	610-658-3976	alberts@lmsd.org
Attendance Office (Ms. Queroli).....	610-658-3960	querolt@lmsd.org
Guidance Office (Ms. Burke).....	610-658-3961	burkel@lmsd.org
Registrar’s Office (Ms. Wosczyzna).....	610-658-3962	wosczym@lmsd.org
Nurse’s Office (Ms. Farber)	610-658-3977	farberl@lmsd.org
Athletic Office (Ms. Mossor, Asst. to the AD).....	610-658-3976	mossorj@lmsd.org

Harrington High School Department Chairs

English	Ms. Nikole Donze	donzen@lmsd.org
Math.....	Ms. Katherine Demaray	demarak@lmsd.org
Science	Mr. Dan Powers	powersd@lmsd.org
Special Education	Ms. Emily Wesley	wesleye@lmsd.org
Social Studies	Ms. Kelly Cenicola	cenicok@lmsd.org
Student Services.....	Dr. Korey Bell	bellk@lmsd.org
World Languages.....	Ms. Shannon Davis	daviss@lmsd.org
Unified Arts.....	Ms. Kate Witman	witmank@lmsd.org

Student Services Contacts

Support	Name	Email	9th	10th	11th	12th
Counselor	D.London	londonD@lmsd.org	A - Coh	A – Co	A - Do	A-Dor
	B. Serratore	serratb@lmsd.org	Col - Ho	Cr - Ha	Dr - Ki	Dos - I
	G.Waldman	waldmang@lmsd.org	Hoe - Luc	He - Mc	KI - Mo	J - Me
	A.Bowman	bowmana@lmsd.org	Luo - Rob	Me - Sc	Mu - So	Mi - Sam
	M. Mallozzi	mallozm@lmsd.org	Roc - Z	Se - Z	Sp - Z	San - Z
School Psychologist	Dr. Sarah Brodrick	Brodris@lmsd.org	All Students			
Social Worker	Mrs. Mara Manfre	manfrem@lmsd.org	All Students			
Wellness Counselor	Mr. Jared Bland	blandi@lmsd.org	All Students			
College Counselor	Dr. Korey Bell	bellk@lmsd.org	All Students			

LMSD Transportation

Office	610-645-1940	Transportation@lmsd.org
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Telephone/Email Directory – Key Contacts for Lower Merion High School

Lower Merion High School Administration

Principal	Dr. Mike Johnson	610-645-1819	johnsomic@lmsd.org
Assistant Principal – 9 th Grade	Ms. Karen deFranco	610-6451998	defrank@lmsd.org
Interim Assistant Principal – 10 th Grade	Dr. Lauren Hopkins	610-645-1855	hopkinL@lmsd.org
Assistant Principal – 11 th Grade	Dr. Olufemi Fadeyibi	610-645-1832	FadeyiO@lmsd.org
Assistant Principal – 12 th Grade	Mr. Jon Fadely	610-645-1834	fadelyj@lmsd.org
Dean of Students	Mr. Sean Capkin		CapkinS@lmsd.org
Athletics/Activities Director	Mr. Jason Stroup	610-645-1820	stroupij@lmsd.org
Attendance Office	Ms. Davis	610-645-1898	davisj@lmsd.org
Guidance Office	Ms. Nunan	610-645-1838	nunand@lmsd.org
Registrar's Office	Ms. Johnson	610-645-1835	johnsoP@lmsd.org
Nurse's Office	Ms. Szilezy-Opppenheimer	610-645-1415	szilezd@lmsd.org
	Ms. Bernadette Yucknek	610-645-1856	yucknekb@lmsd.org
	Ms. Trish Callow	TBD	callowp@lmsd.org
Athletic Office, Assistant to AD	Ms. Shalon	610-645-1820	shalonk@lmsd.org

Lower Merion High School Department Chairs

English	Mr. Brian Mays	maysb@lmsd.org
Student Services (Guidance)	Mrs. Marsha Rosen	rosenm@lmsd.org
Mathematics	Mr. John Vaccaro	vaccarij@lmsd.org
Science	Mr. Kevin Ries	riesk@lmsd.org
Special Education	Mrs. Heather Van Horn	vanhornh@lmsd.org
Social Studies	Mr. Chad Henneberry	hennebc@lmsd.org
World Languages	Mrs. Allison Mellet	mellea@lmsd.org
Unified Arts	Mr. Russ Loue	louer@lmsd.org

Student Services Contacts						
Support	Name	Email	9 th	10 th	11 th	12 th
Counselor	Ms. Tasha Gesacion	gesacit@lmsd.org	A - Buc	A - Chl	A - Car	A - Cini
	Mr. DonEl Brown	Browndo@lmsd.org	Bue - Fo	Cho - Fi	Cas - D'A, Gi - Gri, Loc - Ly, Pia - Ric, Solow - Stap, Zel - Zh	Cl - Cox, Goldb - Gu, Levi - Liu, Shan - Spy, Xiong - Ziccardi
	Ms. Marsha Rosen	rosenm@lmsd.org	Fr - Hu	Fl - Je	Daf - Ger	Coy-Gold
	Ms. Miriam Collins	collinsm@lmsd.org	Hw - Lu	Jir - Mas	Grol - Lin	H - Leo
	Mr. Eli Skinner	skinneE@lmsd.org	Pep - So	Rei - Swe	Rid - Solov	Par - Sha
	Mr. Eugene Werley	werleyG@lmsd.org	Lun - Pea	Ma - Re	Ma - Pe	Mal - Poc
	Ms. Jennifer Vallieres	valliei@lmsd.org	Sp - Z	Ta - Z	Stau - Za	Star - Xu
School Psychologists	Dr. Lynne Malara	malaral@lmsd.org				
	Dr. Brandon Wyche	wycheb@lmsd.org				
Social Workers	Ms. JoAnn Montalvo	montali@lmsd.org	All Students			
	Ms. Anne Hensel	hensela@lmsd.org				
Wellness Counselor	Ms. Caroline Stief	Stiefc@lmsd.org	All Students			
Interim College Counselor	Ms. Misty Whelan	WhelanM@lmsd.org	All Students			

LMSD Transportation

Office 610-645-1940

Transportation@lmsd.org

Communication Pathways

In addition to the contact information above, every staff member has an LMSD email address available on our web page. We ask that the following guidelines be observed when using this form of communication:

- If you need to set up an appointment with a staff member to discuss lengthy or confidential information, please send a message via e-mail with a phone number and a good time to reach you.
- Staff members routinely check their e-mail before and after school. Important messages that must reach a staff member immediately are best sent through the office

If you are unsure where to begin or who to contact at school, see also [LMSD's Making Practices Public, Pathways for Effective Communication](#).

Essential Partners – Parents/Guardians and School

All parents/guardians are expected to:

- Recognize that the education of their child(ren) is a joint responsibility of the parents/guardians and the school community.
- Send their children to school ready to participate and learn. Ensure that their children attend school regularly and on time.
- Ensure that absences are excused.
- Insist their children be dressed and groomed in a manner consistent with the student dress code.
- Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- Know school rules and help their children understand them.
- Convey to their children a supportive attitude toward education and the district.
- Build good relationships with teachers, other parents/guardians and their children's friends.
- Help their children deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure that homework assignments are completed.
- Serve as role models for students and act in a respectful manner toward teachers, administrators and other school personnel.
- Cooperate fully with school authorities in the investigation of Code of Conduct violations.

Other Useful Information

1. Medications and Illnesses

LMSD Policy 210 regarding medications has been revised in compliance with changes in regulations from the Pennsylvania Department of Health and the Pennsylvania Department of Education. Policy 210 (medication) in its entirety is available on the district website. The School Nurse is available to assist you with the Medication Policy and procedures. Some important points of the policy are summarized below.

- a. Form LM 28c (Medication Administration Request and Consent Form) must be completed by the Licensed Prescriber and the parent/guardian before any medication (prescription or “over the counter”) may be administered by Responsible Personnel. Medication orders can be accepted via fax or electronically from a Licensed Prescriber and may be on the prescriber’s letterhead instead of form LM 28c if they contain all of the required information listed in form 28c and the parent/guardian has provided written authorization for the administration of medication. The medication order must include:
 - Student’s name
 - Name, signature and phone number of the Licensed Prescriber
 - Name of the medication
 - Route and dosage of the medication
 - Frequency and time of administration of the medication
 - Date of the medication order and discontinuation date if any
 - Specific directions for administration if necessary
 - Potential adverse reactions or contraindications with other medications (prescribed or “over the counter”) taken by the student
- b. Students may carry and self-administer specific emergency medications such as Epipen®, “rescue” type asthma inhalers and medication for diabetes only if both LM 28c (Medication Administration Request and Consent Form) and form LM 28d (Permission to Carry and Self-Administer Emergency Medication) have been completed by the parent/guardian and Licensed Prescriber. The forms must specify the need for the student to carry and self-administer the medication. PA regulations now require that parent/guardian, Licensed Prescriber and School Nurse all agree that the student is competent to carry and self-administer the emergency medication. Students who self-administer emergency medications must notify the School Nurse following each use.
- c. All medications (prescription and “over the counter”) must be provided to the school in the original pharmacy labeled container or original container for “over the counter” medications. Additional information regarding medications
- d. All medications (prescription and “over the counter”) must be brought to school by the parent/guardian. No more than a 30-day supply for any medication will be stored at school with the exception of emergency medication which may be stored until the end of the school year or until the medication has expired or has been discontinued (whichever comes first). Parents/guardians are responsible for noting expiration and refill dates of medications and providing medication to the school. Expired medication will not be administered.
- e. Changes in dosage/frequency require an updated form LM 28c and LM 28d (if applicable). Medication forms must be updated annually and for any changes in dosage/frequency etc.

- f. Medication must be picked up by the parent/guardian at the end of the school year or upon the discontinuation of the administration of the medication, whichever is earlier. Medication that is not picked up will be discarded.
- g. High School students may carry and self-administer no more than two doses of the following medications in their original containers:
 - 1) Acetaminophen (Tylenol)
 - 2) Ibuprofen (Advil)

Permitted over-the-counter medications may not be self-administered in the presence of Responsible Personnel or school staff. The District assumes no responsibility for OTC medications that are self-administered.

When to Keep Your Child at Home

It is important to maintain a healthy environment in the classroom for the health and safety of all students. The following symptoms may indicate communicable illness. Your child should be kept at home if any of these occur:

- a. Fever of 100 degrees or more within the past 24 hours
- b. Rash (unless determined to be non-communicable by physician)
- c. Vomiting and/or diarrhea within the past 24 hours
- d. Yellow or green drainage from the eyes or nose
- e. Excessive coughing

The student experiencing any of the contagious conditions listed below will be readmitted to school after 24-48 hours of appropriate therapy. A note from the licensed health care provider may be required.

- a. Strep throat, scarlet fever, impetigo, ringworm, pinworm, conjunctivitis (pinkeye) staph/strep skin infections including MRSA etc.
- b. Chickenpox (Varicella): May return six days after the last crop of vesicles and vesicles must be completely crusted.
- c. Hepatitis A, Meningitis: Require a physician's note to return to school.

Please note that the district follows the recommendations of and cooperates with the Montgomery County Health Department and the Pennsylvania Department of Health in matters of communicable illnesses. Health Care providers are required to report certain illnesses to the Health Department. The Health Departments have the authority to exclude a student(s) from school for communicable illness. The Health Departments also have the authority to exclude students who are unimmunized or partially immunized during outbreaks of communicable illness.

2. Health Examinations

In compliance with the Pennsylvania Health Law, the Board of School Directors requires that all eleventh grade students must receive a comprehensive health examination. This grade has been selected because it represents a critical period of growth and development in a child's life.

Moreover, important immunization boosters are frequently needed at this time. A report of the student's physical status will enable the school to meet individual needs as appropriate in the school environment.

- Students are required to be immunized for meningitis before the start of 12th grade
- Reduction of provisional period from 8 months to 5 days: In the past, students could begin school in September if they had at least one dose of each required immunization in a series and were given an 8 month provisional period to complete the series. The provisional period has been reduced to 5 days. If additional doses are required and are medically appropriate within the first five days

of school, the child must have the next dose AND a medical certificate setting out the schedule for the remainder of doses. Students who do not have the next dose of a required series AND the medical certificate outlining the schedule for the remainder of the series on opening of school must be excluded on September 9, 2024 until the requirements are met.

Parents/guardians are encouraged to have these physical examinations completed by their family physician. However, parents/guardians because of financial considerations may request the school physician to provide the examination.

These examinations are due by the last day of the September of the student's junior year. Students who do not have completed physical examination forms on file in the school health office prior to the start of their senior year will not be permitted to attend classes on the first day of the senior year until the nurse receives the forms.

Medical Excuses from Physical Education Classes

If a student has a medical excuse from a doctor in which the student may not participate in PE for fewer than four (4) weeks, the student will stay in PE but will NOT participate. If a student has a medical excuse from a doctor in which the student may not participate in PE for four (4) weeks or more, the student will be assigned to a study hall.

Procedures: At Harriton, Student will submit the doctor's note to the nurse AND counselor and appropriate Assistant Principal. At Lower Merion, please submit to the nurse only. If a schedule change is necessary, the student will be provided a new schedule through the Student Services Office.

Once clearance is obtained from the doctor, that note must also be submitted to the nurse AND appropriate Assistant Principal (for Harriton) and the nurse (for LMHS). Again, if that requires a schedule change, the new schedule will be provided by the Student Services Office.

If you are out of PE for ANY length of time you MAY not practice or compete in any school sponsored athletic event/competition/practice.

3. Illness or Injury During School

Students who become ill or injured at the beginning of a class or during a class period, should inform the teacher who will provide assistance to the student in reporting to the Health Suite. Parent(s)/guardian(s) will be notified when deemed necessary. No student will be dismissed from school without permission of parent(s)/guardian(s) or designated emergency contact person(s). Parent(s)/guardian(s) are responsible for providing transportation for ill or injured students. When the services of an ambulance are necessary, the cost of the ambulance is the responsibility of the parent/guardian.

Students who become ill before or after school or during lunch should report directly to the Main Office.

Students who privately contact parents/guardians to leave school and leave without permission of the nurse or main office are subject to disciplinary action.

No student may leave school without first reporting to the Main Office. Students who privately contact their parents/guardians to leave school and then leave without permission of the nurse or the main office will be assigned a cut for each class missed and appropriate disciplinary action will be taken.

Absence from class due to illness is excused only when the student has been seen by the nurse and returns to class with a pass.

4. Elevator Key Cards

Students who need to use the elevator due to injury or other medical need must:

- a. Submit a doctor's note to the nurse's office explaining the injury or need

- b. Student should then report to the Main Office, complete the Elevator Key Card Assignment form and provides a \$50.00 deposit for use of the elevator
- c. A deposit is needed prior to the elevator key being issued—Ms. Mossor (HH) and Ms. Flocco (LM) will issue the card.
- d. The deposit will be returned upon return of the elevator key.

5. Student Assistance Referral Team

The Student Assistant Referral team is a confidential intervention program staffed by teachers, guidance counselors, nurse, administrator and appropriate agencies from the community. The START members are trained to identify and refer “at risk” students for appropriate assessment.

At Risk Concerns may include: substance abuse, mental health issues, and suicide prevention.

6. Harriton and Lower Merion Achievement Teams

The Harriton and Lower Merion Achievement Teams are groups of professionals who take referrals from teachers, counselors, and parents/guardians concerning students having academic and/or behavioral difficulties. **All referrals must first go through the child’s counselor.** After an extensive collection data, a case manager presents the information to the team. The team discusses the information collected to decide on the course of action that would best benefit the student. After the team determines the best plan for the student, the case manager gives feedback, along with guidance and direction to the teachers, parents/guardians, and the student referred.

7. Crisis Intervention

Students may be confronted with problems which they cannot solve themselves or their families may not be able to help them solve. The following is a list of local community sources willing and able to assist students and their families in dealing with emergency problems. For immediate assistance, students should see their counselor.

AIDS Hotline.....	800-985-2437
AL-ANON.....	215-222-5244
Overeaters Anonymous.....	215-674-4418
Narcotics Anonymous.....	215-440-8400
Cocaine Hotline.....	800-262-2463
Bryn Mawr Youth & Family Center.....	610-526-3234
Child Study Institute (Bryn Mawr College).....	610-526-5900
Family Service of Montco.....	610-630-2111
Mobile Crisis.....	855-634-4673
Montgomery County Drug and Alcohol Office.....	610-278-3642
Montgomery County Emergency Services (24 hours).....	610-279-6100
Nat’l Suicide Prevention hotline (24 hours).....	800-273-8255
Lower Merion Counseling Service.....	610-520-1510
Safe to Say.....	717-787-7157

8. Homeless Youth

McKinney-Vento Homeless Education Assistance Improvements Act and the Pennsylvania's Education for Children and Youth Experiencing Homelessness (Pennsylvania ECYEH) Program were established to make sure homeless youth have access to a free and appropriate public education while removing barriers that homeless children face. "Homeless" is defined as "anyone lacking a fixed, adequate, regular nighttime residence."

Situations that fit this definition include:

- Staying in the home of other people due to unavailable housing, financial hardship, eviction or similar circumstances.
- Living in motels, hotels, trailer parks (in some instances – examples: leaking roof, no heat, etc.), public places, or campgrounds due to unavailable suitable housing options.
- Living in an emergency shelter or transitional housing.
- Unaccompanied (not living in direct care of legal parent or guardian) or runaway youth.
- Refugee and migrant youth.

Please contact the LMSD Homeless Liaison, Marcie Monachello, by phone at 610.645.1874 or by email at monachm@lmsd.org to find out what services and supports may be available.

For more information, see the resources below:

- [Pennsylvania Department of Education - Homeless Education](#)
- The U.S. Department of Education [Fact Sheet](#) (PDF)
- <https://www.lmsd.org/departments/student-services/homeless-youth>

9. Network Use Procedures for One-to-One Student Laptops

Please review all available information on the District website pertaining to Instructional Technology

<https://www.lmsd.org/academics/instructional-tech>

Insurance Information

- a. Payment of Insurance is required prior to the issuance of the laptop for off-campus use. Students of parents/guardians who decline to pay for insurance will not be permitted to take their laptop off-campus. Parents/guardians and students may be held financially responsible for all uninsured damage, loss or theft of the laptop while the laptop is in the possession, custody or control of student, including the applicable deductible charge for each claim covered by the District insurance policy ("covered claim").
- b. No uninsured laptops are permitted off campus. Uninsured laptops must be dropped off daily at the Tech Center by 2:45 PM or 30 minutes before an early dismissal. Uninsured laptops may be picked up daily at 8:00 AM or later for use during the instructional day.
- c. If a student without laptop insurance takes the laptop off site and it is stolen or damaged, the District reserves the right to hold the parent/guardians responsible for full replacement or repair cost.
- d. Parents/guardians may not substitute homeowners or other personal insurance for District-procured laptop insurance.
- e. Insurance will be \$70 per student with a \$100 deductible for loss or damage.
- f. Families who participate in the Free and Reduced lunch program will have the option to forgo the insurance cost yet still have their student(s) laptop covered under this insurance agreement. However, families in the Free and Reduced lunch program will be required to pay the applicable deductible charge for each covered claim. A payment plan for the insurance deductible can be established with school administration.
- g. The laptop insurance premium and deductible can be paid with My School Bucks or Check:

- My School Bucks- A link for My School Bucks payments can be found at www.lmsd.org/insurance.
- Check-All checks should be made payable to Lower Merion School District and include the student's ID number (example: s123456) in the memo field of the check to ensure that your payment is correctly recorded. Checks can be delivered to the high school's main office.

10. PowerSchool

The Powerschool Parent Portal is an easy-to-use, secure communication tool connecting parents/guardians, students, teachers, and school administration. The Parent Portal allows parents/guardians and students to view important information, such as attendance, grades, class schedule, transportation, and contact information. Parents/guardians are encouraged to make their own accounts, as opposed to using a student's account, because it permits access to more capabilities, such as updating emergency contact information.

Here is the link to set up your PS account: <https://www.lmsd.org/departments/technology/powerschool>

11. Lunch Account

Each school has a fully equipped kitchen and all food is prepared on site. Students carrying their own lunches may purchase assorted milk products and juices as well as a-la-carte products.

Breakfast is free for all students. What makes up a free breakfast?

The infographic illustrates what constitutes a free breakfast. On the left, five combinations are shown in boxes:

- Meal:** Fruit (apple) + Protein (yogurt) + Milk (milk carton)
- Meal:** Fruit (oranges) + Grain (cereal) + Milk (milk carton)
- Meal:** Fruit (banana) + Fruit (juice) + Grain (muffin)
- Not a Breakfast:** Grain / Protein (muffin) + Milk (milk carton) - No fruit
- Not a Breakfast:** Grain (muffin) + Milk (milk carton) - No fruit

On the right, a sample breakfast plate is shown with callouts for five categories:

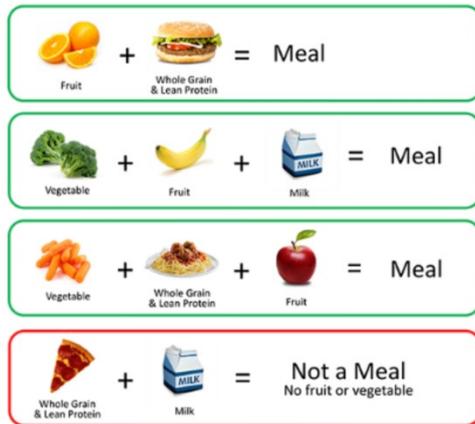
- FRUITS:** A full cup of fruit is available every day, providing nutrients that are important for kids' health, such as potassium, dietary fiber, vitamin C, and folate (folic acid).
- MILK:** Kids and teens need the calcium, protein, and vitamin D found in milk for strong bones, teeth, and muscles.
- VEGETABLES:** Every breakfast does not include vegetables, but schools may offer them in place of fruits.
- GRAINS:** Starting every day the whole grains way gives kids and teens B vitamins, minerals, and fiber to feel fuller longer so they stay alert to concentrate at school.
- PROTEIN FOODS:** Some breakfast menus may offer items such as eggs, nuts, or meats to pair with whole grain options.

Students must have 3 categories on their plate. Students can also have one from all 5 categories (consider taking a snack later).

The chart below lists some popular breakfast items.

Entrée	Fruit	Vegetable	Milk
Muffin	Fresh fruit	Tater Tots	1% Milk
Bagel	Raisins	Raw veggies	Fat-Free Chocolate
Cereal	Craisins		Cheese Stick
Eggs	Fruit Cup		Yogurt
Egg & Cheese Sandwich	Apple Juice		
French Toast	Orange Juice		
Pancake & Sausage			

What makes up a complete lunch?



Students must have 3 categories on their plate. Students can also have one from all 5 categories (consider taking a snack later).

The chart below lists some popular lunch items.

Protein	Grain	Fruit	Vegetable	Milk
Chicken	Bread	Fresh fruit	Cooked or Raw	1% Milk
Beef	Pasta	Fruit Cup		Fat-Free Chocolate
Turkey	Rice	Dried Fruit		
Tuna	Tortilla	Fruit Juice		
Eggs				
Beans/Hummus Cup				

- Items that cost additional money:
- Some Juice
 - Seltzer
 - Chips
 - Popsicles
 - Water ice
 - Ice Cream
 - Cookies

LMSD is launching a new meal payment system, called “[School Café](#),” which is replacing MySchoolAccount.com beginning this school year. Money can be deposited into the child’s account regardless of whether the child is a free, reduced or full paying student. Money will be automatically deducted as the student uses their account.

[School Café](#) is a one-stop-shop, where you will be able to:

- Deposit and manage funds for your student’s meals

- View menus and nutritional information
- Apply for Free/Reduced meals and track your application

A convenience fee applies to payments made at the School Café. To avoid this fee, parents or guardians may send a check with their student. Please make checks payable to LMSD and include the student's ID number on the check.

Students can rate their favorite (or not so favorite) menu items using the School Café app. To access [School Café](#) and create your account, you can either visit the site at <https://www.schoolcafe.com/LMSD> on your laptop/desktop or download the app to a mobile device from the App Store or Google Play. Then, click on the link that says, “Set Up a New Account” and fill out the requested information.

- All balances from MySchoolAccount.com has been credited to your student’s School Café account
- All existing Free/Reduced lunch information has been moved into School Cafe
- Student(s) will use their existing PIN/Student ID number for their meals
- Click the “language” button on the upper right to change the site language

For students who actively use their accounts, notification will occur via our automated phone messaging system, School Messenger when their account reaches a low or negative balance. School Messenger will call your primary phone number on Monday, Wednesday and Friday evenings to notify you that your child has a negative or low balance of \$5 or less. This is a courtesy provided so that the users are aware of the status of the child's account.

Credit cards are not accepted at this time at the schools.

12. Food delivery

No food may be delivered during school hours. Students are NOT permitted to leave the building to pick up food from a delivery service, nor may delivery services enter the school building the drop off food. This is a serious safety issue and as such, violations will result in disciplinary action.

13. Lost and Found

Any items (textbooks, clothing, and valuables) that are found should be delivered to the Main Office. The lost and found is located in the cafeteria.

14. Owed/Lost Books and Sports Equipment/Uniforms

- a. If a student loses a book, laptop, sports equipment or uniform, the student must pay for the lost item before they can be given another one.
- b. Failure to meet obligations such as payment for lost books, laptop and/or equipment or uniforms results in removal from eligibility to participate in interscholastic sports and extra-curricular activities, denial of transcript privileges to institutions, and diploma.
- c. Students who owe outstanding books, laptop, and/or equipment or uniforms and have not paid for the books by the end of the previous school year (no later than the last day of final exams), will be ineligible for campus privilege and parking privileges for the first quarter of the school year.
- d. If the books, laptop, equipment, uniforms are still not returned, students will remain ineligible for campus privilege or parking privileges for the remainder of the school year.
- e. Juniors and seniors who owe lost books, laptop, equipment or uniforms will be unable to purchase tickets to the prom until the obligation is paid.
- f. Seniors who owe books or laptop (or money for books or laptop) will NOT receive a cap and gown and will be unable to participate in graduation.

15. Telephone Messages/Emailed Messages for Students and Teachers

The school receptionist accepts messages for students from parents/guardians only. An effort will be made to deliver emergency messages only.

When emailing teachers please use the first six letters of the last name and the first initial of the first name followed by “@lmsd.org.” There should be seven (7) letters in all before the “@lmsd.org.” For example: If a teacher’s name were John Smith, the email address would be “smithjo@lmsd.org”. If, however, a teacher’s last name has fewer than 6 letters, write the entire last name and the first initial of the first name.

16. Daily Announcements

Students wishing to place notices in the ‘Daily Announcements must contact their faculty advisor/coach/teacher who will email the receptionist by 12:00 noon on the day prior to the day on which the notices are to appear. All announcements must have a faculty signature. The number of people affected and the length of the announcement will determine whether announcements will be accepted for publication. With few exceptions, announcements will be limited to two days.

17. School Closing

Serious weather conditions may result in a closing, a delay in opening, or an early dismissal of school. If this occurs, radio station KYW (1060) will post Lower Merion School District’s emergency number: 302 on their website. Please do not call the school. This station may also announce the cancellation of extracurricular activities. You may also receive communication via phone or text from LMSD. Please note you must be signed up for Global Connect to receive these announcements.

You may also access this information on the LMSD website: www.lmsd.org and/or the LMSD Comcast community channel 6.

18. Snowy Days – Special Procedures

- a. It is recommended that students use the bus when snow is predicted in the weather forecast.
- b. Parents/guardians who telephone the school and request an early dismissal for their son/ daughter must report to the main office to escort their child(ren) home.
- c. If a student drives to school and a parent/guardian subsequently requests an early dismissal to avoid the hazards associated with driving in snowy conditions, all classes missed by the student will be considered unexcused absences.

19. Fire Alarms/Extinguishers

Anytime that a fire alarm sounds, it must be assumed that there is a fire. EVERYONE must vacate buildings according to the directions posted in all rooms. Individuals apprehended initiating false fire alarms or tampering with fire extinguishers will be suspended for a minimum of three (3) days and reported to the police/fire marshal.

20. Car Passes

Procedures to leave school during the school day in the event of an urgent situation only

- a. Students must first come to the Main Office and speak with an administrator before the parent/guardian is called to obtain a car pass.
- b. If an administrator is not available, a car pass may **not** be obtained.
- c. Students may **not** transport other students without the express permission from both parents/guardians (parent/guardian of driver and parent/guardian of passenger)
- d. Car passes are limited to thirty (30) minutes to leave school and go home only.
- e. Students are not permitted to miss class to secure/use a car pass.
- f. Students violating this policy will no longer be able to secure a car pass and may be subject to disciplinary consequences.
- g. If you must only go out to your car to retrieve an item, you must follow the above procedures, but you will only have 5 minutes out at your car.

NOTE: Harriton and Lower Merion High School students who receive a parking pass for the 2024-2025 school year **will not be provided bus transportation** to and from school. This will allow the District to realize efficiencies and reallocate vehicles to other transportation routes. Students with parking passes will still be able to ride District-provided transportation to attend field trips, CMTHS, work programs, activities/sports, emergency evacuations, etc. For more information, see LMSD's [Transportation Update](#).

21. Motor Vehicle Parking-Harriton High School ONLY

Parking on school property is a privilege. Students who have registered their car and have a parking tag may drive to school if they observe the following regulations:

- a. All drivers must be registered with the school. Parking tags will be distributed for \$55 per year and must be placed on the rear view mirror of cars registered. Additional tags may be purchased at a cost of \$25 if lost.
- b. If you are student with a tag, the tag must match the car that is registered—if not, the tag will be revoked.
- c. Students must observe safe driving regulations on campus (maximum 5-mph speed limit).
- d. Vehicles may not be used during the regular school day from 7:30 a.m.-2:40 p.m. except for those students authorized by their participation in Educational Field Experience.
- e. Special care shall be exercised by operators of all vehicles while buses are loading or unloading, and under no condition shall a vehicle pass while the bus is loading or unloading passengers on school grounds.
- f. The parking lot is off limits during the school day unless permission (car pass) is received from your administrator.
- g. The practice of driving to school and picking up friends to go for a ride (leaving campus) before school opens is not permitted.
- h. Students will have driving privileges revoked for reckless driving and speeding.

*Students will lose driving privileges for the following violations: including, but not limited to illegal parking, persistent lateness to school, leaving school without permission, cutting class(es), counterfeiting parking tags, giving his/her tag to another student, selling/transferring tag to another unregistered car and other Student Guide violations.

- a. Students may lose their driving privileges for the year if revoked.
- b. Students who park illegally (no tag) the first time will be warned and their car will be searched. For the second offense an Extended Day Detention will be assigned, the car will be searched and a letter will be sent home notifying them and their parents/guardians of the consequences. On the third offense, the car will be towed at the owner's expense.
- c. Students who were declined parking privileges for the Fall of 2021 and display appropriate decision-making by making positive behavioral choices the first semester (no suspensions) may reapply for a parking permit at the beginning of the second semester and be placed on the waiting list.
- d. Senior students who obtain their driver's license during the school year may apply for their parking privilege at that time.
- e. The driver or owner of the car is responsible for the car. The school is not responsible for damage to the car on the lot. Please keep cars locked. A school district campus aide monitors the parking lots throughout the day as a precautionary measure to maintain a safe school environment.
- f. No student cars are to be parked in the access and fire lanes. Each car **MUST** be parked in a marked space. Failure to do so will result in disciplinary action, removal of driving privileges and/or towing.

****Students will not be able to purchase a parking tag if they owe money, uniforms, equipment, books, and/or laptops.**

School parking lots are public property and parking on school property is a privilege. Cars parked on school property are under the jurisdiction of school administrators, and students have no right to expect that the contents of their cars are private. Vehicles may be searched if an administrator has reasonable suspicion that the vehicle(s) may contain items that are illegal or violate school rules.

Traffic Rules

- a. The Bus Loop is off limits to all traffic except school buses during the morning drop off and afternoon pick up times.
- b. There shall be no passing at any time on school property.
- c. No vehicle shall proceed against traffic at any time.
- d. Students may not go to their cars during the school day without a car pass.
- e. Cars must be parked in a designated parking space. Diagonal parking across spaces is prohibited.
- f. Students are to park in the area designated for student parking only.
- g. Dropping off and picking up students at the beginning or end of school should be done at the appropriate parking lot.

Students who use the parking areas must identify themselves when requested to do so by staff members.

Student parking is permitted in the upper parking lot adjacent to the athletic fields.

Student parking is NOT permitted in the following areas:

- a. Any construction area
- b. Any reserved parking area
- c. All areas marked "No Parking"
- d. On the grass
- e. Any teacher or staff parking space
- f. Any visitor parking space

Students who park in unauthorized areas will lose the privilege of parking on school property. Automobiles illegally parked will be towed away at the student's/owner's expense. Please note that students park on school property at their own risk. There is no parking lot attendant available to supervise the lot.

Parking tags are available for seniors. Should there be any spaces available after to selling to the seniors, juniors will be permitted to purchase tags on a first come-first served basis.

Lower Merion High School Parking Regulations:

The policies listed above are also in effect for all LMHS students who have a parking spot on campus. There are limited numbers of on-site parking for students. These spaces will be issued to seniors only through a lottery system. Any student car parked on-site other than the ones that have parking placards will be considered illegally parked and will be subject to towing at the owner's expense.

22. Lockers

Student lockers are for the convenience of the students. This privilege can and will be remove if the student abuses the privilege by abusing the locker or using it to hide alcohol, drugs, weapons, stolen items, or any other material that does not belong in school. The lockers can and will be inspected by the Administration at any time, for any reason, without prior notification. Students should not have the expectation of privacy in locker use. Students must understand that lockers are school property. Combinations should be kept private.

Corridor lockers are assigned by advisory teachers upon request.

Students are advised to lock up their bookbags and belongings in the gym lockers during PE and for sports. Students may purchase a lock and bring it with them to school daily to lock up their items in the gym lockers.

Students may not trade lockers under any circumstances. The school assumes no responsibility for anything

taken from lockers or left in locker rooms or public areas of the school/ school grounds.

23. Signs and Posters

The posting of class activities, dances, club meetings, sports events, etc. is permitted on selected boards and walls. Activities must be school related. All posters/signs/circulars must be dated and approved by the appropriate Administrator prior to posting or they will be removed. Signs and posters may not be placed on windows adjacent to doors or on doors. Signs and posters may not be placed on painted surfaces

24. Visitors

a. Parents/Guardians

Parents/guardians are always welcome, with an appointment, at our high schools. They must utilize the RAPTOR system upon reporting to the school's main office and will be required to show picture ID, state the purpose of their visit, and only then will they be issued a visitor's badge. At the conclusion of their appointment, the parent/guardian must sign out in the main office.

b. Students/Other Visitors

Harrington and Lower Merion students who wish to bring other students or other visitors with them to school are to receive approval from the Assistant Principal at least TWO DAYS in advance of the visit. The Assistant Principal will require that the student obtain approval from his or her teachers. Visitors are NOT permitted on day's immediately preceding or following holidays/vacations, exams and on special bell schedule days.

- No visitors will be allowed after Memorial Day weekend.
- **Visitors are not permitted to use District transportation.**
- Former Harrington and Lower Merion students may visit only after 3:15 pm.

25. School ID

School ID's are distributed at the beginning of the school year free of charge. If a student loses/misplaces his/her school ID, there will be a replacement fee of \$20 before a new ID is issued. School ID's should be brought to school every day and should be presented upon request.

26. Student Records - The Family Educational Rights and Privacy Act (FERPA)

Annual Notification of Rights Pertaining to Student Records; Collection and Use of Directory Information as well as Photo and Video Images

Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. Please refer to Board Policy 216 and its accompanying procedures (which are accessible at <http://www.lmsd.org/departments/board/policies/index.aspx> or by contacting the District at the above address or phone number) for details regarding the District's procedures for the classification, maintenance and destruction of student records. A summary of these rights follows:

- a. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access: Parents/guardians or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
- b. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate or misleading: Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should submit a written request to the school principal, clearly identifying the part of the record they want changed

and specifying why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent/guardian or eligible student, the District will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

- c. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent: One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, professional, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. The District also discloses educational records without consent to officials of other agencies or institutions that have requested the records and in which the student attends or seeks or intends to enroll.
- d. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202**

Notice for Student Directory Information

The District may disclose the following types of information (known as "directory information") without your consent unless you notify your school principal in writing prior to September 30, 2022, that you do not want the District to disclose directory information from your child's educational records without your prior written consent. Directory information includes the following information relating to a student: the student's family members' name(s), address, telephone number, District-provided electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information. Directory information may be disclosed for purposes beneficial to the student and the District only with the approval of the District superintendent or his designee. Examples of such disclosures include: programs for musical or drama productions, annual yearbooks, honor roll or other recognition lists, graduation programs, and sports/activity rosters, such as for wrestling, showing weight and height of team members.

Consent for Collection and Use of Student Photos/Video Images

From time to time, students may be involved in a wide variety of activities that may involve photo and/or video recording for the purpose of promoting their school, school-sponsored programs or activities, or the Lower Merion School District. It is an established practice to publicize and promote many of the positive and newsworthy activities that occur throughout the year. Publication of student photos and videos for public relations/promotional purposes could be in places such as, among others, the District calendar, the District website, District-sponsored social media, presentations to the Board of School Directors, and other promotional materials shared with the local community for the purposes stated above. The collection, use or sharing of any images/videos collected, used, or otherwise shared (which are not considered student records)

will be done in a way that ensures that confidential information about your child's educational program is not revealed. If you do not consent to the use of your child's photographic or video images by the District as outlined above, you must indicate so in writing by September 30, 2022. Please send these requests to the attention of LMSD School and Community Relations at the address listed above or via email to info@lmsd.org and include your child's name, grade level and school.

For more information, please see LMSD [Policy/Administrative Regulation](#) 216 (Procedures for the Administration of Student Records)

III: ACADEMIC INFORMATION

A. Minimum Graduation Requirements ([LMSD Policy 217](#))

1. General Requirements

- a. 4.0 credits in English (1 credit each year)
- b. 4.0 credits in Social Studies
- c. 3.0 credits in Science
- d. 3.0 credits in Mathematics
- e. .5 credit in Health
- f. 4 years of credits in PE
- g. 2.0 credits in Arts and Humanities
 - i. One of these credits must be in:
 - Art
 - Music
 - Family & Consumer Science
 - Technology & Engineering Education
 - World Language beyond the first 4.0 high school credits in World Language
 - ii. The other credit can be in any of the above or in any course listed below beyond those used to meet other graduation requirements:
 - World Language
 - English
 - Social Studies
- h. Completion of the Senior Project is mandatory for graduation
- i. 3.5 credits in other electives

2. Minimum Credit Enrollment

Students at HHS and LMHS normally enroll in 5.25 to 6.25 credits per year. Freshmen are expected to enroll in 6.0 credits per year, and upperclassmen in at least 5.25 credits per year. If you drop below these minimums, and no courses are available, you will be assigned to study halls.

B. Grading Policies and Procedures ([LMSD Policy](#)/[Administrative Regulation 213](#))

1. Student Evaluation

Teachers have the responsibility to determine the procedures which govern the requirements for the different letter grades awarded students at the end of each quarterly checkpoint.

2. Grading Scale and Check Point Grades

Students will receive a snapshot of their letter grade for each quarterly checkpoint according to **Table 1 and 2:**

Table 1: The following Grading Scale shall be applicable to the classes of 2025, 2026, and 2027:

Letter Grade	GPA (CP)	GPA (Honors/AP/IB*)
A+/A	4.0	5.0
A-	3.7	4.7
B+	3.3	4.3
B	3.0	4.0
B-	2.7	3.7
C+	2.3	3.3
C	2.0	3.0
C-	1.7	2.7
D+	1.3	2.3
D	1.0	2.0
D-	0.7	1.7
F	0.0	0.0

Table 2: Effective with the incoming 9th grade students in the 2024-25 school year, the following table shall be applicable to the class of 2028 and beyond. Also, all courses on a student's transcript shall be included in the calculation of the student's grade point average (GPA).

Letter Grade	GPA (CP)	GPA (Honors)	GPA (AP/IB/DE*)
A+/A	4.0	4.15	4.25
A-	3.7	3.85	3.95
B+	3.3	3.45	3.55
B	3.0	3.15	3.25
B-	2.7	2.85	2.95
C+	2.3	2.45	2.55
C	2.0	2.15	2.25
C-	1.7	1.85	1.95
D+	1.3	1.45	1.55
D	1.0	1.15	1.25

D-	0.7	.85	.95
F	0.0	0.0	0.0

*AP (Advanced Placement), IB (International Baccalaureate), DE (Dual Enrollment)

** A minimum grade of 50% will be used for calculating the 1st quarterly check point and 2nd quarterly check point. For the 3rd and 4th quarterly checkpoint and the final exam there are no minimum grades for a yearlong course. For semester courses the 50% minimum is for the 1st or 3rd quarter only.

3. Course Grade

The evaluation of student progress and achievement must be continuous and purposeful. Teachers should use assessments diagnostically to help plan appropriate lessons. Students should be encouraged to evaluate their own progress and set realistic goals for themselves. The best kind of evaluation is a mutual assessment by students and teachers which leads to improved teaching and learning.

Grading becomes part of the evaluation process whenever progress is measured and recorded. Grades enable students, parents/guardians and teachers to identify strengths and weaknesses, to consider recommendations for promotion, retention, remediation or acceleration, and to plan an appropriate program of studies for the student.

To calculate the year-long grade, we will use “Cumulative Grading.” Cumulative Grading allows for the grade to be calculated over the course of the year.

There is a 50% minimum for the first checkpoint grade and second checkpoint grade for year-long courses only. For semester courses the 50% minimum is for the first or third checkpoint only.

4. Explanation of Letter Grades

Explanation of Letter Grades

Numerical Grade Range	Letter Grade	Explanation
97-100	A+	Excellent
93-96	A	Excellent
90-92	A-	Excellent
87-89	B+	Above Average
83-86	B	Above Average
80-82	B-	Above Average
77-79	C+	Average
73-76	C	Average
70-72	C-	Average
67-69	D+	Passing
63-66	D	Passing
60-62	D-	Passing
0-59	F	Failing
I	Incomplete (make-up expected)	
M	Medical Excuse (no credit)	
WP	Withdrew Passing (no credit)	
P	Passing in Pass/Fail (credit earned)	

F	Failing in Pass/Fail (no credit)
AU	Audit (no credit)
NG	No Grade (no credit)

5. Incomplete Grades

A student who fails to complete work for a given quarter for legitimate reasons may receive an “incomplete” at the quarterly checkpoint. This “incomplete” will be changed as soon as the student follows the policy for work missed during absences (see Make-Up Policy). Failure to remove the “incomplete” will result in a failing grade(s) for the missed work. The quarterly grade will be determined by including the failing grade(s) in the final average “Incomplete” grades at the close of the school year are to be given only after consulting with the Principal.

6. Weighted Grades

Courses identified as Honors courses will earn grade points on the following scale: These grades are considered “weighted.” Honors, AP, IB, & DE Level Courses are all identified as Honors “weight” courses. See Tables 1 and 2 above for weighting by grade information.

7. Pass/Fail Grading

For any course a student selects to complete beyond the first 4 credits of courses that school year, the student may request to have their grade reported in the form of the normal grading system (A, B, C, D, F) or in the form of the Pass/Fail grading system (P-Passing, F-Failing). The student must secure the permission of their teacher, guidance counselor, and parent/guardian by September 27, 2024, if it is a year-long course or first semester course, and by February 7, 2025, if it is a second semester course, if the student wishes to be graded on the Pass/Fail system.

**Neither Advanced Placement (AP) courses nor International Baccalaureate (IB) courses may be taken Pass/Fail.

The teacher will contract with the student specifying the student’s and teacher’s obligations with the understanding that the teacher may resolve the P/F designation, or may exit the student from the class if the student is not satisfying the conditions of the contract.

8. G.P.A.

- a. For the classes of 2025, 2026, and 2027, only courses in the five major academic areas (English, Mathematics, Science, Social Studies and World Languages) will be included in a student’s GPA. Beginning with incoming 9th grade students in the 2024-25 school year, all courses on a student’s transcript shall be included in the calculation of the student’s GPA.
- b. Only final grades are used to calculate the GPA.
- c. GPA is only calculated at the end of each school year.
- d. For the classes of 2025, 2026, and 2027, elective courses fall into one of three categories:
 - Elective courses in the first two categories are calculated in the GPA.
 - i. The course is in a major subject area and is needed for a student to meet the graduation requirement in that area;
 - ii. The course is in a major subject area and is not needed for a student to meet the graduation requirement in that area

Please note that the GPA can be revised, with written administrative approval, when a student can be shown to be disadvantaged from some form of recognition because they took an elective course that falls into category two and an honors/AP level for that elective course was not offered at the time the student was enrolled in the elective course.

- iii. The course is not in a major subject area. Elective courses in this category are **not** included in the GPA.
- e. LMSD online Summer School classes **are not included** in the calculation of GPA.
- f. If a student fails a course in one of the major academic areas and repeats the same class in LMSD summer school, both courses and grades are listed on the transcript however, the credit recovery course does not count toward GPA. Students do not get credit for the failed class, but will get credit for the summer class if passed.
- g. Pass/Fail: If a student uses this option in one of the five major academic areas and passes the course, the P or F designation is NOT included in the GPA calculation.
- h. The weight given to the grades earned by the student in each course, calculated in the GPA will be calculated in accordance with [Tables 1 and 2](#) in section B.2 Grading Scale and Check Point Grades.

9. Auditing Courses

You may audit a course if you wish to explore an area of interest without grade and credit. To audit, you have to make arrangements through the counselor with the individual teacher. No grade or credit shall be given in an audited course and the status of the course cannot be changed during the academic year. Auditing is allowed only if there is space available in a course and the student fully participates in the class.

10. Grade Appeals

Grade appeals must be initiated prior to the last day of the following quarterly check point or they will not be reviewed.

If a student or parent/guardian questions the grade on the student's report card, the student and/or parent/guardian may request that the grade be reviewed using the following procedure:

- a. Student and/or parent/guardian submits a written request to the teacher to review the grade in question and to explain any specific concerns.
- b. The teacher will review the entire record of grades for the student and will describe to the student and/or parent/guardian the method of calculation used to determine the final grade.
- c. If Step b., above, does not resolve the concerns or the questions from the student and/or parent/guardian, the student and/or parent/guardian may submit an appeal to the Department Chairperson. The Department Chairperson will investigate the matter and either affirm the teacher's grade, suggest a change in the grade or recommend an alternative solution.
- d. If this does not result in a satisfactory outcome, the Principal will, if necessary, decide on the final outcome of the appeal and the final grade for the student.

11. Homework

(LMSD [Policy 132](#))

The Homework Policy (Policy #132) is a statement of the purpose of homework and the role of students, teachers, and parents/guardians in homework assignments. A major factor in determining how successful you are in school is the effort you invest in your own education.

"Homework" shall mean those assignments given to students which are to be prepared or completed outside of the school day.

LMSD [Administrative Regulation 132](#)

This regulation implements Board policy regarding homework. As the student advances through the grades, homework assignments should increase gradually in complexity and in the expected amount of time required for completion. Because students differ in abilities, needs, and interests, they require varying amounts of time to complete similar assignments and some students may require homework assignments that are different from those given to peers. Homework assignments, therefore, should be

differentiated for students as appropriate. Furthermore, teacher autonomy with respect to assigning homework should be balanced with the need for aligning similar courses.

12. Make-Up Policy

Students have the responsibility for finding out what “work” has been missed during absences. “Work” is defined as, but not limited to, examinations, tests, quizzes, homework assignments, class work, class notes, and class discussions. It is each student’s obligation to obtain missed assignments and to schedule missed tests (quizzes) on the first day back to school after an absence. This includes absences due to sporting events, theatre, choir and other school activities. The school attendance officer shall determine whether an absence is to be classified as excused or unexcused.

[LMSD Administrative Regulations for Board Policy 207 \(Attendance\)](#) are listed below:

a. In the Case of Excused Absence

i. Work Missed Because of a Short Absence (1-3 days)

The responsibility for making-up work rests with the student. Students should assume that normal classroom activities have occurred on the day(s) of the absence and it is suggested that the student review online resources to obtain assignments. A student will be given twice the number of school days of absence to complete work missed. The only exception to such a provision shall be long-term assignments which were due during the absence or on the day the student returns. Such long-term assignments are due on the day the student returns to school.

Any assignments, quizzes, or tests known to students before absences occur are due or must be completed the day of the student’s return to school (defined as the student’s first day back on school grounds—tests can be made up in the Help Center).

ii. Work Missed Because of Prolonged Absence (with the exception of students who are provided with homebound instruction)

The responsibility for making-up work rests with the student. After a student has been absent for more than three days, assignments may be requested by contacting the appropriate guidance counselor in middle and high schools or the elementary school office. Such assignments shall be supplied within twenty-four hours. If assignments have not been secured during an absence, students may obtain missed assignments and reschedule missed tests on the first day after an absence or on the first day a class meets thereafter. All missed work shall be completed according to a schedule developed jointly by the student and teacher within a period not to exceed twice the number of school days which the student was absent. If the prolonged absence has received pre-approval by the principal or designee, arrangements for the completion of some of the work to be missed may be made prior to the absence at the discretion of the teacher.

iii. Missed Final and Mid-Term Examinations (High School)

Students who request to miss midterm or final exams due to extenuating circumstances will have to do the following in order to make up the exams:

- obtain the **Request for Midterm/Final Exam Rescheduling Form**;
- submit it to the appropriate assistant principal for approval;
- give the approved form to the appropriate teacher(s) for their signatures;
- take the form to the parent(s)/guardian(s) for their signatures; and,
- return the completed form to the appropriate assistant principal.

All exams must be completed within the appropriate time frame. An “Incomplete” will be given until the exam is taken. If the final exam is not taken by September 30th of the following school

year, the grade will become an “F.” If a midterm is not made up within 1 week of the conclusion of midterm exams, the Incomplete becomes an “F.”

iv. Failure to Make Up Missed Work

Failure of a student to adhere to the established time limits may result in a zero for all work which has been missed at the discretion of the teacher. Students who have failed to meet the established time limitations for the make-up of missed work may request reconsideration of a teacher decision by the principal or designee who shall determine whether an extension of the time limit should be granted.

v. Any deviations from the guidelines listed above must be approved in writing by the Building Principal.

b. In the Case of Unexcused Absence (this includes unexcused lateness or early dismissal)

A student may, at the teacher’s discretion, receive a reduced grade for all work missed during periods of unexcused absence including a zero grade if the work is not made up as set forth above in Section 12.a.iv., above. Students wishing to appeal the designation of an absence as unexcused may request reconsideration by the principal or designee.

c. In the Case of Suspension from School

Work missed due to suspension from school shall be treated as if the absence was excused (see Section 12.a., above).

C. Other Academic Information

1. Academic Deadlines for Students in 2024-2025

Date	Decision Point
June 14, 2024	Last day to request a course or a level change for all courses.
September 27, 2024	Withdraw from a first semester or year-long course without it appearing on your record. Decide to take a year-long or first semester course Pass/Fail.
October 18, 2024	Last day to withdraw from a first semester course with a WP or WF; after this, withdrawal results in an automatic “F”.
January 17, 2025	Last day to withdraw from a year long course with a WP or WF; after this, withdrawal results in an automatic “F”.
February 7, 2025	Withdraw from a second semester course without it appearing on your record. Decide to take a second semester course Pass/Fail.
March 10, 2025	Last day to withdraw from a second semester course with a WP or WF; after this, withdrawal results in an automatic “F”.

2. Class Rank

When a student sends an application to a college, an explanation of Lower Merion School District’s policy of not reporting a class rank accompanies the transcript. However, if the college informs the high school that it requires a class rank without which the student applicant could be at a disadvantage, the school will provide an academic class rank. This request must be made by the specific college in writing and must be done for every college requesting the class rank. The rank is based only on grades earned

in the major academic courses meeting 3x out of every cycle – that is, English, math, science, world languages, and social studies. It includes regular and in person summer school classes; by School Board policy, it does not include Saturday classes.

Please note that class rank is calculated only at the conclusion of the student's junior year including summer school.

3. Valedictorian/Salutatorian

****Starting with the Class of 2023, a valedictorian or salutatorian will no longer be selected.**

4. Academic Awards

a. RAM Recognition Awards (for Harriton Students Only)

A RAM Recognition night will be conducted at the end of the school year to honor academic, athletic, and service excellence. Students are nominated by faculty members. Recipients will be chosen by a selection committee composed of faculty members from the appropriate subject area. Criteria will be established by departments and subject to approval by the Administration.

b. Senior Year Awards

- **Twelfth Grade Subject Area Awards** – one student will be chosen from each subject area: English, French, Social Studies, Latin, Math, Spanish, Science, Japanese
- **Career Achievement Award** – given to 12th grade students attaining straight A's in every subject, every quarter, every year grades 9-12.
- **Straight A's in Subject Area Award** – given to students who receive a grade of "A" every check point in all the courses taken in a particular subject area.

To be eligible in the following subject areas, a student must earn at least (4) credits in graded courses in the subject area: Art, Business, Computer and Information Technology, English, World Language, Family and Consumer Science, Technology and Engineering Education, Mathematics, Music, Science, and Social Studies.

To be eligible in the following subject areas, a student must earn at least the number of credits specified:

- Cooperative Work Program - 4 credits
- Health and Physical Education – 1 ½ credits
- Central Montgomery County Technical High School - 6 credits

Courses taken in the Lower Merion Summer School are included in the minimum credits and the "A" requirement. Records of transfer students will be evaluated individually.

- **Red and White Award** (Harriton Students Only) – presented to the student(s) who has/have demonstrated noteworthy courage, persistence and displayed an exemplary attitude while attending Harriton High School.
- **Principal's Award** (Harriton Students Only) – Given to a senior student at Harriton High School for academic achievement, citizenship, and for contributions to the school community. Letters of nominations for this award will be submitted by faculty members to the Principal.

c. Awards for all Grade Levels (Harriton Students Only)

- **Outstanding Student Subject Area Awards** – Individuals from any grade level who meet the criteria determined by each department are eligible. One student will be chosen in each subject area: Business, Computer and Information Technology, Family and Consumer Sciences, Field Experience and Cooperative Learning, Fine Arts, Health, Music (instrumental), Music (choral), Phys. Ed., and Technology and Engineering Education.

d. Book Awards (For Juniors)

Book awards are given by top universities to the top 5 students in the Junior class based on the following selection criteria:

- i. The highest GPA in PowerSchool (only cumulative from 9th and 10th grades). If there are more than 5 students in this group, then that group is then analyzed by looking at...
- ii. Junior year grades up to and including 3rd quarter. GPA is then calculated to date.
- iii. If there are still more than 5 students in the group, the numbers of A's earned for each quarter in all major subjects are then counted.

e. Awards (For LM Students Only)

- **Departmental Honors** – beginning with the Class of 2021, Departmental Honors will be given to seniors who receive a grade of “A” EVERY quarterly check point in all the courses taken in a particular subject area.

To be eligible in the following subject areas, a student must earn at least four (4) credits in graded courses in the subject area: Art, Business, English, World Language, Family and Consumer Science, Technology and Engineering Education, Mathematics, Music, Science, and Social Studies.

In addition to Departmental Honors, Lower Merion High School holds an awards assembly for seniors at which students are recognized for achievement in academic, athletic, service and character.

5. Parent/Guardian Conferences

Parents/guardians are encouraged to contact teachers any time during the school year when they have a question or concern regarding their child(ren). In addition, teachers are available three evenings during the school year for two hours of parent/guardian conferences. The conferences are scheduled midway in each of the first three report periods. These mid-quarter conference times are intended to provide parents/guardians and teachers with opportunities to meet and discuss the progress of students prior to the end of the report period. Each conference is scheduled for 10 minutes in length. Parents/guardians should look for communication regarding how to reserve conference time.

6. Academic Help

Students needing additional academic assistance should consider the following sources of help:

- a. Utilizing the Lunch & Learn period to seek assistance from a teacher
- b. Meeting with teachers on an individual basis before or after school or during non-instructional time.
- c. Using the National Honor Society Tutoring Program. N.H.S. members volunteer their time to help other students. Students needing help should contact the N.H.S. advisor.
- d. Obtaining professional tutoring. Generally, the school does not encourage professional tutoring. However, after careful consultation with parents/guardians, teacher, and counselor, a student may choose professional tutoring.

7. Enrichment (After School)

This program is for students who need reinforcement, re-teaching or additional support with skills and/or content in an academic subject. Students are referred to Enrichment by their content area teachers. Parents/guardians will be notified when their child has been referred.

After School Enrichment Program Schedule:

Location	Tuesday	Wednesday	Thursday
LMHS Library	3:20-4:15 pm (English)		3:20-4:15 pm (Math)
HHS Library	3:20-4:15 pm	3:20-4:15 pm	3:20-4:15 pm

8. Student Course Selection and Schedules

a. Program Planning Guide

During the second semester of each school year, an updated version of the LMSD High School Planning Guide for the following school year is available online to all students and families. This guide is intended to assist students in course selection and in college, career, and vocational planning. The Guide contains descriptions of each course offered and other information related to the academic program.

b. Student Schedules

At the time of course selection (second semester of school year) for the subsequent school year, students carefully select courses in cooperation with parents/guardians, teachers, and counselors. These selections are considered final decisions in that these decisions determine what courses are actually scheduled, the number of sections of a particular course, and personnel decisions including adding or reducing of professional staff.

Opportunities to change are due to **academic misplacement only**. Please see “Level Changes.”

c. Modification of Student Schedules

If students discover a clerical error or omission in their schedules at the beginning of a semester, they should immediately inform the Student Services Office, and a correction will be made.

i. Course Changes

Because considerable effort is made to assist every student to make the most appropriate course selections, changes in courses and levels are made only for compelling reasons. Students who believe that they have such reasons should complete the online “Course Change Request Form.”

- (1) Completed request forms are to be returned to the counseling office.
- (2) Counselors will review requests, confer with the teachers whose courses are involved and, if circumstances warrant, confer with students and parents/guardians in order to arrive at conclusions.
- (3) Counselors will communicate their decisions to students, parents/guardians and teachers.
- (4) Students must not make any changes in class attendance prior to receiving written verification of approved changes.
- (5) All course changes must receive approval by an administrator.

ii. Course Additions

Students may add courses to their program of studies on or before the tenth day of school provided that the maximum prescribed number of students in the class is not exceeded and that the course fits into a hole in a student’s schedule. Changes in existing rosters of classes will be made only when courses to be added are essential components of students’ programs of studies.

iii. Course Withdrawals

Students normally enroll in 5.25-6.25 credits per year. Withdrawals completed prior to the tenth day of school may be replaced by other credit bearing courses provided that all conditions for adding courses are met. If a student withdraws from a class, thus dropping below the credit minimum, they will be assigned study halls in lieu of frees for that class.

Students who withdraw after October 18, 2024, or March 8, 2025, (depending on whether the course is a 1st semester, 2nd semester, or year-long course) will be assigned to study hall for

the remainder of the semester/year in the periods from which courses are removed. When students withdraw from courses after October 18, 2024, or March 8, 2025, (depending on whether the course is a 1st semester, 2nd semester, or year-long course) and prior to the midpoint of the course, one of the following notations will be made on student's records: "Withdrew-Passing" or "Withdrew- Failing." Students who withdraw after the midpoint of courses will have a failure, "F", recorded on their records for the course(s).

iv. Level Changes

Level changes may be requested through September 27, 2024, for first semester courses and February 9, 2024 for second semester courses **due to academic misplacement only**. All level changes must be recommended by the teacher and approved by the Assistant Principal.

v. Credit Assignment

In assigning credit for courses involved in a level change, full credit shall be assigned to the new course. For example, if a student transfers from an Honors level class after the first quarter to a College Prep level class for the remainder of the course, the credit earned will be at the College Prep, unweighted level. The two teachers involved in the transfer shall determine the grade for the transfer period. All previously earned quarterly grades and class absences are transferred without adjustment. The receiving teacher has no formal obligation to provide for make- up work for the transferring student; it shall be assumed that the student's previous work has provided sufficient background and/or that the student will follow through independently on missed materials.

9. College and Career Visits

The schedule of college and career visits is announced by the Student Services Office in advance of conference dates.

Procedures:

- a. Juniors and seniors interested in a particular conference should register in the Student Services Office at least one day in advance.
- b. The students who register must obtain permission slips for the conferences from the Student Services Office at the time of registration.
- c. Students have the responsibility to inform their teachers of their possible involvement in the conference at least one day in advance.
- d. The classroom teacher's permission to attend must be secured. Pressing classroom obligations or testing may prevent the teacher from granting permission.
- e. The students are to report directly to the conference at the scheduled time unless notified otherwise by the Student Services Office.

10. Transfers and Withdrawal from School

A student transferring or withdrawing from school must:

- a. Report to the counselor prior to the leaving date;
- b. Bring a letter from a parent/guardian officially stating that the student is withdrawing and the reason for the withdrawal;
- c. Obtain a checkout form from the Student Services Office;
- d. Return all books, materials, and computers and have all parties listed on the checkout form initial the form; and,
- e. Return the completed form to the Student Services Office so that records can be released.

**For withdrawals from the IB program (Harriton students only), please refer to the IB Diploma Program and Mr. Tom O'Brien, the IB Coordinator.

11. Changing or Updating Your Information in PowerSchool

- a. Any parent/guardian who is changing an address, a phone/cell number, an email address, emergency contact, or a number for the automated dialing system will be required to fill out the Change of Information form available in the Student Services Office. Keep in mind this form does not replace the standard emergency contact form which is sent home in the summer. This form will serve as proof the parent/guardian signed off on these changes, (rather than submitting a change by a phone call or dropping by the building).
- b. Any person who moves must fill out this form and present two (2) new proofs of residency to Central Registration. Any other changes which do not require proofs (email, phone, etc.) can be submitted on the form and faxed, emailed, or mailed to Central Registration.

If you have any questions about the process of changing or updating your information, please contact Carla Bolton at Central Registration 610-658-3996.

12. Transcripts

The School's Registrar's office maintains a cumulative record (Academic Transcript) of each student's schoolwork. Information regarding transcripts is given to all students during the spring of their junior year. Students who require an official transcript for a college/university will need to follow the steps listed below:

Ways to Apply to College

a. Online Applications Accepting the Common Application:

- i. Register at www.commonapp.org
- ii. Create User Name and Password
- iii. Complete the student portion of the Common Application and submit to college(s)
- iv. Sign in to your Naviance account, then
 - (1) Click on the "Colleges" tab
 - (2) Click on "Colleges I Am Applying To"
 - (3) To add colleges, click on "add colleges to this list" and add in the colleges that you are applying to
 - (4) Turn in the Student Record Release Authorization to the Counseling Secretary
 - (5) Your Counselor will submit transcript, school profile, secondary school report, and recommendation to the college(s) through Naviance

b. Online Applications for Schools NOT on the Common Application:

- i. All e-doc schools are on our e-board
- ii. Enter the college(s) on Naviance
- iii. Turn in the Student Record Release Authorization to the Counseling Secretary

c. Penn State Applications:

- i. Complete the application online
- ii. Turn in Student Record Release Authorization Form to the Counseling Secretary
- iii. Your counselor will complete the counselor form and fax your transcript directly to Penn State

d. Online Application Accepting Only Paper School Documents:

- i. These schools will be indicated by the "postage stamp" icon on "Colleges I am Applying To".
- ii. Apply online
- iii. Submit to the counseling office a 9"X12" envelope addressed to each college with 4 stamps per envelope. Include in the envelope the Secondary School Report/Counselor Form (if there is one) and the Release of Records Authorization Form.

13. National Honor Society

The National Honor Society is an active service organization within the school communities of Harriton and Lower Merion High Schools. Membership is a privilege awarded to students who have achieved the standards set by the National Association of Secondary School Principals. The criteria for election to National Honor Society are based upon the student's qualifications of scholarship, character, service, and leadership. Membership in the National Honor Society is both an honor and a responsibility. Students selected for membership are expected to continue to demonstrate the qualities of scholarship, character, service, and leadership by which they were selected.

The procedure for selection into the Harriton and Lower Merion High School chapters of the National Honor Society (NHS) for the 2024-25 school year is as follows:

1. A preliminary list is compiled of all 11th and 12th grade students with a 4.0 or greater GPA. For Lower Merion High School, this list is generated in the fall semester for 12th graders and in the spring semester for 11th graders. For Harriton High School, this list is generated for both 11th and 12th graders in the fall semester.
2. Candidates who are academically eligible will be notified via email and invited to learn more about NHS and its application process.
3. Students who believe there was an error in calculation may notify the Principal's office about any error of omission.
4. The same list will be sent to teachers and administrators, who will be asked to comment on service, leadership, and character (discipline code violations will be taken into consideration under this section), as defined by the National Honor Society Handbook.
5. Candidates will then complete applications for admission by designating their activities. If students have a rationale for failing to achieve the necessary points, they should explain these circumstances in writing as part of their application.
6. Candidates will send electronic forms to all coaches and sponsors, who will assign points for participation and leadership. In addition, coaches and sponsors will have the opportunity to comment on the student's character.
7. The range of points for service/participation and leadership is as follows:
 - a. Service/Participation (0-5):
 - i. All clubs, contests, committees, service organizations, work experience
 - ii. Includes in-school and community-based activities and service projects
 - iii. Includes mentoring programs
 - b. Service/Participation (0-10):
 - i. Theater/performing arts (including stage crew)
 - ii. Athletics
 - iii. Academic competitions
 - c. Leadership (0-5):
 - i. Official roles within a club/organization (team captain, editor, class or club officer, representative, liaison, etc.)
 - ii. Unofficial roles demonstrating leadership skills
 - iii. Mentoring peers and/or younger students
8. 11th grade candidates must accumulate at least 50 points in service/participation and 12th grade candidates at least 70 points.
9. Service points are earned PER YEAR of participation during high school (9th-12th grades), including summers.
10. Junior and senior candidates must accumulate at least 6 points in leadership.
11. Teachers and sponsors will be asked to respond to the question, "Please share any comments or concerns you have about this student regarding their CHARACTER."
12. All components of the application, including sponsor forms, must be turned into the National

Honor Society faculty advisor by the assigned deadline.

13. The Faculty Council will be chosen according to guidelines found in the National Honor Society Handbook. There will be five voting faculty members and two ex-officio (nonvoting) members, the NHS faculty advisor and the principal. Faculty members will be appointed by the principal. No students will participate in the selection process.
14. The NHS advisor will remove student's names from all documents and assign a number, assuming student anonymity when the Faculty Council meets to evaluate student applications. Names of candidates are revealed before the final vote of the Faculty Council.
15. The Faculty Council made up of school personnel professionals will make final decisions of acceptance/denial based on the criteria above.
 - a. Appeals Process
Appeals must be registered with the chapter advisor within 10 school days of notification of non-selection. If no appeal is registered within the timeframe, all records pertaining to the selection will be destroyed.
 - i. Candidates requesting an appeal will have their applications reviewed by the Faculty Council for reconsideration
 - ii. Notification of the appeal decision will be sent to the applicant within 30 days of the request.
16. Induction of candidates who are accepted into NHS will take place in the fall for 11th & 12th grade students at Harriton and for 12th grade students at Lower Merion HS; 11th grade students at LM will be inducted in the spring semester.
17. The following are grounds for considering dismissal from the National Honor Society.
 - i. Failure to maintain standards of scholarship, leadership, service and character (used originally as a basis for selection).
 - ii. Suspension from classes/school.
 - iii. Failure to participate in mandatory NHS sponsored activities.
 - iv. Violation of civil laws.
18. Each faculty member is obligated to notify the Faculty Council if a possible basis for dismissal occurs with an individual student. The Council will then meet to discuss the issue; and, if it decides to act, the student and parents/guardians will be notified by letter and will have an opportunity to meet with the Council. If, at the conclusion of the meeting, the Council feels dismissal is warranted, the student and parents/guardians will be notified in writing by the advisor.

14. Using the Library

Students are encouraged to use the library for research and recreational reading between 8:30 a.m. and 4:30 p.m. Monday through Thursday and from 8:30 a.m.-3:30 p.m. on Fridays.

Students may use the library during a class or study hall. Students coming from a class should obtain a note from the teacher in charge.

Students who wish to use the library during a study hall must first report to study hall then sign out to the library. These students will report directly to the library. They will register at the circulation desk and will remain for the entire period. Students with campus privilege may use the library as space permits.

All library materials must be checked out at the circulation desk. Books circulate for three weeks and may be renewed if another student does not need them. Reference books, periodicals, and special reserve books are to be used in the library during the school day. These materials do not circulate, except at the discretion of the librarian. Students must pay for lost or damaged books or materials or forfeit library privileges, except when accompanied by a teacher

Computers are available for student use during library hours. Internet Access, online periodical databases, word processing, database, spreadsheet, and interlibrary loan services are available for student use. No games may be played on library computers.

15. LMSD Summer School

Each summer, Lower Merion School District offers a six-week summer school program that provides two basic opportunities for students in grades 6-12. The format of summer school is subject to change.

- a. **Make-Up Work:** Students may make up a course failed during the regular school year.
- b. **Advanced Work:** Students may take courses for advanced credit if they are in good standing academically.

During the spring semester of the regular school session, the summer school offerings will be made known to students. To run a face to face course, a course must have 15 students registered by the last day of registration.

Additional information about summer school is available from the Student Services Office. Please see the summer school brochure for tuition costs. Students in the free/reduced lunch program pay reduced tuition fees. The District may also choose to run an online summer school program in addition to the one offered to run in person.

Credit Earned At Institutions Other Than LMSD Summer School:

Credit for a course failed during the academic school year can be secured only through passing a make-up course in the subject given in the Lower Merion Summer School or in another summer school if the course is not offered or running through LMSD. In addition, the school must offer courses at 120 hours per credit.

A student who expects to complete work in a non-district summer school or online provider must have his program approved in writing by the high school principal and/or the appropriate Curriculum Supervisor **prior to registering for the course. Permission will not be granted without prior approval.**

Approval for acceleration purposes at outside institutions will only be granted in extenuating circumstances such as extended absences that prevent a student from attaining the necessary credits to graduate on time.

Students do not earn LMSD credit for courses taken outside of the District.

A student who has been **pre-approved** to pursue **advanced credit** at an outside institution would sit for the District issued Midterm Exam upon **verified completion** of the outside course. If the student earns at least an 80% on the District issued Midterm Exam, the student would then take the District issued Final Exam. If the student earns at least an 80% on the District issued Final Exam, the student will be recommended for the next course in the sequence. If an 80% is not attained on the Midterm and Final exams, the student **will not** be moved to the next course in the sequence and there are no retests.

Any non-LMSD course would NOT appear on the student's transcript. The student would secure a transcript from the outside institution. Students do not earn LMSD credit for courses taken outside of the District. The non-LMSD course would not factor into the student's GPA. Grades earned in major subject areas taken in specific LMSD face to face summer school courses are included in a student's GPA. All LMSD Online Summer School courses are NOT counted in the calculation of GPA.

16. Advisory Period

Purpose: The purpose of our Advisory Period is to provide an effective structure in the high school to personalize the education of our students and to prepare them for a successful transition to their adult lives. Advisories renew the focus on the whole child and ensure that all students have a connection with at least one adult in school. Our advisories meet four times per four-day cycle, one of which is designed to include interpersonal activities such as team building and conflict resolution, and to have activities/discussions that engender thinking and communication skills. The other advisory periods are designed specifically for academic support. All students are placed in a twenty-five minute advisory with an advisor who will remain with the students for all four years in high school.

Mission Statement: Our mission is to build a trusting community in which students realize their individual needs and aspirations. We are committed to the establishment of a personalized environment where students value themselves, the diversity of others and the intrinsic worth of all.

Goals:

- a. Students will develop their own voice and demonstrate the skills of self-advocacy.
- b. Students will learn a variety of ways to identify and manage their stress.
- c. Students will be able to use effective decision-making strategies in order to make informed decisions to obtain desired outcomes.
- d. Students will recognize the value of community as demonstrated by their respectful treatment of others and their commitment to service.
- e. Students will be able to recognize the importance of understanding differences in culture, race, gender, sexual orientation, spiritual philosophy and to defend and support one's individual right to be different.

17. Lunch & Learn

The purpose of the Lunch & Learn time is to allow students time to eat and to meet with teachers during the school day for clarifications, additional help or remediation. Some students, who need more intensive support, will be assigned to a teacher for a 3-week period of time so that the student may more fully develop a necessary skill. Those students are required to attend all scheduled sessions. Students will be assigned 30 minutes for lunch and 30 minutes for academic support. Failure to report to an assigned support may result in disciplinary action.

Lunch and Learn is a school wide opportunity for all students to meet with teachers so that they may improve in an area of specific academic concern.

IV: ATTENDANCE

A. Compulsory Attendance Requirements

1. Compulsory school age refers to the period of a child's life from the time the child's parents elect to have the child enter school, which shall not be later than the age of six (6) years, until the age of eighteen (18) years. The term shall not include any child who holds a certificate of graduation from a regularly accredited senior high school. Board [Policy/Administrative Regulation 207](#) governs attendance in LMSD and should be reviewed for further details not contained in this summary document.
2. A student will be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in authorized school activities such as a field trip or competition; the student is engaged in an approved and properly supervised independent study, work-study or career education program; or the student is receiving approved homebound instruction.
3. State law requires that all students be in school for 180 days each year during the hours and operations that school is in session. The Board of School Directors sets the calendar for these days.
4. Pennsylvania School Code section 1330 states that a 16-year-old student who is regularly engaged in any useful and lawful employment or service during the time the public schools are in session, and who holds an employment certificate issued according to the law is exempt from compulsory attendance. A student who is 16 years of age or older to be exempt from compulsory education must be engaged in useful and lawful employment or service for 40 hours per week or more.

B. Attendance Procedures

1. Definitions:

- a. **Absence** – the nonattendance of a student on those days and half days when school is in session.
- b. **Excused Absence** – includes the absence of a student for any of the reasons listed in the section below titled "Excused Absences."
- c. **Unexcused Absence** – the absence of a student for any reason that does not qualify as an "Excused Absence", as listed below.
- d. **Unlawful Absence** – an unexcused absence for a student of compulsory school age. An unlawful absence is always an unexcused absence.
- e. **Tardiness** – absence of a student at the beginning of any morning or afternoon session, provided the student is in attendance before the close of that session.
- f. **Excused Tardiness** – absence of a student at the beginning of any morning or afternoon session that is due to any of the reasons that may be excused for full day absence.
- g. **Unexcused Tardiness** – lateness for any reason that does not qualify as "Excused Tardiness".
- h. **Compulsory school age** – the period of a child's life from the time the child's parents elect to have the child enter school, which shall not be later than the age of six (6) years, until the age of eighteen (18) years. The term shall not include any child who holds a certificate of graduation from a regularly accredited senior high school.
- i. **Truant** – having incurred three (3) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance.
- j. **Habitually truant** – having incurred six (6) or more school days of unexcused absences during the current school year by a child subject to compulsory school attendance.
- k. **Person in parental relation** – (1) a custodial biological or adoptive parent; (2) a noncustodial biological or adoptive parent; (3) guardian of the person of a child; or (4) a person with whom a child lives and who is acting in a parental role of a child.
- l. **School attendance improvement conference** – a conference where the child's absences and reasons for the absences are examined in an effort to improve attendance, with or without additional services. The following individuals shall be invited to the conference: (1) the child; (2) the child's person in parental relation; (3) other individuals identified by the person in parental relation who may be a resource; (4) appropriate school personnel; and (5) recommended service providers.

- m. **School-based or community-based attendance improvement program** – a program designed to improve school attendance by seeking to identify and address the underlying reasons for a child’s absences. The term may include an educational assessment in an alternative education program, provided the program does not include a program for disruptive youth.

2. General Attendance Guidelines

Students are to attend and remain at school in accordance with the School Laws of Pennsylvania and local attendance regulations. Students who are not present for the school day (or some portion thereof) are subject to the attendance tracking procedures set forth in Section 3 (“Tracking Attendance”), below.

Students who are released from the school campus during the school day are to be released only with the documented consent of a parent or guardian with custodial rights. In the case of split custody, the school shall only release the student to the parent with custodial rights to the student at the time for which release is sought except where the other parent consents in writing or in the case of an emergency where the student’s welfare is endangered.

Attendance need not always be within school facilities. A student will be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in authorized school activities such as a field trip or competition; is engaged in an approved and properly supervised independent study, work-study or career education program; the student is receiving approved homebound instruction.

3. Tracking Attendance

All LMSD schools are required to track student attendance and take certain action(s) in accordance with Pennsylvania law as described below.

- a. **Unexcused Absences:** All absences are considered unexcused until the District receives a written note or email submitted through the Safe Arrival protocol documenting a valid reason for the absence, as detailed below. The mere fact that a parent/guardian has written an excuse does not mean the absence is excused. Reasons for absence of a doubtful nature, including, but not limited to, an excessive number of absences in one category of absence, are subject to administrative review.
- b. **Excused Absences:** A student absence is considered excused under the following circumstances:
- i. When the student is prevented from attendance for mental, physical, or other urgent reasons such as:
- Illness
 - Family Emergency
 - Death of a Family Member
 - Medical or Dental Appointments
 - Pre-Approved Educational Travel, Including College Visitations, not to exceed five (5) school days (should be submitted 14 days in advance)
 - Pre-Approved Religious Instruction (limit 36 hours per year)
 - Bona Fide Religious Holiday
 - For purposes of receiving tutorial instruction in a field not offered in the District’s curricula when the excusal does not interfere with the student’s regular program of studies, the qualifications of the tutor or instructor are satisfactory to the Superintendent or designee, and permission for such excusal is sought in writing by the parent/guardian of the child in advance of the commencement of such tutoring
 - When the student is required to leave school for the purposes of attending court hearings related to their involvement with the county children and youth agency or juvenile probation office.
 - If a student is participating in a musical performance in conjunction with a national veterans’ organization or incorporated unit for an event or funeral. The national

veterans' organization or incorporated unit must provide the student with note in advance of the absence indicating the date, location and time of the event or funeral.

- If the student is absent due to participation in a project sponsored by an organization that is eligible to apply for a grant under the Pennsylvania Agricultural Fair Act.
 - If a student is dismissed from school during school hours for health-related reasons by a certified school nurse, registered nurse, licensed practical nurse or a school administrator or designee employed by the District.
 - For the purpose of obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.
 - If a student whose parent or legal guardian has been called to duty for, is on leave from, or is immediately returned from deployment to a combat zone or combat support posting, with regard to school attendance, tests and extra-curricular or cocurricular activities, at the discretion of the Superintendent or designee, no penalties shall be imposed for absences of up to five (5) days. Teachers shall assist students in making up work caused by such absences.
 - Where the Superintendent has approved an attendance plan necessitated by rare and extraordinary circumstances. In this context, "rare" means typically no more than 1 or 2 per year District-wide and "extraordinary circumstances" means the student is engaged in a profession or activity at a nationally recognized level.
- ii. If a verifiable doctor's note is submitted to excuse an absence, the absence is deemed non-cumulative. Therefore, if a student has a doctor's note that would excuse an absence, that original note can be presented to the school office upon their return. This generally only matters if the child will exceed ten (10) days of absence (not including educational trips). In addition, a student may be required to present a doctor's note for one of the following reasons:
- A request for an accommodation such as ongoing need to leave early or arrive late to school on a regular basis, unless pursuant to a provision of a student's IEP or 504 Plan.
 - Upon return to school after infection with a disease that is considered reportable by the health department (pertussis, meningitis, varicella, shigella, etc.).
 - Upon the direction of the Pennsylvania Department of Health or the Montgomery County Health Department.
 - When the school nurse needs verification that a particular condition is not communicable (persistent vomiting, diarrhea, rash and other skin conditions, cough with fever, purulent discharge from eye, etc.).
 - If student has exceeded ten (10) days of cumulative excused absences (not including educational trips).
 - In connection with a School Attendance Improvement Plan or if there is a concern about the legitimacy of the absence
- c. *Ten Consecutive Absences:* Students who miss ten consecutive school days shall be dropped from the active membership roll unless the school is provided with evidence that the excuse is legal or the school is pursuing compulsory attendance prosecution. Should the student subsequently return to the school, the student will not be guaranteed placement in the same classroom as the one left before the withdrawal from attendance.
- d. *School Responses and Procedures for Unexcused Absence*
Parents/guardians and students shall submit the required excuse note within three (3) school days of the absence. If written verification of the reason for absence is not received within three (3) school days of the absence, the absence will be counted towards the calculation of unexcused absences for purposes of reporting truancy. The absence may be reclassified if a valid excuse note is

forthcoming within ten (10) school days from the date of the absence. Any request for reclassification of an absence after ten school days will be treated as a request for amendment of student records under the Student Records Policy. The accumulation of tardiness to school will be included in the calculation of a student's total number of unexcused absences for purposes of responding to and reporting unexcused absence, as detailed below.

A maximum of ten days of cumulative lawful absences for illness verified by parental notification may be permitted during a school year. All absences beyond ten cumulative days, not inclusive of pre-approved educational travel, shall require an excuse from the child's primary care or treating physician, who may not be the child's parent/guardian.

- i. Third Unexcused Absence: Within ten (10) school days of a child's third unexcused absence, the school principal, assistant principal or designee shall send an Official Notice of Truancy. Included in this notice shall be a description of the consequences if the child becomes habitually truant. This notice may include the offer of a school attendance improvement conference, and shall be in the mode and language of communication preferred by the parent in parental relation to the child. When transmitted to a person who is not the biological or adoptive parent, such notice shall also be provided to the child's biological or adoptive parent if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.
- ii. Continued Absenteeism: If the child continues to incur unexcused absences after the issuance of the Official Notice of Truancy, the school shall then offer by advance written notice a school attendance improvement conference to the child and the person in parental relation to the child, unless a conference was previously held following the Official Notice of Truancy. The following shall apply with respect to a school attendance improvement conference:
 - There is no legal requirement that the child or person in parental relation attend the conference, and the conference shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference after advance written notice and attempts to communicate via telephone.
 - The outcome of the conference shall be documented in a written school attendance improvement plan, on the template provided by the Department of Education for this purpose.
 - Further legal action may not be taken to address unexcused absences by the child until after the date for the scheduled school attendance improvement conference has passed.

The District shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.

e. *Procedure for addressing Habitually Truant Children:*

When a child is habitually truant and under fifteen (15) years of age at the time of referral, the school:

- i. Shall refer the child to either (1) a school-based or community-based attendance improvement program or (2) the Montgomery County Office of Children and Youth for services or possible disposition as a dependent child.
- ii. May file a citation in the office of the magisterial district judge having jurisdiction in the region against the person in parental relation who resides in the same household as the child. The venue for the filing of such a citation shall be based on the location of the school in which the child is enrolled or shall be enrolled, unless the child is enrolled in a cyber charter school, in which case the proper venue shall be based on the residence of the child.

When a child is habitually truant and fifteen (15) years of age or older at the time of referral, the school shall either:

- i. Refer the child to a school-based or community-based attendance improvement program or service.
- ii. File a citation in the office of the magisterial district judge having jurisdiction in the region against the child or the person in parental relation who resides in the same household as the child. The venue for the filing of such a citation shall be based on the location of the school in which the child is enrolled or shall be enrolled, unless the child is enrolled in a cyber charter school, in which case the proper venue shall be based on the residence of the child.
- iii. If a child who is fifteen (15) years of age or older continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program or fails to participate in the such a program as recommended through the school attendance improvement conference, the school may refer the child to the Montgomery County Office of Children and Youth for possible disposition as a dependent child.

C. Tardiness and Early Dismissals

1. Tardiness to Class and/or Activities

Students have the responsibility to be in the classroom and prepared to work when the bell rings. Students who are tardy must report directly to classes. Excuse notes, if available, may be given to teachers upon entering the rooms. Excuse notes will not be provided by the office

- a. Students tardy fewer than fifteen minutes to a class one time without a valid excuse may be assigned a detention conducted by the teacher.
- b. Teacher may submit a discipline referral for those students tardy fewer than fifteen minutes to a class four times without a valid excuse.
- c. Students tardy to a class or scheduled activity fifteen minutes or more without a valid excuse will receive a cut.

2. Excused Tardiness

- a. Excused tardiness may be for:
 - Illness
 - death of a family member
 - medical or dental appointments – with doctor’s note
 - authorized school activities
 - required court attendance – with letter from the court
 - urgent reasons as deemed appropriate by school administration

3. Tardiness to School

- a. Procedures-
 - i. Students who arrive at school after the High School 8:30 a.m. bell MUST report first to the Attendance Office. Failure to swipe in at the PlascoTrax system is considered trespassing and students will receive a zero for the day in all classes.
 - ii. Notes from parents explaining the reasons for tardiness MUST be submitted upon arrival. A phone call is not sufficient.
 - iii. Students who are arriving late because of a visit to a doctor’s office MUST submit a written excuse from the doctor upon arrival to the Attendance Office.
 - iv. Students will be given ‘Admit’ slips which are to be presented to the teachers upon entering classrooms.
 - v. Students are not permitted to enter classes without “Admit” slips from the office. They will not be accepted at a later date or time. A phone call is not sufficient.
 - vi. If a student is unexcused tardy to school and consequently misses a class the student will not receive credit for any work they have missed and a class cut will be recorded and the class cut penalty will apply. Unexcused tardiness to school which leads to missing a class is a class cut.

- b. Consequences for Excessive Excused Tardiness for Second Semester 10th, 11th and 12th grade students -
 - i. On the 12th excused tardy, the student will lose campus privilege for nine weeks.
 - ii. On the 24th excused tardy, the student will lose campus privilege for 18 weeks. If the 24th excused tardy occurs in the 4th quarter, campus privilege will be lost for the rest of the year and the first quarter of the first year.
 - iii. On the 36th excused tardy, the student will lose campus privilege for the duration of the school year and the first semester of the following year.

4. Unexcused Tardiness - High School (more than two full classes – full day) Consequences:

- a. 9th and First Semester 10th grade students
 - i. On the 4th unexcused tardy, the student will be assigned a detention.
 - ii. On the 10th unexcused tardy, the student will be assigned an extended day detention.
 - iii. On the 15th unexcused tardy, the student will be assigned one In-School Suspension.
 - iv. On the 18th unexcused tardy, the student will be assigned another In-School suspension.
- b. Second Semester 10th, 11th and 12th grade students –
 - i. On the 4th unexcused tardy, the student will be assigned a school detention.
 - ii. On the 10th unexcused tardy, the student will be assigned an extended day detention and will lose campus privilege for 18 weeks. If the 10th unexcused tardy occurs in the 4th quarter campus privilege will be lost for the rest of the year and the first quarter of the following year.
 - iii. On the 15th unexcused tardy, the student will be assigned one In-School Suspension. The student will lose campus privilege for the duration of the school year. If the 15th unexcused tardy occurs in the 4th quarter campus privilege will be lost for the rest of the year and the first quarter of the following year.
 - iv. On the 18th unexcused tardy, the student will be assigned another In-School Suspension.

5. Early Dismissal Requests

- a. It is preferable to schedule appointments with physicians, dentists, etc., AFTER school hours. If this is not feasible, students may be excused from school if the reason is acceptable. Requests are to be made in writing from the parents to the Attendance Office using the Safe Arrival System on the day students are to be excused. All requests must be submitted to the Attendance Office no later than 8:00 a.m. Requests should contain the following information:
 - i. Student's full name
 - ii. Advisory room number
 - iii. Date of early dismissal
 - iv. Precise time of dismissal
 - v. Reason for dismissal
 - vi. Name and telephone number of practitioner (doctor, dentist, etc.)
 - vii. Parent's or guardian's signature
 - viii. Student's signature

****An Early Dismissal for a doctor's appointment will remain UNEXCUSED unless a doctor's note on letterhead is submitted by the next day.**

Students must be excused by the Attendance Office before leaving school or the absence will be considered unexcused and disciplinary action will be imposed. Parents/guardians should make arrangements to meet the student in the Main Office to escort their child out of the building.

Leaving school without permission will be considered cutting.

- b. Consequences for Excessive Excused Early Dismissal-Second Semester 10th, 11th and 12th grade students-
 - i. On the 12th excused early dismissal, the student will lose campus privilege for nine weeks.

- ii. On the 24th excused early dismissal, the student will lose campus privilege for 18 weeks. If the 24th excused early dismissal occurs in the 4th quarter, campus privilege will be lost for the rest of the year and the first quarter of the first year.
- iii. On the 36th excused early dismissal, the student will lose campus privilege for the duration of the school year and the first semester of the following year.

In case of emergency in school, the nurse or attendance office must approve early dismissal.

D. Educational Travel with Prior Approval

1. Family vacations during school days are considered as unexcused absences, unless a written request for an excused absence is pre-approved by the Principal as an educational tour or trip.
2. To request pre-approval not exceeding 5 school days per school year, an Absence for Educational Trip form must be completed and submitted to the Principal's office at least 14 days prior to a planned tour or trip that will result in your child's absence from school. This form is available online.
3. Absences due to tours or trips that exceed 5 school days per school year, or that exceed the number of days that are pre-approved, will be considered unlawful/unexcused.

E. Additional Attendance Information

1. When You Don't Know Where to Report

Students who have special problems, cannot locate a class or teacher, get mixed up on their schedules — must report immediately to any Administrator or the Student Services Office. Failure to report will result in the class absence being classified as unexcused. This includes if you don't know where your assigned Lunch & Learn session or Advisory period is located.

2. Absence and Coming to School "To Drop Something Off"

Students may NOT come onto campus to drop something off or to attend one class and leave. If you are on campus—you should be in class and in school for the day. If you are found on campus and attending only one class or are just here to drop something off, it will be recorded as a cut for all classes, and will result in zeros for the day in all classes as well. **This infraction will result in disciplinary consequences and loss of campus privilege.**

3. Not signing in upon arrival to school

If you are late to school and do not sign in with the Attendance Office, you will receive disciplinary action. In addition, you will receive zeros for the day until you do sign in to school. Thus, any absences from class(es) will be counted as cuts.

- 1st offense—1 Extended Day Detention and loss of campus privilege for 9 weeks.
- 2nd offense—2 Extended Day Detentions and loss of campus privilege for 18 weeks.
- Continued violation of this rule will result in additional discipline.

4. Participation in Extracurricular Activities When Absent

It is school policy that students may participate in school activities including practices, games, performances or clubs, only if the students have been in attendance since 9:30 a.m. Students must remain in school for the duration of the school day. The only exception to this policy is certain absences receiving prior approval from the appropriate Administrator.

Students suspended from school are prohibited from participating or attending extra-curricular activities of any kind. Failure to follow this procedure will result in additional discipline.

5. Access to School During Absence

Students absent from school are not permitted to return to school property for any reasons. Homework, books, materials, etc., must be retrieved by parents/guardians or classmates.

V: STUDENT RESPONSIBILITIES/CONDUCT

A. Restorative Practices

As set forth in [Section I.](#) of this handbook, the Lower Merion School District is committed to providing a safe, supportive, and inclusive learning environment for all students and staff. The purpose of this section of the handbook is to summarize expectations for all students so that each student can contribute to creating such an environment. Our goal is to ensure that every student and employee feels dignified and has a sense of belonging no matter what school community they are a part of in LMSD.

We are committed to “restorative practices” as we believe that it improves the quality of relationships between individuals within our school community. Using this approach can proactively help individuals to avoid or minimize conflict, and help us to manage it better when it does arise.

To that end, when there is harm done and a relationship is affected, restorative approaches seek to bring parties together, understand what happened, and why, and to determine how to make things right moving forward. Restorative practices values dialogue, making amends and repairing harm as an important part of the disciplinary process, in addition to, not in lieu of our responsibility to address it.

The Latin root of the word discipline means “instruction given, teaching, learning, & knowledge.” Learning occurs through the affective statements and questions, and consequences are embodied in the determination of how to make things right.

B. Important Conduct Expectations

This section provides important conduct expectations for students, but does not articulate each rule and regulation that applies to student behavior. We have highlighted those that are key to establishing safe, supportive, and inclusive learning environments.

1. Student Rights and Responsibilities ([Policy 235](#) / [Administrative Regulation 235-2](#))

In part, the purpose of the District’s Policy and Administrative Regulation 235 is to promote and maintain a safe, positive and respectful environment that is free from bullying, hazing, and harassment. Students who believe they or others have been subject to (or have witnessed) discriminatory harassment, including sexual harassment, Title IX sexual harassment, other discrimination or retaliation are encouraged to promptly report such alleged incidents to the Title IX Coordinator, a building administrator, teacher and/or school counselor. Complaints of harassment, bullying and/or hazing shall be investigated promptly, and appropriate corrective action shall be taken when a complaint is deemed founded. Neither reprisals nor retaliation shall occur as a result of the submission of a complaint. For more information regarding consequences for such behavior can be found in [Appendix A](#).

Please refer to [Appendix A](#) for additional information regarding Title IX sexual harassment grievance procedures.

Important terms related to this policy include, but are not limited to:

Discriminatory harassment means verbal, written, electronic, graphic or physical conduct relating to an individual’s race, color, national origin/ethnicity, gender, age, disability, sexual orientation, gender identity, gender expression or religion when such conduct:

- a. Is sufficiently severe, persistent or pervasive that it affects a student’s educational performance or creates an intimidating, threatening or abusive educational environment; and/or
- b. Has the purpose or effect of unreasonably interfering with a student’s educational performance; and/or
- c. Adversely affects a student’s educational opportunities.

Discriminatory harassment includes, but is not limited to, slurs, jokes, bullying, hazing or other verbal, written, electronic, graphic or physical conduct relating to an individual’s race, color, national

origin/ethnicity, gender, age, disability, sexual orientation, gender identity, gender expression or religion. Discriminatory harassment also includes sexual harassment.

Sexual harassment is a specific form of discriminatory harassment which means unwelcome sexual advances, requests for sexual favors, inappropriate verbal or physical conduct of a sexual nature, gestures of a sexual nature, or display of materials which evoke responses not in keeping with the atmosphere intended for the classroom or the school environment.

Title IX sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- a. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- c. Sexual assault, dating violence, domestic violence, or stalking.

Bullying shall mean an intentional electronic, written, verbal or physical act, or a series of acts which meet the following criteria:

- a. directed at another student or students;
- b. occurs in a school setting;
- c. is severe, persistent or pervasive; and
- d. has the effect of doing any of the following: (i) substantially interfering with a student's education; (ii) creating a threatening environment; or (iii) substantially disrupting the orderly operation of the school.

School setting shall mean in school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the District.

Hazing occurs any time a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student into or with an organization, or for the purpose of continuing or enhancing a student's membership or status in an organization, causes, coerces or forces a student to do any of the following:

- a. Violate Federal or State criminal law.
- b. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
- c. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
- d. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
- e. Endure brutality of a sexual nature.
- f. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

2. No Smoking Policy

To protect individuals from the hazards of smoking tobacco, vaping and an environment noxious to nonsmokers, students, employees and visitors are prohibited from smoking and the use of tobacco products (vapes, e-cigarettes, and chewing tobacco) at any time on or in School District property.

For the purpose of this policy, the following definitions shall apply:

Smoking means being observed holding or disposing of either a vape, lighted or unlighted cigarette, e-cigarette, cigar, etc., or being observed drawing in and/or exhaling the smoke of a vape, e-cigarette,

lighted cigarette, cigar, or being observed chewing tobacco, spitting tobacco or found in possession of tobacco products including vape and e-cigarette paraphernalia.

School District Property means all vehicles, grounds and buildings of the School District; either owned or leased.

Consequences for such behavior can be found in Appendix B.

3. School Property

All school property is paid for with tax money collected from students' parents/guardians and from other township residents. Proper care will extend the useful life of that property and allow the purchase of additional equipment and supplies for all to use and benefit.

Students are expected to return in the best possible condition all school property that is loaned to them. If the property is damaged, part or full payment will be required. If the article is lost, full payment or replacement will be required. Property includes but is not limited to, lockers, textbooks, laptops, sports equipment.

Parents/guardians will be notified annually of any obligation owed to the school.

To this end, acts of **vandalism** will not be tolerated. When apprehended, individuals responsible for such behavior will be expected to make restitution. They may expect to receive consequences as set forth in Appendix B and to be referred to the police for prosecution.

4. Dress and Grooming

Dress Code Philosophy

a. The District believes all students have the right to an equitable education and should be able to dress, and style their hair, for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming. Enforcement of this universal dress code shall not create disparities, reinforce stereotypes or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural identity, religious identity, household income or body type/size.

b. The Board recognizes that each student's mode of dress and appearance is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents/guardians to make decisions regarding their dress and/or appearance, except that schools are responsible for ensuring that a student's personal appearance does not interfere with the health or safety of any student. However, the mere negative perceptions of other students or staff do not constitute an interference with the health or safety of any student.

c. The Superintendent or designee shall ensure that all rules and regulations implementing this Policy impose only the minimum necessary restrictions on the exercise of the student's style and individuality.

d. Each school's dress code shall be gender-neutral. Schools cannot enforce specific attire based on gender. Students have the right to dress in accordance with their gender identity within the constraints of the dress codes adopted by the school.

e. Exceptions to the dress code may be made by the Superintendent or designee for medical or religious reasons when required by law.

We have confidence that our students and parents/guardians will make appropriate decisions on both school attire and appearance. However, it remains the final decision of the school in cases of flagrant abuses. The following standards of dress and grooming are to be maintained:

- a. Students are to dress and groom themselves to meet reasonable standards of safety and health, and not to cause disruption to the educational process.
- b. Some type of protective footwear is required at all times.
- c. Special dress requirements exist in the physical education classes, in the arts, and science laboratory classes.
- d. Special hair control requirements may be required in "laboratory" classes.

- e. Students are not permitted to wear dress/apparel that demeans or degrades another, suggests sexual activity (innuendo), or refers to violence, alcohol, drugs, or tobacco.
- f. The dress code applies for all school-related events at Harriton/Lower Merion or elsewhere.

The first and second times a student violates this dress code, they will be required by the administration to cover the offending article of clothing with HHS/LMHS apparel. Any subsequent violation will result in the student being sent home by the administration, until such time as the student returns wearing clothing acceptable to this dress code. Additional disciplinary consequences may result.

5. Throwing Snowballs, Stones, and/or other Objects

Since throwing objects can be extremely dangerous and destructive, no throwing of objects is permitted. An automatic Extended Day Detention will result for anyone seen throwing snowballs, stones, or other objects. Repeated offenses will be punished more severely.

6. Fighting

Overt acts of antisocial behavior such as fighting, physical harassment, verbal abuse, threats of violence, etc. are unacceptable and make result in serious disciplinary consequences including, but not limited to, suspension. Students involved in this kind of behavior will have their parents/guardians contacted immediately. These incidents will be investigated thoroughly and police contact may be required, especially in the event of bodily injury or property damage or the unwillingness of the students to stop their fighting when directed by an adult. The police involvement can be initiated by the school, the parents/guardians of the students involved, or both.

7. Gambling

Gambling of any type is not permitted on campus or at any school function. Students found gambling may be subjected to a discipline referral and parents/guardians will be notified.

8. Dishonesty in Class

Students are expected to maintain the highest standards of honesty in academic areas and in all other aspects of school life. The school views cheating as a very serious offense for which the minimum penalty is a zero for work covered by the particular assignment or test.

Examples of Dishonest Behavior:

Plagiarism:

- a. Copying homework from another student or enabling someone else to do so.
- b. Using someone else's (whether a classmate or a published author) words in a paper without using quotation marks. Whenever you use a key work or more than two words in a row from another source, you must put those borrowed words in quotation marks and cite your source.
- c. Using someone else's (whether a classmate or published author) ideas in a paper without giving that person credit.
- d. Exceeding the "20% generated by AI" guidelines specified in the syllabus of students' courses

Other Dishonest Behavior: includes, but is not limited to:

- a. Looking at another student's paper during a test or quiz.
- b. Telling a student answers during a test or quiz.
- c. Telling a student who has not yet taken a test or quiz what questions are asked on the test.
- d. Bringing in a "cheat sheet" to a class.
- e. Having a cellphone out and on during an assessment.
- f. Photographing a test with a camera phone or other photographic device and sending or delivering that photo to others.

Distinction Between Honest and Dishonest Collaboration:

You are encouraged to work with your classmates on regular assignments. In fact, sometimes you will be

required to do so. It almost always helps to talk about assignments with other people, whether parents/guardians, peers, tutors or teachers. When it comes to putting words on paper, however, **the words you write must be your own**. Unless the teacher gives explicit instructions for an assignment to be written collaboratively, assume that – even if you work on it with a friend – you must do the actual writing by yourself. If you are ever in doubt about the expectation for a given assignment, ask the teacher.

Creating, reproducing, or revising work/papers for use by another student, when that work/paper is represented exclusively as their own work, is considered cheating.

Submitting a copy or revision of another student’s work/paper, if represented exclusively as your own work is considered cheating.

Consequence: The school looks upon cheating in tests and all other classroom situations as a very serious offense for which a **zero** for work covered by the test or assignments could be assigned. In any case involving academic dishonesty, your parents/guardians will be informed of the situation by the teacher. Counselors and appropriate administrators will also be informed.

Additional penalties include, but are not limited to, consequences set forth in Appendix as well as jeopardizing membership in National Honor Society and/or participation in academic awards or other school endeavors. A student who has committed plagiarism, academic dishonesty, and/or cheating may also lose their frees for a minimum of one (1) semester.

9. Prohibited and Restricted Items

Personal Electronic Devices (including, but not limited to cell phones, smart watches, and headphones/earbuds/speakers): Students are permitted to bring personal electronic devices to school. However, all personal electronic devices must be silenced or turned off and remain in a backpack or locker during class/instructional periods as well as in restrooms and locker rooms. To limit distraction, teachers/staff may also require students to store phones during class in a designated location in the teacher’s classroom during class/instructional periods. Failure to follow these rules will result in progressive disciplinary action including, but not limited to, confiscation of the device.

When permitted to use personal electronic devices (such as between classes and during lunch), students must continue to maintain an orderly school environment, conducive to academic instruction, in accordance with District policy.

Personal items such as cell phones, iPads, etc., are the responsibility of the student. The school is not responsible for the loss, theft, or damage of these or similar items.

Other items:

Musical Instruments: May be played or performed only as directed by a member of the professional staff, and should not be brought to school unless for such a purpose. Any other audio or visual equipment for classroom use is supplied by the school.

Skateboards: Skateboarding is not permitted on school property at any time. Appropriate activities are permitted during the lunch periods in designated areas only. Skateboards, skates or hazardous items are prohibited at all times and are subject to confiscation. If you fail to follow these regulations, your family may be called to recover the prohibited items.

10. Cutting

Cutting is a violation of the Campus Privilege Policy and the Code of Student Conduct. Cutting an assigned activity such as ADVISORY, an assigned Lunch & Learn session, or a class is considered an unexcused absence.

The following consequences apply:

a. Cutting One Class

9th and 10th grade students

- i. First offense: 1 Extended Day Detention. Parent notification. Additionally, for 2nd semester 10th grade students: loss of campus privilege for 9 weeks. May result in zero credit for all missed work.
- ii. Second offense: 2 Extended Day Detentions. Parent notification. Additionally, for 2nd semester 10th grade students: loss of campus privilege for 18 weeks. May result in zero credit for all missed work.
- iii. Third offense: 1 In School Suspension. Parent conference. Plus loss of campus privilege for 10th graders for remainder of the school year. May result in zero credit for all missed work.

**Additional cuts will result in additional discipline.

11th and 12th grade students

- i. First offense: 1 Extended Day Detention. Loss of campus privilege for 9 weeks. Parent notification. May result in zero credit for all missed work.
- ii. Second offense: 2 Extended Day Detentions. Loss of campus privilege for 18 weeks. Parent notification. May result in zero credit for all missed work.
- iii. Third offense: Loss of Campus Privileges for the balance of the school year and 1 In School Suspension. Parent conference. May result in zero credit for all missed work.

b. Cutting School (More than two classes up to full day)

All students

- i. First offense: One day In School Suspension. Loss of campus privileges for 9 weeks for 2nd semester 10th, and 11th and 12th graders. Parent notification.
- ii. Second offense: Two day In School Suspension. Loss of campus privilege for 18 weeks for 11th and 12th graders and loss of campus privilege for 10th graders for duration of the school year. Parent notification
- iii. Third offense: Three day In School Suspension and Notice of Attendance filed. Parent conference.

Any time a student cuts a class or classes the student may receive a “zero” for all assignments in the class or classes cut.

c. Cutting Study Hall

All students

- i. First offense: One detention
- ii. Second offense: Two detentions
- iii. Third offense: Extended Day Detention. Parent notification
- iv. Continued cutting of Study Hall will result in ISS (In School Suspension).

**The responsibility for accounting for one’s whereabouts during study hall rests with the student.

d. Cutting Advisory

All students

- i. First offense: One extended day detention
- ii. Second offense: Two extended day detentions
- iii. Third offense: ISS (In-School Suspension)

If a teacher dismisses you from a class, you must report immediately to your grade level office. You must remain there until seen by the assistant principal or sent to your next class. You will not be readmitted to the other class without a note from the grade level principal.

Failure to report to your grade level office will be considered cutting.

12. Being in an Unauthorized Area(s), Leaving Campus

All students

Being in an unauthorized area or leaving campus without permission will be treated in the same manner as a class cut. Additionally, you and your belongings may be searched.

The following are considered “unauthorized areas”—this list includes but is NOT limited to:

- a. The bus circle
- b. Hallways of all buildings (during classes)
- c. All unused classrooms
- d. All areas outside the buildings including areas around doorways, the front of the school, athletic and playing fields, tennis courts, and parking lots
- e. Auditorium
- f. Stage
- g. Cafeteria (if it is not lunch and learn)
- h. Faculty rooms
- i. Construction areas
- j. Custodial areas
- k. Locker rooms

13. Behavior in the Cafeteria, Common Areas During Lunch and Learn and Throughout the Day

All waste materials must be removed from tables and floors and placed in the receptacles provided. Poor conduct in the cafeteria will result in one of the following: a warning, detention, and/or suspension. Students may remain in a classroom during the lunch period only if they are supervised directly by a teacher.

14. Behavior on Buses

Students are expected to observe the Code of Student Conduct during all phases of their transportation to and from school. Failure to do so will result in disciplinary action. Continued misbehavior may result in temporary loss of transportation privileges.

15. Behavior During Assemblies

Students are expected to abide by the Code of Student Conduct during all assembly programs. Students will sit with homerooms in assigned seats, unless directed otherwise. Failure of students to attend assemblies, which they are required to attend, will be considered cuts. Students are expected to follow the following rules while in the auditorium:

Auditorium Rules for Students

- Students are to end their conversation once they are officially addressed.
- Students are not permitted to eat or drink in the auditorium.
- No hats are to be worn in the auditorium.
- Students are not expected to leave the auditorium once an assembly program has begun. Students who do leave will not be permitted back into the auditorium but will sit in the cafeteria under the supervision of a campus aide.
- Students are not permitted to have headphones out and/or on their person.
- All students must be on time.
- All late students will sit in the cafeteria under the supervision of a campus aide and will be treated

as late to class.

- Students are not to sleep in the auditorium
- Students will sit in an appropriate manner

16. Behavior in the Library and Learning Center

Students are encouraged to work quietly and purposefully in the library, to use library materials with care, and to return them on time. Students, who commit acts of vandalism, bring food or beverages into the library, create a disturbance, or neglect obligations to return materials on time will be denied the use of the library except when accompanied by a teacher.

The Learning Center is designed to be a place where any student, regardless of ability, can go to seek assistance with school work or to make up work. This is a comfortable, supportive environment.

- Drop-ins:** Students are encouraged to come to the Learning Center during “frees” to work with teachers.
- Code of Conduct:**
 - The Learning Center is an extension of a teacher’s classroom. Disruptive and inappropriate behavior will not be tolerated. Students will be sent back to class if they are not being productive. The classroom teacher must report a student being returned to class as a “cut.”
 - No food or drinks are permitted in the Learning Center at any time.
 - Students are responsible for maintaining an orderly and clean environment.
- Printing Procedures and Copier Use:**
 - Only final copies should be printed. Rough drafts may be printed if needed for class.
 - Editing should be completed on the computer.

17. Behavior in Study Hall

Students are expected to report on time to study hall. They should have with them materials suitable to occupy their time constructively. Students may not lie down or sleep in study hall. An orderly atmosphere will be maintained. Students disturbing the orderliness of study hall may be subjected to a discipline referral by the Study Hall teacher.

18. Students in Building After School

In order to insure a safe and secure after-school environment, with the following exceptions, students on school days are NOT to be in the building after 3:15 PM. **Exceptions:**

- Students who have made appointments to work with or confer with teachers, counselors, or administrators.
- Students who are participating in scheduled extracurricular activities or events, (i.e. clubs, athletics, dramatics, class activities, intramurals)
- Students who are using the Library or Learning Center.
- Students who are spectators at scheduled events.
- Students assigned to Detention or Extended Detention.

Procedures for Students:

- a. Students whose activity begins between 3:15 and 3:30 pm are to report directly to that activity.
- b. Students, who are in the building for an event that begins after 3:00 pm, are to report to the area of the event and wait there until the starting time of the activity.
- c. When an activity ends after 3:00 pm, students are to be directed by the teacher supervising the activity to report to the:
 - i. The waiting areas for the late buses
 - ii. A main exit if the student is not going to wait for the bus.

19. Drug and Alcohol Policy

The use, possession, transportation, or distribution of any drug or alcoholic beverage on school property or in connection with any school related activity is prohibited. The activities listed below will result in a minimum 5 to 10 day external suspension from classes, a conference with parents, and notification of police authorities:

- a. Possession and/or use of drugs.
- b. Possession and/or use of alcohol.
- c. Possession and/or use of drug paraphernalia.

The activities listed below will result in a conference with parents, notification of police and an Informal Hearing at which additional suspensions, or expulsion will be recommended:

- a. Possession and/or use of drugs more than one time.
- b. Possession and/or use of alcohol more than one time.
- c. Possession and/or use of drug paraphernalia more than one time.
- d. Supplying or attempting to supply drugs, alcohol, or paraphernalia.

For more information, please refer to the Drug and Alcohol Policy which can be found in LMSD Policy/Administrative Regulation 235 (Students Rights and Responsibilities).

20. Searches

If a student is found in an unauthorized area or is not where they are supposed to be, the student(s) is/are subject to search of their person and belongings (including but not limited to their clothes, locker, book bag and/or car). Or, if there is reasonable suspicion that the student is in possession of stolen property, and/or illegal and/or inappropriate items (including but not limited to cigarettes, cigars, weapons, drugs, and alcohol), the student and his/ her belongings will be searched. The health and safety of our students is paramount to everyone at Lower Merion School District.

21. Breathalyzers

The school administration has been given approval from the Lower Merion School Board to use breathalyzers at school sponsored dances, proms and activities.

C. Campus Privilege Program

1. Introduction

As students' progress through high school, they should be granted increased opportunities to develop self-discipline by choosing how to use their non-instructional time, as long as such use does not interfere with the operation of the school. "Non-instructional time" refers to time when a student is not scheduled for a class but may be assigned to a study hall. The Campus Privilege Program allows qualified students to select alternatives to study hall assignment for their non-instructional time on a graduated basis.

The Principal shall designate areas of the campus for use by students during their non-instructional time and shall establish appropriate procedures for managing the Campus Privilege Program and for supervising student conduct.

All students are required to be scheduled for 5.25 – 6.25 credits for the year. If you fall below 5.25 credits, due to class withdrawal, you will be scheduled for study halls during that class time NOT frees.

2. Eligibility

Before being permitted to participate in the Campus Privilege Program and to remain eligible for it:

- a. Second semester sophomores must obtain annually, the written consent of their parents or guardians,
- b. Students must have no grades lower than a “C” for the quarterly checkpoint cutoff date as recorded on the report card or have a P for any Pass/Fail course,
- c. must meet responsibilities of regular classroom attendance, and
- d. must conform to school rules and regulations, including any restrictions specified in this policy for their grade level. Eligibility for any and all students to participate in the Program may be withdrawn by the school administration in order to protect the safety and welfare of students when conditions are judged to warrant such withdrawal.

Ninth grade students are not eligible for the program and are required to remain on campus for all non-instructional time, including lunch.

Tenth grade students become eligible for the program after the first semester for no more than two periods per cycle and are required to remain on campus for all non-instructional time, including lunch.

Eleventh and Twelfth grade students are eligible for the program in the first quarter and are required to remain on campus for all non-instructional time, including lunch.

Second semester Sophomores, and Juniors, and Seniors with unassigned time at the beginning of the day (1A, 4B, 3C, 2D) may come in at their first scheduled class **after signing in at the Attendance Office.**

Second semester Sophomores, and Juniors, and Seniors with unassigned time at the end of school day (7A, 6B, 5C, 8D) may leave campus following their last scheduled class. **Students must sign out in the Attendance Office.**

**For any suspension or Extended Day Detention which occurs after the Memorial Day Weekend, Campus Privilege is revoked for the remainder of that school year and the first quarter of the following school year. For the current freshmen, Campus Privilege may be revoked for their sophomore year.

3. Designated Areas

Students who qualify for the Campus Privilege program will have access on a come-and-go basis to the following areas during their non-instructional time.

- a. Library (no food or beverages)
- b. JSL (at HHS)
- c. Student Services Office
- d. cafeteria courtyard
- e. Students must have teacher permission to enter the following areas:
 - Individual classrooms (to meet with teachers or to audit courses)
 - Music Practice Rooms
 - Science Laboratories including the greenhouse
 - Fine Arts Area (including the Courtyard off of the Art Rooms at Harriton)
- f. Students are not permitted in the following areas during their non-instruction time:
 - Lobby areas and corridors of the school building
 - All areas outside the buildings including areas around doorways, the front of the school, athletic fields, tennis courts, and parking lots, except for the courtyard.
 - Off campus except as indicated
 - Cafeteria

- The auditorium and stage areas—including the Black Box Theater
- The bus circle
- Faculty rooms
- Construction site/areas
- Locker rooms

Note: Concerning parking lots: Students with permission to arrive late or to leave early may, of course, use the student parking lot; however, no students are permitted to loiter in the parking lot.

4. Being in Unauthorized Area(s), Leaving Campus

Students who go to unauthorized areas will be referred to the appropriate Administrator who will assign appropriate consequences which include, but are not limited to: search of their person, belongings, locker and a suspension (either ISS or OSS).

VI: SCHOOL ACTIVITIES

A. Assemblies and Class Meetings

Assemblies provide information, entertainment and a showcase for curricular and extra-curricular activities. A special bell schedule is employed on assembly days. Attendance at assemblies is required for all students or for portions of the student body. Students will sit in assigned seats in the auditorium with their homeroom teacher. Failure to attend will be considered a cut.

B. Extra-Curricular School Activities

The following section contains information about a variety of activities which are offered. A brief description of each activity is listed. Every student is encouraged to become involved in one or more of these activities.

Extra-curricular activities are given serious consideration when students apply for jobs and for college admission. Students who find an activity of interest should contact the sponsor to learn the details of how they can become involved. Announcements of meetings are made in homeroom. If you want to join an extra-curricular activity in which students participate for at least an average of fifteen hours per week for a minimum of nine weeks, such as a play, you will be subject to the same eligibility requirements that apply to interscholastic sports. Be sure you know these requirements: they are listed in this booklet.

It is school policy that students may participate in school activities including practices, games, performances or clubs, only if the students have been in attendance in school since 9:30 a.m. The only exception to this policy is certain absences receiving prior approval from the appropriate Administrator. Students who are suspended may not participate in any school related activities on the dates of suspension; and they must attend a regular daily session of school following the suspension before participating in such activities.

Students **must** attend school the day of an activity or the day before if the event is on a Saturday.

Additional information regarding eligibility and other important rules is set forth in [Appendix C](#).

1. Clubs at Harriton High School

- **ACADEMIC DECATHLON** – Open to all students 9-12. The competition involves a regional site, usually Methacton High School; a state site, either the Eastern or Western part of the state; and a national competition, either a Western, Midwestern, or Eastern site. The top three teams advance from the regional to the state. One team moves on to national competition. The ten events involve a super quiz on a national issue, a speech, and essay (usually on the super quiz), an interview, and written tests in Art, Music, Literature, Social Science, Science, Economics, and Math. The team practices from October through March. The regional competition is held in early February, the state competition is in mid-March, and the national competition is in late April.
- **ART CLUB** – Students meet to design and discuss projects for enhancing the quality of art work around the Harriton campus. They meet for special presentations after school on various techniques and styles of art work. They also gather for hands-on volunteer activities here and at other LMSD schools. There is also the possibility for field trips to museums.
- **buildOn** – The mission of buildOn is to enhance education and empower youth in the U.S. to make a positive difference in their communities while helping people of developing countries to increase their self-reliance through education. The Three Way program involves Global Education, Community Service and International Experience. We have a Sister Schoolhouse that we work to help fund and build through a variety of projects.
- **CHESS CLUB** – The Chess Club is open to both accomplished as well as beginning players. We usually practice once a week and play one match each week against another school. This year we competed in the Lower Bucks County Chess League and the Philadelphia Scholastic Chess League. In

March we go to Bloomsburg University to compete in the PA Scholastic Chess Championships. We will enter a team in the High School Open and the High School Novice Divisions.

- CULTURAL CLUBS:
 - Asian Culture Club
 - Eastern Europe Culture & Heritage Club
 - Israeli Culture Club
 - Latino Culture Club

- ENVIRONMENTAL CLUB – The Environmental Club is made up of a group of students who wish to raise awareness about environmental issues and improve the school environment. In addition to educating themselves about environmental issues, members participate in a variety of service projects throughout the year. Some examples of these projects are: participating in Habitat for Humanity, planting flowers on the Harriton campus, and participating in the Pennsylvania adopt-a-highway program.

- FBLA (FUTURE BUSINESS LEADERS OF AMERICA) – FBLA Future Business Leaders of America is an educational association of student members preparing for careers in business or who are just simply interested in learning more about the free enterprise system. FBLA helps students develop leadership abilities, and prepare for entry into, and advancement within, a business or business-related occupation. Members learn how to engage in business enterprise, how to direct the affairs of a group, and how to compete honorably in competitive events. These activities help prepare students to be better employees and better citizens. FBLA provides innovative leadership development programs to bring business and education together in a positive working relationship.

- GENDER/SEXUALITY ALLIANCE – Our goal for this organization is to promote the awareness and tolerance for all sexual orientation in our school and our community. We hope to encourage a more holistically aware Harriton society where all people feel accepted and we will provide a support group for those questioning their sexual orientation and who are fearful of making this known. Through various events, fundraisers, discussions, and speakers, we anticipate creating a better and more accepting environment. In addition, for promotion, we will organize a community service activity related to our cause, such as working with the AIDS Fund.

- JAM CLUB – The Jam Club meets on a weekly basis and allows students to express their musical side in a non-competitive environment. Students jam using many instruments including guitar, bass, and drums.

- JAZZ BAND – This club is a select group of instrumentalists who perform and analyze jazz of various types and styles. The standard instrumentation of the Jazz Ensemble is 5 trumpets, 4 trombones, 1 tuba, 2 alto saxophones, 2 tenor saxes, 1 baritone sax, drum set, bass guitar, electric guitar, piano and auxiliary percussionist. Members are required to attend all concerts and practice sessions.

- LITERARY MAGAZINE (Corinthian) – The Corinthian is Harriton’s journal of student -produced original writing and art. Interested and enthusiastic students meet every Wednesday after school to review and discuss one another’s stories, poems and other writings and artwork. Students come to appreciate varying points of view as they give and receive support, encouragement, and specific

suggestions for improvement of each other's work. It's a great opportunity for growth in technique as well as in group interaction skills. The end result is the long-awaited publication of the Corinthian in May of each year, a cause for celebration and pizza-eating!

- **MATH TEAM** – The purpose of our Math Team is to compete in six contests offered during the school year by the Pennsylvania Math League. It is open to all students who have a keen interest in mathematics and a desire to be challenged by difficult and unique problems. Although our team will post a “Team Score” on each competition, individuals are invited to other contests held at PA universities in the fourth quarter of the school year.
- **MOCK TRIAL** – The goals of Mock Trial are to promote an understanding of the American legal system and courtroom procedure and etiquette while promoting thoughtful analysis and teamwork as students prepare a case for trial. Team members act as witnesses and attorneys as they present their case in front of a judge and jury at the Montgomery County courthouse. Mock Trial meets three times a week from December through March.
- **NATIONAL HONOR SOCIETY** – The National Honor Society is an organization that recognizes in students the ideals of scholarship, character, service, and leadership. Those inducted perform services such as peer tutoring and food drives for needy individuals and families.
- **NEWSPAPER (The Banner)** – Student published newspaper of Harriton High school serving as a forum for the free expression of ideas. Published six times a year, this award-winning journal is written and published by the student staff.
- **NO PLACE FOR HATE CLUB** – The NPFH club is an organization that supports the philosophy of ending hate No Place for Hate®, an initiative of the Anti-Defamation League, enables schools, organizations and communities to challenge anti-Semitism, racism and bigotry in all forms.
- **PEP BAND** – The Pep Band is a group that performs at various sporting events and other activities.
- **PHILOSOPHY CLUB** – The Philosophy Club is a place for discussion and debate on basic philosophical issues, guided in part by readings. The club meetings are held once a week. Among the topics discussed are: Free Will, Relativism, Kant, Fate, Science and Scientific Philosophy, Ethics and Morality, Epistemology, Political Philosophy.
- **PITCH PLEASE** – Pitch Please was established in 2008 by Harriton alumni Guy Katz and Gabi Bressi. This ensemble has become a valued component of the school's diverse music program. Pitch Please performs pop music at both in-school and out of school concerts. Check us out on Youtube! Members are required to attend all concerts and practice sessions on Wednesday and Friday afternoons until 4:00 pm.
- **SADD (Students Against Destructive Decisions)** – The SADD club will help provide students with the best prevention and intervention tools possible to deal with the pressures and issues of destructive decisions (i.e. underage drinking, drug use, sexual mistakes, etc.) SADD is an inclusive organization that aims to inform, educate, support and empower students to make positive decisions in their lives.
- **SCIENCE CLUB** – Activity designed to involve students in science. Members observe demonstrations and learn how to present them to an audience. Science shows are then performed for elementary school students.

- SCIENCE OLYMPIAD – Part of a national program designed to promote an interest in science. Members compete in 23 events dealing with all the major branches of science and engineering.
- SERVICE LEAGUE – The Harriton Service League is an organization centered around providing services to Harriton and the community. Some of our annual projects include running blood drives at Harriton (one in the fall and one in the spring), assisting with the College Fairs (two in the Fall), serving as tour guides at Main Line School Night on selected Wednesday nights, assisting as guides at the Harriton Open House and the Eighth Grade orientation, as well as raising money for a cause selected by Harriton Service League members.
- SPEECH AND DEBATE TEAM – This student organization competes against other regional schools through the Pennsylvania High School Speech League. Debate formats include Cross Examination Policy and Lincoln-Douglas Debate. Speech events include Extemporaneous Speech, Informative, Persuasive, Prose, Poetry, and Dramatic Interpretation events. The Speech and Debate team's competitive season runs from October to March.
- STOCK & INVESTMENT CLUB – The purpose of the Stock Market Club is to promote an understanding of economic issues, different situations that have taken place in the market, and to remain current with business news. We enhance this experience by participating in real life stock market games and trading during market hours.
- STUDENT COUNCIL – Student Council is an active governing body of elected student officers and representatives from each homeroom concerned with academic, social and physical plant issues as they relate to the student body of Harriton. Student Council names committees, appoints chairpersons and acts on the input from the committee findings and its representatives to interact with the administration to affect change promote programs and improve communication. The elected officers are: President, Vice President of Public Relations, Vice President of Finance, Chair, and Administrative Officer, four Class Presidents (one from each grade), and Representatives of the student body. Juniors are elected officers of the Student Council in January of the school year and serve in this capacity for the second semester of that year and the first semester of the following year. To be a part of Student Council you must be in good academic standing (no D's or F's), have good moral character, and have no Level II-IV violations.
- TECHNOLOGY STUDENT ASSOCIATION – As members of the Technology Student Association, we compete in locally sponsored engineering competitions, such as the Widener School of Engineering competition that takes place every October, and the F.I.R.S.T. Robotics competition every spring. Also, as members of the nationally recognized TSA, we compete in regional, state and national competitions. Over 70 events are available for students to compete in, that all involve elements of design, hands-on problem solving, and the development of various engineering projects.
- THEATRE COMPANY – The Harriton Theatre Company produces two shows a year, usually a drama or comedy in the Fall and a musical in the Spring. The company's purpose is to foster stage craft, and all members are encouraged to take part in all aspects of production – from performance to set crew. The Company Band consists of student musicians who perform between drama/comedy acts and provide the music for our musicals.

- TV/FILM PRODUCTION CLUB – We produce quality programming for the LMSD TV channel. We videotape Harriton events such as concerts, plays, and sporting events. We provide faculty, staff and students with video assistance for various requests. We learn about cameras, sounds, lighting and editing.
- ULTIMATE FRISBEE – The Skylanders are Harriton’s ultimate Frisbee club. They compete in tournaments throughout the region and spread their love of Frisbees every Tuesday and Thursday.
- VOCAL JAZZ – Vocal Jazz was established during fall 2012, and has quickly gained popularity as Harriton’s newest vocal ensemble. Vocal Jazz is a select group of singers who perform jazz and various contemporary types and styles of music. The standard instrumentation is 8-12 singers (balanced soprano, alto, tenor, and bass). Members are required to attend all concerts and practice sessions on Monday afternoons from 2:50-4:15 pm.
- WITNESS, INSPIRE, ACT (WIA) – The main mission of WIA is to raise awareness about issues affecting our world. We aim to engage in social awareness, community services and philanthropic endeavors for various causes.
- WORLD AFFAIRS CLUB – The World Affairs Club involves its members in debates, seminars, trips to museums and the UN, games and simulations (Model UN, Senate Foreign Relations Committee, the World Court, etc.) and more. A large and diverse club, it focuses on providing students with opportunities to learn through the World Affairs Council of Philadelphia and other organizations. Students can become very active with club activities and trips.
- WORLD LANGUAGE CLUB – Strives to promote the understanding and acceptance of foreign cultures, with an emphasis on French culture. Activities include visits to museums, drama and dance exhibitions, guest speakers, movie reviews, and French cuisine.
- YEARBOOK (The Highlander) – The purpose of the Highlander is to produce a professional publication by and for Harriton students. The yearbook staff will learn the real-life skills and responsibilities of producing a 200 page historical document. Under the advisor’s guidance, the staff will: create a theme, plan and layout every page, organize photo shoots, sell books and advertisements, write, and edit text.

2. Clubs at Lower Merion High School

- AMNESTY INTERNATIONAL – Amnesty works towards the amendment of human rights violations worldwide. Members write letters to foreign dignitaries, have political discussions, watch films, make posters, raise money and attend local events. The club meets every two weeks in the sponsor’s room.
- ART FORUM – The Art Forum is a club whose members enjoy viewing art, meeting and talking with artists, going to galleries and museums, and visiting artist’s studios and workshops. Eight trips are planned by the student Board of Directors each year. Club members turn in parent permission forms for each trip as it occurs, and LMSD provides school bus transportation for the club.
- BEST BUDDIES – Best Buddies Chapter provides students with disabilities an opportunity to be matched with a peer from their school community. This match offers both peers the opportunity to build lasting friendships that continue after high school. Best Buddies main purpose is to socialize beyond the school community. Many peer relationships enjoy time on the phone, texting, going to the movies, sporting events or walking through Suburban Square for a Saturday lunch. There are mandatory 1 time per month group activities and computer log-in requirements.

- **buildOn** – buildOn is focused on the accomplishment of three goals. First, they provide service to the Lower Merion Community and the entire Philadelphia region. Over the last three school years, buildOn members have participated in over 20,000 hours of community service. Second, buildOn is committed to the global education of its members. This education is not only intended to raise awareness of the problems and challenges facing our world today, but it guides members in finding solutions. And third, buildOn members participate in a program called Trek to both finance and build schools throughout the developing world. Over the last three school years, Lower Merion buildOn Trek teams have raised close to \$200,000 to finance the construction of two schools in Haiti and a third in Nepal. Teams traveled to both countries and worked alongside community members to construct each of these schools. buildOn’s plans for the 2014/2015 school year include the construction of a new school in Nicaragua.
- **CHESS CLUB** – The Chess Club provides participants with the opportunity to improve their chess skills through both practice and competition in the Main Line Chess League. Both individual and team competitions are stressed and the club meets weekly in the sponsor’s room for matches and practice.
- **CULINARY ARTS CLUB** – This club is open to all students. No cooking experience is necessary, just a love of cooking and food. The club’s objective is to provide students with hands on experience in the culinary industry. Students will organize fundraisers, guest speakers, and field trips, but will spend the majority of the time COOKING a variety of foods from around the world. The club meets approximately once a month.
- **CULTURAL CLUBS**
 - (Asian): The goal of the Asian club is to promote the Asian languages and cultures to all students.
 - (French): The goal of the French Club is to encourage an appreciation and interest in French culture. Membership is not restricted to French Language students. We enjoy French cooking, music, cinema, art, and language. French Club meets monthly for officers and monthly for general membership.
 - (Israel): The Israel Culture Club gives students the opportunity to learn about and explore the culture of Israel. Guest speakers, field trips to Israeli restaurants, movies, discussions, and fun are some of the activities this new group has planned. Students of all cultures are welcome. This student run group meets about once every three weeks.
 - (Latin): The Latin Club promotes and expands understanding of the ancient Greco-Roman world and Latin language. Membership is not restricted to Latin language students. We play games, celebrate festivals, and interact to share our knowledge and enjoyment of ancient culture. Latin Club offers a service component where members are invited to tutor Latin students at Bala Cynwyd Middle school. Club meets roughly twice a month.
 - (Spanish): The goal of the Spanish club is to promote the language and culture of Spanish to all students, even those who do not speak Spanish. We hope to increase students’ knowledge of and love for Spanish by exposing them to activities such as eating in authentic restaurants, learning Spanish dances, making piñatas, watching Spanish movies and taking trips to Hispanic neighborhoods in Philadelphia to interact with native speakers.
- **DANCE TEAM** – The Lower Merion Dance Team is made up of devoted students who enjoy various types of dance and performing. The team practices regularly throughout the year. The dance team performs at both boys and girls athletic events, as well as other school related functions.

- **DEBATE TEAM** – The Debate Team will compete in Lincoln-Douglas Debate in monthly tournaments against local teams. There will be opportunities to compete in state and national tournaments also. Beginners welcome to learn this interesting and philosophical debate format.
- **DOLPHIN (Literary Magazine)** – The Dolphin is LM’s art and literary magazine, an annual publication of creative works by LMHS students—including poetry, stories, photographs, artwork, and music. The members of Dolphin Club want to encourage and support student writers, photographers, and artists in their creative efforts, including their ability to critique as well as produce products of high technical merit.
- **DRILL TEAM** – The Lower Merion Drill Team is made up of students who build school spirit by performing synchronized drills, step, and dance routines at pep rallies, sports contests and community functions throughout the year. The Drill Team also has a Drum Line component of six percussionists.
- **ENVIRONMENTAL CLUB** – Members of the Environmental Club motivate students to commit themselves to a life of earth friendly behavior and to raise student awareness of environmental issues in our community and around the world. This is accomplished through fund raisers, field trips, quest speakers talking on current issues, community service, stream testing, environmental awareness programs given at elementary schools, and more.
- **FILM & PHOTOGRAPHY CLUB** – The purpose of the Film & Photography Club is to provide a forum, instruction, and community to the students at Lower Merion, as well as introduce new media to other artists here that may never have explored film & photography before. The students in the club participate in all aspects of video and film projects. They are involved in writing, editing, directing, acting, filming, and producing original works. The Film Club is open to all interested students and meets regularly throughout the year: approximately once/week in the first semester and several times/week in the second semester during film production. All Film Club members partake in a public showing of their work at least once per school year. Club meetings vary.
- **FLOWER SHOW** – The Flower Show group consists of student volunteers who work sporadically through the spring and fall to create an idea for Lower Merion’s exhibit at the Philadelphia Flower Show held during the first week of March. Notices are placed in the Daily Notes announcing upcoming meetings. We assemble our exhibit at the Convention Center for all to enjoy! Club meetings vary.
- **FRIENDSHIP CLUB** – This club provides an opportunity for students to come together and build friendships after school. Students spend time socializing at sporting events and musical events 1 to 2 times per week for 2 hours a day. Students can use this time towards their community service hours.
- **GSA (Gender/Sexuality Alliance)** – The purpose of this club is to provide educational and supportive services to gay, lesbian, bisexual and trans-gendered students and their straight allies. Activities include speakers, movies, discussions, and trips to city-wide GSA meetings in Philadelphia. We coordinate several activities a year with Harriton’s GSA.
- **INTERACT** – Interact is Rotary International’s service club for young people ages 14 to 18. Interact clubs are sponsored by individual Rotary clubs, which provide support and guidance, but they are self-governing and self-supporting. The club is student run, and focuses on providing volunteer community service for local, national, and international organizations, by developing leadership skills and personal integrity, demonstrating helpfulness and respect for others, understanding the

value of individual responsibility and hard work, and advancing international understanding and good will.

- LMHS TV – Club participants act as on-air personalities, camera-persons, video editors and spotters necessary to broadcast select LMHS events. Additionally, students will develop announcements and news broadcasts, which will be viewable by the community and students via our LMHS webpage and internal video system.
- MATH CLUB: MU ALPHA THETA – The Math Club is dedicated to inspiring keen interest in mathematics, developing strong scholarship in the subject, and promoting the enjoyment of mathematics in high school. Math is a recreational activity! We take part in a number of home and away competitions. We will pose, explore and play with diverse problems. Membership Club meetings vary with competitions and activities. We also host LIMT – The Lower Merion Invitational Math Tournament for Middle Schools for greater Philadelphia Middle Schools.
- MERIONITE – The Merionite is Lower Merion High School's student-run newspaper. Members contribute in a variety of ways to the writing, editing, design and production of the monthly publication and corresponding website www.themerionite.org. Students serve as editors, reporters, artists, photographers, fundraisers and technology coordinators. Merionite meetings are ongoing as publications dictate.
- MOCK TRIAL – The purpose of Mock Trial is to promote an understanding of law, the rights of individuals under law, courtroom procedures and etiquette, and healthy competition. "Cases" are prepared and presented for both the Prosecution/ Plaintiff and Defense sides in courtrooms at the Montgomery County Courthouse, with professional lawyers and judges overseeing the proceedings.
- MUSIC CLUBS:

(Jazz Band): The LM jazz band is a standard size jazz band that meets once a week after school to rehearse and perform jazz music of all styles and eras. "The band is open by audition to any LM student who is participating in another class or ensemble within the LM music department." The band creates a musically challenging environment using standard jazz repertoire while encouraging high levels of performance. The ensemble performs at events both in and out of school, including festivals and adjudications. The band has weekly practices.

(LM A Cappella): Lower Merion A Cappella exists to create an outlet for talented vocalists in the Lower Merion High School music department. Through experiences in performances and rehearsals, students will learn professional conduct and courtesy, striving for excellence while representing LM. We will prepare and present two full concerts – one in the fall and one in the spring. In addition, groups will present other performances at school and in the community. The club consists of two sections; Ace Harmony (16 singers, co-ed), and Ace's Angels (12-16 singers, girls only).

(Pep/Dawg Band): The Pep/Dawg Band is the high energy, multi-talented music ensemble that performs in the stands at LMHS athletic and school events, including Varsity Football, pep rallies, community events, and other school or professional sports and activities. Participation is open to all students, regardless of musical experience, on either marching band or electric instrument, the later only by approval of the director.

- NATIONAL HONOR SOCIETY – NHS is an organization made up of students recognized by the Lower Merion Faculty who reflect outstanding accomplishments in the areas of academics, character,

leadership, and service. Juniors and Seniors are selected for membership. Induction ceremonies occur every year in the spring. NHS members serve as peer tutors and mentors.

- PLAYERS (Theatre) – PLAYERS is one of LM's largest activities. It is a student-run theatre society that produces three shows a year- musical, drama and comedy. For those of you who don't Act, don't fear! PLAYERS' production and technical crews design Lights, Scenery, Costumes, Publicity, Sound, Make-up and Props- in other words, students do EVERYTHING for each show. PLAYERS meet daily.
- S.A.D.D. (Students Against Destructive Decisions) – SADD (Students Against Destructive Decisions), formerly known as Students Against Drunk Driving, was created to assist students with the best prevention and intervention tools possible to deal with the myriad number of issues confronting teenagers today. The club is for students who want to organize activities at LMHS and throughout the district both to help peers stay healthy--physically, mentally, emotionally, and socially--and to help peers make responsible decisions. Club meetings vary.
- SCIENCE OLYMPIAD – Science Olympiad is a team of 18-22 students who have strong interests/abilities in the sciences- physics, chemistry, biology earth science and construction. The team competes annually at an invitational, regional, state and sometimes National-level "Olympiad." These competitions are made up of 23 events in which team members test their knowledge/devices against other school teams. Medals are awarded for the top three teams in each event.
- SCHOOL STORE – The Dawgs Den is responsible for the merchandizing needs of Lower Merion High School and its community. Students who are interested in business, design, marketing, management, and/or retail, may be interested in being part of the school store.
- SERVICE LEAGUE – The Service League works for the benefit of both the School and community. Service to Lower Merion includes: sponsoring the annual club fair, acting as tour guides for guests, and providing gift wrapping for faculty at the holidays. Community activities include fundraisers for local charities such as the police canine unit and "Pennies for Patients", preparing meals at the Ronald McDonald House, collecting art supplies for schools that have none. Activities vary from year to year. The club is open to all students throughout the school year. Meetings are generally during the academic recovery period.
- SPEECH CLUB – Speech provides students with various opportunities for public speaking. The club meets 2 days per month during the school year and attends monthly tournaments where they compete in various events such as Humorous Interpretation, Extemporaneous Speaking, and Dramatic Interpretation.
- STAGE CREW/AV – This club provides assistance to school activities utilizing AV equipment or stage facilities.
- STUDENT COUNCIL – The purpose of Student Council is to service the students of Lower Merion. The organization serves as a voice for the students to the administration and faculty. It provides the students with many activities such as Homecoming, a dance, Radnor Week, various activities that benefit Coaches vs. Cancer, and Dawg Pound shirt sales. These are just a few of the many activities that Student Council sponsors and supports. Student Council meets in either the Auditorium or the LGI as advertised. All activities and meetings are announced on Student Council's eboard, in the Daily Notes, on Morning Announcements and will be sent to student emails. Students do not need to be elected to Student Council; they can sign up to join, attend three meetings a year, work on a committee, and earn credit as a member. However, to be an elected officer, the candidates MUST be a member of Student Council by both being elected and attending at least 3 meetings annually

or by attending 3 meetings during the year. Minutes will be taken at each meeting and posted to its eboard. They will also be sent to each Advisory teacher.

- TECHNOLOGY/ENGINEERING CLUB – The main goal of this club is to promote technology literacy and engineering principles by giving students the opportunity to compete in local, state, and national design & engineering competitions. Students develop proficiencies in the technology problem solving process, team building and leadership skills. This club is affiliated with the Technology Student Association, FIRST Robotics and VEX Robotics. Meeting dates and times vary.
- ULTIMATE FRISBEE – The Lower Merion Ultimate Team provides an organized means for students (male and female!) in all grades to learn and play Ultimate and to embody the “spirit of the game.” The club will practice in both the Fall and Spring seasons, and will compete in various tournaments throughout the year. Students are welcome to play in either season, or in both. Dues are required.
- WORLD AFFAIRS FORUM – The purpose of World Affairs Forum is to encourage students who are interested in international issues to broaden and deepen their interest. World Affairs Forum provides opportunities for this to happen through discussion during biweekly meetings at school and through out of school activities including field trips and simulations sponsored by the World Affairs Council of Philadelphia.
- YEARBOOK – LM’s yearbook, Enchiridion, is an excellent opportunity for creative and dedicated people. You create the pages that make up the yearbook’s different sections: activities, academics, sports, student life, seniors and underclassmen. Photographers are needed as pictures are the backbone of a great yearbook. It is tons of fun, but it takes a tremendous amount of effort, dedication, and teamwork to put together.

3. Fund Raising

- a. Fund raising in school is limited to things which are school related, sponsored by a teacher. All fundraisers must be pre-approved and scheduled on the calendar in the Athletic and Activities Office. Approval forms can be picked up in the Athletic and Activities office.
- b. Food items generally may be sold at times of school dismissal with the approval through the Athletic and Activities Office.
- c. Fund raising for private purposes of any kind whatsoever is prohibited.

4. Interscholastic Athletics and Intramurals

The following intramural activities have been conducted in recent years. Students with suggestions for additional activities should see the Director of Athletics. Meeting times and places of intramural activities will be announced in homerooms. Detailed information regarding eligibility and other important rules are set forth in [Appendix C](#).

Intramural athletics at **HHS** include: Badminton, Basketball, Soccer, and Strength Training.

Intramural athletics at **LMHS** include: Basketball

Interscholastic Athletics are as follows:

<p style="text-align: center;">FALL SPORTS:</p> <p>Golf-Boys and Girls - Varsity Only Girls Girls Cross Country – Varsity Boys Cross Country – Varsity Football - Varsity, Junior Varsity Girls Soccer - Varsity, Junior Varsity Boys Soccer - Varsity, Junior Varsity, Freshman Girls Tennis - Varsity, Junior Varsity Girls Volleyball – Varsity, Junior Varsity, (LM-9th) Cheerleading – Varsity Boys Water Polo Girls Water Polo</p>	<p style="text-align: center;">WINTER SPORTS:</p> <p>Girls Basketball - Varsity, Junior Varsity (LM-9th) Boys Basketball - Varsity, Junior Varsity, Freshmen Boys Ice Hockey - Varsity, Junior Varsity Girls Ice Hockey - Varsity only Indoor Track - Boys and Girls; Varsity only Girls Swimming - Varsity only Boys Swimming - Varsity only Diving – Boys and Girls; Varsity only Boys Wrestling - Varsity, Junior Varsity Cheerleading - Varsity only Squash-Boys and Girls - Varsity, Junior Varsity</p>
<p style="text-align: center;">SPRING SPORTS:</p> <p>Crew - Varsity, Junior Varsity, Freshman/Novice Boys Tennis - Varsity only Girls Track - Varsity only Boys Track - Varsity only Boys Lacrosse - Varsity, Junior Varsity Girls Lacrosse - Varsity, Junior Varsity Softball - Varsity, Junior Varsity Baseball - Varsity, Junior Varsity Boys Volleyball – Varsity (LM), Junior Varsity (LM) Boys Ultimate Frisbee (LM) Girls Ultimate Frisbee (LM) Unified Track and Field (LM)</p>	<p>Participation in LMSD Athletics is a privilege, not an entitlement.</p> <p>a. Student/Athletes are expected to attend all practices at their scheduled times. Failure to do so will require extraordinary circumstances approved by your coach as well as a note from your parents explaining the circumstances.</p> <p>b. Unexcused absences are unacceptable and may result in dismissal.</p> <p>c. If you are unable to participate in PE due to a medical condition, you may NOT practice or compete in extra-curricular athletics. You must provide a doctor’s note for the injury to your coach and asst. principal.</p>

5. Field Trips and Class Trips

Please refer to LMSD [Policy/Administrative Regulation](#) 121 (Field Trips and Class Trips) for more information.

APPENDIX A – Title IX Grievance Procedures

([Appendix to Administrative Regulation 235-2 \(Student Rights and Responsibilities\)](#).)

PURPOSE

The purpose of these procedures is to effectuate Title IX's prohibition against sex discrimination and to respond promptly and supportively to persons alleged to be victimized by sexual harassment, resolve allegations of sexual harassment promptly and accurately under a predictable, fair grievance process that provides due process protections to alleged victims and alleged perpetrators of sexual harassment, and effectively implement remedies for victims. These procedures apply only to complaints alleging discrimination prohibited by Title IX (including sexual harassment and sexual violence).

These procedures shall be available in every school site administrative office, posted on the District website, and included in student handbooks.

DEFINITIONS

Actual knowledge means notice of sexual harassment or allegations of sexual harassment to a District's Title IX Coordinator (identified in [Appendix A - Attachment A](#)) or any official of the District who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary and secondary school.

Complainant means a student or employee of the District who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator in [Appendix A - Attachment A](#) and by any additional method designated by the District. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the District) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. The Form attached as [Appendix A - Attachment B](#) may be used for the submission of the Formal Complaint but is not required.

Parties means Complainant(s) and Respondent(s).

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- A. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- C. Sexual assault, dating violence, domestic violence, or stalking.

Sexual assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Dating violence means violence committed by a person:

- A. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- B. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - i. The length of the relationship.
 - ii. The type of relationship.
 - iii. The frequency of interaction between the persons involved in the relationship.

Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- A. Fear for his or her safety or the safety of others; or
- B. Suffer substantial emotional distress.

Day, for the purpose of the calculation of days in complaint processing, except as otherwise expressly provided, shall exclude Saturdays, Sundays, and federal, state and school holidays or closures.

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

GENERAL RESPONSE TO SEXUAL HARASSMENT

If and when the District obtains actual knowledge of sexual harassment in an education program or activity of the District against a person in the United States, it must respond promptly in a manner that is not deliberately indifferent. The District is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. "Education program or activity" includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The District's response must treat complainants and respondents equitably by offering supportive measures as defined above to a complainant, and by following its grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the

complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

Response to a formal complaint. In response to a formal complaint, the District must follow its grievance process. With or without a formal complaint, the District must comply with the previous subsection.

Emergency removal. Nothing in this process precludes the District from removing a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Administrative leave. Nothing in this subpart precludes the District from placing a non-student employee respondent on administrative leave during the pendency of its grievance. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

This process requires the District to:

- A. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent. Remedies must be designed to restore or preserve equal access to the District's education program or activity. Such remedies may include the same individualized services described elsewhere in this grievance process as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent;
- B. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;
- C. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision maker, or any person designated by the District to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The District must ensure that Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The District must ensure that decision makers receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth elsewhere in this grievance process. The District also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth elsewhere in this grievance process. Any materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment;

- D. Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process;
- E. Include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the District offers informal resolution processes, and a process that allows for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities;
- F. Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the District may implement following any determination of responsibility;
- G. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, apply the same standard of evidence for formal complaints against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment;
- H. Include the procedures and permissible bases for the complainant and respondent to appeal;
- I. Describe the range of supportive measures available to complainants and respondents; and
- J. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

PROCEDURAL REQUIREMENTS

- A. **Time Limits.** A complaint under this procedure should be filed as soon as possible after the time of occurrence and within 180 calendar days of the alleged violation(s) of Title IX. Failure of a complainant or appellant to comply with any time limitation in the complaint procedure may result in dismissal of the complaint and/or denial of the appeal. Dismissal shall not preclude the individual's right to pursue the complaint through other appropriate external agencies.
- B. **Notice of allegations.** Upon receipt of a formal complaint, the Title IX Coordinator must provide the following written notice to the parties who are known in the form (using [Appendix A Attachment C](#)).
- C. **Dismissal of a formal complaint.**
 - i. The District must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined above even if proved or did not occur in the District's education program or activity then the District shall dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX or this part; such a dismissal does not preclude action under another provision of the District's code of conduct. The District may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the District; or specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

- ii. Upon a dismissal required or permitted pursuant to this section, the District must promptly send written notice (using [Appendix A - Attachment D](#)) of the dismissal and reason(s) therefor simultaneously to the parties.
- D. **Consolidation of formal complaints.** A District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this section to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.
- E. Investigation of a formal complaint. When investigating a formal complaint and throughout the grievance process, the District must:
- i. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not on the parties provided that the District cannot access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains that party’s voluntary, written consent to do so for a grievance process under this section (if a party is not 18 years old then the District must obtain the voluntary, written consent of the party’s parent or guardian, surrogate parent or guardian ad litem);
 - ii. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
 - iii. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
 - iv. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
 - v. Provide, to a party whose participation is invited or expected, written notice (using [Appendix A - Attachment E](#)) of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
 - vi. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the District must send (using [Appendix A - Attachment F](#)) to each party and the party’s advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. The District must make all such evidence subject to the parties’ inspection and review available at

any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and

- vii. Create an investigative report (using [Appendix A - Attachment G](#)) that fairly summarizes relevant evidence and, at least 10 days prior to a hearing (if a hearing is required under this section or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

F. Hearings. Hearings will be held at the discretion of the decision maker(s). With or without a hearing, after the investigator has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. With or without a hearing, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

G. Determination regarding responsibility.

- i. The decision maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination (using [Appendix A - Attachment H](#)) regarding responsibility. To reach this determination, the District must apply the clear and convincing standard of evidence.
- ii. The written determination must include:
 - a. Identification of the allegations potentially constituting sexual harassment;
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
 - c. Findings of fact supporting the determination;
 - d. Conclusions regarding the application of the District's code of conduct to the facts;
 - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and
 - f. The District's procedures and permissible bases for the complainant and respondent to appeal.
- iii. The District must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

- iv. The Title IX Coordinator is responsible for effective implementation of any remedies.

H. Appeals.

- i. A District must offer both parties an appeal from a determination regarding responsibility, and from a District's dismissal of a formal complaint or any allegations therein, on the following bases:
 - a. Procedural irregularity that affected the outcome of the matter;
 - b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - c. The Title IX Coordinator, investigator(s), or decision maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- ii. A District may offer an appeal equally to both parties on additional bases.
- iii. As to all appeals, the District must:
 - a. Notify (using Attachment I) the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
 - b. Ensure that the decision maker(s) for the appeal is not the same person as the decision maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
 - c. Ensure that the decision maker(s) for the appeal complies with the this section;
 - d. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
 - e. Issue a written decision describing the result of the appeal and the rationale for the result; and
 - f. Provide the written decision simultaneously to both parties.
- I. **Informal resolution.** A District may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, a District may not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the District:
 - i. Provides to the parties a written notice (using Attachment J) disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
 - ii. Obtains the parties' voluntary, written consent to the informal resolution process; and

- iii. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

J. Recordkeeping.

- i. The District must maintain for a period of seven years records of:
 - a. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
 - b. Any appeal and the result therefrom;
 - c. Any informal resolution and the result therefrom; and
 - d. All materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process. A District must make these training materials publicly available on its website, or if the District does not maintain a website the District must make these materials available upon request for inspection by members of the public.
- ii. For each complaint, a District must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District must document (using Appendix A - Attachment K) the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity. If a District does not provide a complainant with supportive measures, then the District must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

APPENDIX B – Student Misconduct and Disciplinary Consequences

A. Types of Student Misconduct

Below are examples of student misconduct and the possible disciplinary consequences. Please also refer to the conduct listed in the body of this handbook as well as School Board [Policy/Administrative Regulation 235](#).

Group or Level	Examples Of Behavior, Including But Not Limited To:	Disciplinary Options	Examples of EXPECTED Conduct
<p>ONE: Actions which interfere with orderly operation of the classroom or school</p>	<p>Cursing/Offensive Language</p> <p>Distractive Behavior</p> <p>Cheating and/or plagiarism</p> <p>Classroom disturbance</p> <p>Classroom tardiness</p> <p>Disrespectful speech or action</p> <p>Failure to follow established procedures</p> <p>Failure to report to a teacher's detention</p> <p>Failure to submit required note</p> <p>Horseplay/pushing (no harm intended)</p> <p>Littering</p>	<p>Behavioral contract</p> <p>Parent contact</p> <p>Conference</p> <p>Teacher detention</p> <p>School detention</p> <p>Loss of classroom privileges</p> <p>Work detail in classroom commensurate with infraction</p> <p>Verbal warning/conference with student</p> <p>Restorative Practices</p> <p>Loss of network privileges</p>	<p>Using appropriate language</p> <p>On task behaviors</p> <p>Arriving to school/class on time</p> <p>Personal integrity</p> <p>Throwing away trash and encouraging others to do so</p>

Group or Level	Ex. Of Behavior, Including But Not Limited To:	Disciplinary Options	Examples of EXPECTED Conduct
<p>TWO: actions whose frequency or seriousness disrupt the orderly operation of the classroom or school.</p>	<p>Cont. of unmodified Group One misbehavior</p> <p>Abusive/Obscene language and/or gestures</p> <p>Being in an unauthorized area/trespassing</p> <p>Cutting class, SH, activity</p> <p>Cutting school (cutting more than one class)</p> <p>Disruptive behavior in class, at social functions, athletic contests or extra-curricular activities</p> <p>Disruptive behavior on school property, the properties bordering the school, on the school bus, or at a bus stop</p> <p>Failure to identify oneself correctly</p> <p>Fighting</p> <p>Food delivery (leaving to get or having someone deliver)</p> <p>In an unauthorized area/trespassing</p> <p>Insubordination</p> <p>Leaving school or assigned area without permission</p> <p>Lying</p> <p>Petty theft</p> <p>School tardiness</p> <p>Truancy</p> <p>Using and/or supplying forged notes</p> <p>Vandalism (minor)</p> <p>Violation of Acceptable Use Policy</p>	<p>Any appropriate option from Group One</p> <p>Restorative Practices</p> <p>Referral to outside agency</p> <p>Schedule adjustment</p> <p>Parent/guardian conference</p> <p>Lunch/Learn contract</p> <p>Suspension from student activities</p> <p>Extended Day Detention (one or more days)</p> <p>In school suspension</p> <p>Out of school suspension (1-3 days)</p> <p>Removal of privileges (loss of frees)</p> <p>Restitution</p> <p>Temporary removal from class</p> <p>Search of person, book bag and/or car if caught leaving or returning from off campus or in an unauthorized area</p>	<p>Respecting students and staff</p> <p>Maintaining appropriate conduct and a safe, orderly school environment</p> <p>Showing respect for self, others, and school property</p>

Group or Level	Ex. Of Behavior, Including But Not Limited To:	Disciplinary Options	Examples of EXPECTED Conduct
<p>THREE: includes offenses against persons or property or offenses whose consequences may endanger the health or safety of self or others in the school. On occasion, these offenses may result in the intervention of law enforcement officers.</p>	<p>Continuation of unmodified Group Two misbehavior</p> <p>Harassment of other persons</p> <p>Hate Speech</p> <p>Bullying/Hazing</p> <p>Obscene and/or threatening calls or messages</p> <p>Parking/vehicle violations</p> <p>Possession of fireworks, smoke bombs, etc.</p> <p>Possession of tobacco, tobacco products, e-cigarettes and vapes</p> <p>Propping open door(s)/opening door(s) for any person(s)</p> <p>Smoking, including e-cigarettes –violation of smoking policy</p> <p>Student to student assault/ battery or physical attack (no injury incurred – intent to harm)</p> <p>Tampering with fire extinguisher or other emergency equipment</p> <p>Threatening another student</p> <p>Turning in false alarms or making false accusations</p> <p>Vandalism (major)</p>	<p>Any appropriate disciplinary option from proceeding groups</p> <p>Restorative Practices</p> <p>Out of School Suspension (3-10 days)</p> <p>Implementation of Appendix B (Drug Free Schools Regulation)/ Implementation of Smoking Policy</p>	<p>Using technology appropriately and in accordance to district policy</p> <p>Refraining from engaging in unauthorized activities</p>

Group or Level	Ex. Of Behavior, Including But Not Limited To:	Disciplinary Options	Examples of EXPECTED Conduct
<p>FOUR: includes acts resulting in violence to another's person or property or posing a direct threat to the safety of others in the school. These acts are clearly criminal and are so serious that they always require administrative action which may result in immediate removal of the student from school and/or action by the Board of School Directors. Group Four misbehaviors shall be reported to law enforcement officials.</p>	<p>Continuation of unmodified Group Three behaviors</p> <p>Arson</p> <p>Assault/battery or physical attack on any staff member</p> <p>Bomb threat</p> <p>Extortion</p> <p>Furnishing/selling/possession of "drugs", including drug paraphernalia or alcohol</p> <p>Intimidation: Ethnic, Racial</p> <p>Hate Crimes</p> <p>Possession/use/ transfer of weapons (P.S.C.13-1317.2)</p> <p>Sexual Offenses (ex: harassment or assault)</p> <p>Student to student assault/ battery or physical attack (injury incurred)</p> <p>Terroristic Threats</p> <p>Threatening school officials/staff</p> <p>Theft/possession/sale of stolen property</p> <p>Use of firecrackers/smoke bombs</p>	<p>An appropriate disciplinary response from proceeding groups</p> <p>Expulsion</p> <p>School Board Action resulting in appropriate placement of student</p>	<p>Maintaining an environment free from drugs, alcohol, and other controlled or prohibited substances.</p> <p>Maintaining appropriate physical boundaries</p>

B. Types of Disciplinary Consequences

1. Detention

a. Guidelines

Detentions are assigned for Monday, Tuesday, Wednesday and Thursday to students who violate certain provisions of the Code of Student Conduct. Repetition of that behavior could lead to additional detentions and/or suspension

Students assigned to detention are to report promptly to the designated room by 3:20 p.m. The detention period will conclude at 4:25 p.m.

Lateness to detention will not be tolerated. If you are late, you will receive more serious consequences.

****Students may NOT meet with teachers in lieu of serving a detention.**

b. Rules for Detention:

- i. Report on time.
- ii. Students must do academic work.
- iii. No talking or making noises.
- iv. No eating or drinking.
- v. No electronic devices.
- vi. No sleeping or laying your head down.
- vii. Do not rearrange the furniture (all students must sit and face forward at their desks).
- viii. Do not deface any furniture and/or walls in the detention/EDD room.

****Violation of these procedures may result in further discipline.**

****You may not reschedule a detention. Failure to attend a detention on the date assigned will result in additional disciplinary consequences. A doctor's note must be submitted the next day if a detention is missed due to a doctor's appointment to avoid the additional consequences.**

2. Extended Day Detention

a. Guidelines

The Extended Day Detention (EDD) is designed to provide an alternative to an out-of-school suspension thus allowing students to maintain continuity in their school work.

The Extended Day Detention is scheduled each Monday, Tuesday, Wednesday and Thursday from 3:20 p.m. until 5:30 p.m.

When this type of detention is imposed, the parent is contacted by phone. In many cases, a meeting with the parent is necessary and is scheduled by the appropriate Administrator.

Students whose conduct results in an Extended Day Detention may NOT participate in ANY school related activity or function on the date(s) of detention.

Students may not meet with teachers in lieu of serving an EDD.

b. Procedures—for Extended Day Detention

Students must arrive at the Extended Day Detention center by 3:15 p.m. on the day of suspension. Students will be dismissed from EDD at 5:30 p.m.

Students are expected to have textbooks and notebooks along with known assignments. All students serving an Extended Day Detention must remain in the room with the exception of lavatory use. Students absent for excused reasons on the designated day of EDD will serve the EDD at a later date determined by the appropriate Administrator. Students may be involved in the following activities along with their regular assignments during their stay in the EDD center:

- i. Individualized study skills programs.
- ii. Other work activities under direct supervision of the EDD Staff.

Students who are uncooperative in the EDD center, or refuse to report to their EDD in the center, may be assigned to an out of school suspension.

c. Rules for Extended Day Detention:

- i. Report on time.
- ii. Students must do academic work.
- iii. No talking or making noises.
- iv. No electronic devices.

- v. No eating or drinking.
- vi. No sleeping or laying your head down.
- vii. Do not rearrange the furniture (all students must sit and face forward at their desks)
- viii. Do not deface any furniture and/or walls in the detention/EDD room.

**Violation of these procedures may result in further discipline.

****You may reschedule an extended day detention one time only. Failure to attend an EDD on the date assigned will result in additional disciplinary consequences. A doctor's note must be submitted the next day if an EDD is missed due to a doctor's appointment to avoid the additional consequences.**

3. In-School Suspension

a. Guidelines

In School Suspension is held daily Monday-Friday from 8:15 a.m. until 3:15 p.m.

Students suspended in-school will report to the main office by 8:15 each day of their assigned suspension.

b. Procedures

Attendance will be taken by the In School Suspension supervisor. Students will remain in the in-school suspension room until the end of the school day. No student will be excused prior to the end of the school day except for a medical emergency. Hall passes will not be issued.

There will be two (2) five-minute lavatory breaks—one in the morning and one in the afternoon.

Students may bring their lunch or will order one from the cafeteria in the morning.

Students absent from school on any day they are assigned In School Suspension will report to the In School Suspension room immediately upon their return to school. A student will not be readmitted to class until his/her suspension time has been completed. Students not completing their assignments will receive a zero for those assignments.

Students who are tardy to school on days when they are assigned In School Suspension must still report to the In School Suspension room after signing in with the Attendance Office. All missed time must be made up during the next school day.

Depending on how much notice is received, teachers will send assignments to the students assigned to ISS. Otherwise students are expected to collect work and bring it with them to ISS. Students will receive credit for work completed during the suspension period.

Students who are assigned an In School Suspension for the next school day are responsible for collecting their own work from their teachers.

The strictest study rules will be maintained in the In School Suspension room.

c. Rules for In-School Suspension:

- i. In School Suspension will run for the entire school day. Upon arriving at school, students will report to the In School Suspension room. The only legitimate excuses for not reporting to or being dismissed from ISS are medical emergencies or doctor/dental appointments. Doctor/ dental appointments need prior approval. All missed time needs to be made up the following school day.
- ii. Students need to bring all of their textbooks, a pencil and some paper to the ISS room at the beginning of the day. (Note: only school approved materials will be permitted in the room).

- Assignments will be provided by the appropriate teachers whenever possible. Students who fail to bring school work/materials MAY be provided with assignments.
- iii. Talking is not permitted unless addressed by a faculty member or administrator.
 - iv. Students must be courteous and cooperative at all times. Disruptions will not be tolerated.
 - v. Students are not permitted to leave the room unless escorted by a member of the faculty/staff or an administrator. Loitering in the halls will not be permitted.
 - vi. Students will be responsible for maintaining the condition of the room. Marking the desks and/or chairs is prohibited.
 - vii. Students will not be permitted to nap/sleep.
 - viii. Students may eat food only during the designated lunch break. Glass bottles are not permitted in the room and will be confiscated.
 - ix. Students serving in school suspensions may not participate and/or attend any school sponsored event and/or activity. Students serving ISS may not be on school property after school.
 - x. When a student commits an offense warranting a fourth ISS during any school year, they will be given Out of School Suspension.
 - xi. Violations of ANY of these regulations will result in additional disciplinary action.
 - xii. Students are not permitted to return to their regular classes until the entire ISS has been served.

4. Suspension from School

A student may be suspended if they disrupts the educational and social life of any part of the school and/or repeatedly disobey school regulations. The “Code of Student Conduct,” a policy statement of the Board of School Directors available in the library and the Principal’s Office lists the types of misbehavior and disciplinary options.

- If a student is suspended from school for 1-2 days the students is responsible for collecting the work they missed.
- If a student is suspended for 3 or more days, the guidance counselor will collect work for the student.

Seniors about to graduate in June are subject to suspension like everyone, and therefore, risk removal from commencement exercises, if the days of suspension include the day of commencement.

During suspension a student may not attend school functions, participate in school sponsored activities, or be permitted on school premises. If this rule is violated, the suspension can be extended.

A suspension is recorded on a student’s disciplinary record, which is maintained in the attendance office, and is reported to the Superintendent of Schools and the Pupil Services Office; in the event of very serious offenses – weapons offenses, assault, and extensive vandalism – the suspension may be entered into a student’s cumulative record, which is maintained in the student services office.

Parent contact is part of the suspension procedure and will include a parent conference.

Referral forms are sent home for all infractions (detentions, EDD, ISS, and out of school suspension)

5. Disciplinary Consequences and After-School Activities

- a. Students suspended from school (EDD, ISS or OSS) are NOT permitted to attend or participate in ANY extra-curricular activities or events. This includes those school-sponsored activities which take place off campus.
- b. Students violating this policy will be subject to additional disciplinary action.
- c. If you are suspended you are not to be on school grounds—if you are found on school property additional disciplinary action will result.

**When work is missed because of suspension from school student must take the initiative to make up the work missed because of the suspension from school. Failure to make up the work in accordance to the

makeup policy results in a zero for work missed. In the case of a one day OSS, the student will have one additional day to turn in an assignment.

APPENDIX C – Interscholastic Athletics & Activities

A. Eligibility for Interscholastic Athletics

Students shall be eligible to represent their high school in athletic contests only after they have been examined by their own physician before the first practice of each season and found in satisfactory physical condition.

A physical for the current school year can be completed any time after May 31st of the previous school year for all three seasons.

1. General Principles

A student's grade point average of the Year 1 final grade will determine the student's eligibility the next quarter. A grade-point average of less than the one specified at the end of each quarter will make the student ineligible to participate in interscholastic athletic activities for a period of 15 school days. After this time period, the School will evaluate the student's academic record for the current quarter. If the student has achieved a grade- point average the same or higher than the one which is required, the student becomes eligible to participate in Interscholastic Athletics. On the Wednesday of each succeeding week of the quarter, teachers will report the student's letter grade in order that a determination can be made as to whether the student has maintained the required grade-point average. Any student whose average falls below the required grade-point average becomes ineligible for the next week.

To prevent eligible students from falling below the required grade-point average during a quarter, any student who receives three warning notices at the midpoint of any quarter will be subjected to weekly evaluation.

2. Eligibility Standards

Eligibility standards are as follows:

a. First quarter

- i. Ninth grade students must have passed at least the equivalent of four major courses of school work determined from their final grades of the previous school year and must maintain that standard during the first quarter of the following school year. The eligibility status of the students shall be monitored during the first 15 school days of the first quarter.
- ii. Tenth, eleventh and twelfth grade students must have earned a 1.5 grade point average based upon their final grades of the previous school year, may have only one failing grade, and must maintain that standard during the first quarter. The eligibility status of the students will be monitored after the first 15 days of the first quarter. (Please note that the GPA minimum for NCAA eligibility is 2.0—please keep this in mind if you plan on submitting through the NCAA clearinghouse.)

b. Second, Third and Fourth Quarters

- i. Ninth, tenth, eleventh and twelfth grade students must have earned a 1.5 grade point average, may have one failing grade for the preceding quarter and must maintain that standard during the current quarter. The eligibility status of students shall be monitored after the first 15 days of each quarter and during the remaining weeks of each quarter for those students who are found to be ineligible and those who are "at risk."

[See Table 1 and 2: Grading Scale](#) for Determining Grade-Point Average

3. Appeal Process

- a. A student's parent(s)/guardian(s) may appeal an eligibility ruling, in writing, to the school Principal who shall have the authority to modify the eligibility requirements because of extraordinary circumstances.

- b. The decision of the principal may be appealed, in writing, to the Superintendent who shall convene an Eligibility Policy Review Committee which shall be composed of a representative of the Superintendent, a representative of the Director of Pupil Services, and the athletic director from each high school. The review committee shall make a recommendation regarding the appeal to the superintendent who shall make a final decision.
- c. The student shall not be permitted to participate in extra-curricular activities while the appeal is being processed.

4. Support System

Guidance counselors will be responsible for identifying the special needs of students and for arranging to have those needs met.

- a. At the beginning of the school year and continuing throughout the school year, the counselors will identify “at risk” students (those who appear to be in jeopardy of becoming ineligible) and those students who are ineligible.
- b. The counselors will assess the nature of each student’s problem by utilizing his/her as well as the teacher’s knowledge and understanding of each student.
- c. The counselors will prepare a remedial plan which will take into account whether the student’s placement in the courses they are taking is appropriate; whether the student has the necessary coping and study skills and whether the student is experiencing difficulties with the mastery of the subject matter.
- d. The counselors will attempt to ensure that the student has appropriate and adequate tutorial assistance, which may include the regular teachers and a volunteer from the National Honor Society.
- e. The counselors will monitor each student’s remedial plan and will communicate with the student’s parent(s)/guardian(s), the Athletic Director and the Principal.

5. Attendance

Students who have been illegally absent from school twenty days in a semester, immediately become ineligible until they have attended school for sixty (60) days. Any members of high school athletic teams who participate in athletic contests as members of similar teams the same season shall be ineligible to compete for the remainder of that season, unless waivers have been issued. Pupils who have been in attendance more than eight (8) semesters beyond the eighth grade shall not be allowed to represent their school in any form of Interscholastic Athletics. Transfer students are eligible only if their families have moved to Lower Merion Township, or if they have been tuition students one full year. Pupils transferring from private schools either inside or outside the district to their home school district in which their parents or guardian reside are eligible according to the following:

- a. A student who transfers for athletic purposes, in whole or in part, or as a result of recruiting, will be ineligible to participate in Interscholastic Athletics for a period of one year from the date of transfer. A student who transfers for any other purpose will be eligible.
- b. Upon written certification by both of the Principals of the two schools involved in the student’s transfer that the student’s transfer was not for athletic purposes, in whole or in part, or as the result of recruiting, the student will be eligible.
- c. In cases in which the Principal of one or both of the schools involved in the student’s transfer do not certify that the student’s transfer was not in whole or in part for athletic purposes or as the result of recruiting, the case shall be referred to the PIAA District Committee in which the school receiving the studying is located for an eligibility ruling.

B. NCAA Eligibility Requirements

Calendar of events to roll out new information and requirements in regard to college access and eligibility standards Student Athletes.

August:

- New requirements shared at beginning of the school year Faculty meeting
- All Fall athletes to have a brief (1/2 hour) NCAA Eligibility meeting in the LGI in each high school some time during pre-season. Time to be determined by the A.D. and the Fall Coaches
- Information to be shared with students during the Bridge Program.
- Freshman Parent orientation meeting
- New Rules and sliding scale posted on the district website homepage with a link to the Eligibility Center's website.

November:

- Junior College Night for Parents' meeting to include more in-depth information about changes
- NCAA Parent/Student information session
- All winter athletes to have a brief (1/2 hour) NCAA Eligibility meeting in the LGI in each high school some time during pre-season. Time to be determined by the A.D. and Winter Coaches

February:

- NCAA information and General College Readiness/Access information to be infused during Course selection meeting
- Middle School A.D. and Counselors meet with Student Athletes to introduce NCAA requirements

March:

- All spring athletes to have a brief (1/2 hour) NCAA Eligibility meeting in the LGI in each high school some time during pre-season. Time to be determined by the A.D. and Spring Coaches

Notes:

- List of approved core courses accepted by Eligibility Center for each high school will be a part of the handout, not just referenced.
 1. Special Education teacher need to be made aware of core course requirements as they assist with scheduling Special Education students.
 2. School based resources for SAT/ACT test supports/prep become a part of information sessions.
 3. Make Parents, students and teachers aware that the PIAA GPA requirement to play at the high school level is much lower (1.5) than what it takes to get through the Eligibility Center.

C. Dual Sport Participation

The following guidelines for student participation in two sports during the same season are as follows:

1. The student athlete shall contact the head coaches at least two weeks before practice begins and will declare a primary sport. Participation in the primary sport will take precedence if there is an unavoidable schedule conflict.
2. Before practice begins, the coaches will meet to develop a schedule for the student athlete's participation. The Athletic Director may be asked to become involved for input or to resolve differences of opinion.
3. The development of the student athlete's schedule of practice and competition shall be the sole responsibility of the coaches and Athletic Director. Copies of the schedule shall be made available to all parties.

D. Out of School Sport Participation

Out of school participation, including private lessons shall not be permitted during scheduled practices and interscholastic events.

E. Insurance for Sports

Varsity and Junior Varsity football players are covered by a special insurance policy provided by the School District. All other sports participants must have their parents sign a waiver form indicating that they are adequately covered by insurance. Parents may purchase regular school insurance, but are still required to sign the waiver form because of the limited coverage provided by the school-wide policy.

F. Athletic Physical Exams

Once a student has their initial physical and then participates in another season, they need to complete Section 7 of the PIAA CIPPE Form.

G. Athletic Training Rules

The training rules below shall apply to all high school teams. The training rules are an extension of the Student Rights and Responsibilities guidelines for the extra-curricular program. The students are volunteering to participate on an athletic team and are expected to maintain a higher degree of conduct. Excellent physical and mental condition is necessary for high performance of athletes as well as protecting personal health and safety of the participants

- Smoking or using tobacco in any form at any time or place is prohibited.
- Drinking alcoholic beverages at any time or place is prohibited.
- The illegal use of drugs at any time or place is prohibited.

Proof of a first violation of any or more of the above will result in immediate suspension from the team. Proof of a second violation of any one or more of the above will result in immediate dismissal from the team. Prior to dismissal, the head coach will inform the Principal, Athletic Director, and parents. Any decision is subject to appeal by the participant or parents through the school Principal and, if desired, the Superintendent of Schools.

H. Cutting Policy

Interscholastic athletic team coaches are required to issue a written outline of the criteria used when “cutting” students from an interscholastic sport team. This outline will be provided to each student athlete on the first day of practice.

I. Sportsmanship

A new season brings new challenges, and new opportunities. The privilege you have won to be part of an interscholastic athletic team at our school is a true extension of your work in the classroom. We hope you will benefit as much from your athletic experiences as you do from academic endeavors.

A challenge before us this year is that of good sportsmanship. As a high school athlete, acceptable levels of behavior on the playing field are best learned now, as the lessons learned will last a lifetime. .

As an athlete, you are constantly in the public eye. You are a leader of today. Many people look to your display on the field as a source of community pride. Many young people in our school look to you as a role model they would like to emulate.

That is why good sportsmanship is so important. The example you provide sets the standard of behavior by everyone associated with our program. It only takes a single moment to create a negative environment. It takes as much hard work as you put into honing your skill to set an example of good sportsmanship. The latter pays the bigger dividends in life.

Please take the time to review the following guidelines, stating the example we expect our student-athletes to display as leaders of our school. We hope these guidelines will become part of your goals in preparing for the upcoming season. We hope the upcoming season is a rewarding one for you.

1. Behavior Expectations of the Student Athlete
 - a. Accept and understand the seriousness of your responsibility and the privilege of representing the school and the community.
 - b. Learn the rules of the game thoroughly and discuss them with parents, fans, fellow students and elementary students. This will assist both them and you in the achievement of a better understanding and appreciation of the game.
 - c. Treat opponents the way you would like to be treated, as a guest or friend.
 - d. Wish opponents good luck before the game and congratulate them in a sincere manner following either victory or defeat.
 - e. Respect the integrity and judgment of game officials. Never argue or make non-verbal gestures which indicate disagreement. This type of immature activity may incite undesirable behavior in the stands and by teammates.
 - f. Students participating in activities or athletic events **MUST** attend school the day of the event or the day before if the game/event is on a Saturday.

Any violation of the Sportsmanship Code will result in suspension from the team at the discretion of the Athletic Director – this applies for any club, sport, or any extra-curricular activity. Any participant, manager, and/or spectator who violates this Sportsmanship Code is subject to disciplinary action.

J. LMSD's Rules Against Drug, Alcohol and Tobacco Activity by Participants in Interscholastic Athletics and Other Performance Activities

1. Purpose

Because of the inherently harmful nature of drugs, alcohol and tobacco, the District strictly prohibits their use in school and in connection with school-related activities. Use of drugs, alcohol and tobacco by participants in Interscholastic Athletics and other Performance Activities increases risk of injury and adverse health consequences and also adversely affect performance of the individual which, in turn, undermines the performance of the team and other program participants. Therefore, Lower Merion School District establishes these rules ("Rules") regarding the possession, use and distribution of drugs, alcohol and tobacco to supplement the existing Codes of Student Conduct with respect to students who participate in Interscholastic Athletics and other activities in which Lower Merion School District students publicly compete or perform ("Performance Activities"). A complete listing of Interscholastic Athletics and Performance Activities is attached to these Rules as Appendix "A". Any discipline imposed by these Rules is in addition to the discipline imposed by the Code of Student Conduct applicable to all students.

2. Definitions

a. Definition of Improper Drug and Alcohol Activity

The possession, use and/or distribution of alcohol or other illegal drugs or substances is contrary to the training goals of all interscholastic activities and Performance Activities in Lower Merion School District. The use of alcohol or other illegal drugs or substance at any time or place will not be tolerated. The District provides assistance to those students who recognize they have a problem with the use of illegal drugs and/or alcohol. The Board of School Directors, the administration and the faculty strongly encourage students to seek help for problems of drug and alcohol abuse.

Please note that the penalties refer to any possession, use, or distribution of alcohol and/or other illegal drugs or substances including:

- anabolic steroids or any performance enhancing substances not specifically pre-approved by the athletic office,

- drinking of alcoholic beverages,
- using illegal substances,
- being in possession of alcohol or illegal drugs

“Distribution” means selling, dispensing or otherwise facilitating the sale or dispensing of substances prohibited by these Rules.

We expect our students to do the right thing. Participants in interscholastic athletic activities and Performance Activities are expected not to indulge in the consumption, possession, or distribution of alcohol or any illegal drug or substance. They are further expected not to attend any affair or activity in which alcohol or drugs are being used illegally or even presented with the possible intent of illegal use. We expect our students to leave such affairs and activities immediately.

b. Definition of Tobacco Use

For purposes of these Rules, tobacco use shall be defined as use and/or possession of a lighted or unlighted cigarette, e-cigarette, cigar and/or pipe; other lighted smoking product; and smokeless tobacco in any form. The use of tobacco at any time or place will not be tolerated. The District provides assistance to those students who recognize they have a problem with the use of tobacco. The Board of School Directors, the administration and the faculty strongly encourage students to seek help for tobacco use.

c. Definition of Season

The “season” for interscholastic activities starts with the first day of practice or participation following the final tryout and ends with the last contest, meeting or practice, whichever is the latest date. The “season” for other Performance Activities starts with the first competition date and ends with the final competition date. When a participant is suspended for the number of weeks indicated in these Rules, the participant may not participate in the activity until the suspension is completed. For interscholastic activities, at the discretion of the coach/faculty adviser, the student may still report to practice, but may not dress for games, may not be in or around the bench area, may not travel, or in any way take part in contests or scrimmages for the duration of the suspension. Suspensions are only for one sport or performance activity unless the offense occurs in-season for more than one activity in which case the suspension will be for all in-season activities.

d. Definition of “Student Assistance Programs”

Student Assistance Programs are available to assist with the social and emotional needs of all students. These confidential programs are activated on a referral basis and is intended to help students access school and outside programs equipped to handle student problems.

3. Investigation

Whenever a report of improper drug, alcohol or tobacco activity by a student member of an interscholastic athletic team or performance activity comes to the attention of any member of the Lower Merion School District, it shall be reported to the Athletic Director (interscholastic athletic activities only) and/or an Assistant Principal. Such reports will be investigated and verified by the Athletic Director and/or Assistant Principal who will be responsible for notifying the student’s parent or parents in a timely manner. Every effort will be made to verify the truthfulness of each report, and the investigation shall be done in a timely manner. The coach or faculty adviser (“coach/ faculty adviser”) of the activity shall be informed. After proper verification, the Athletic Director and/or Assistant Principal will make a final presentation of all evidence to the Principal. The decision of the Principal will be the final determination of whether a violation occurred. The Athletic Director and/or Assistant Principal shall notify the parent and the coach/faculty adviser of the action taken. The coach/faculty adviser of the activity will meet with the student involved. The appropriate discipline will be administered immediately.

4. Penalties for Use of Drugs and Alcohol

Students who seek the help of the district's student assistance team prior to an incident leading to the District's awareness that a problem may exist may be suspended from participation in interscholastic activities and Performance Activities in order to participate in a therapeutic intervention program. These students seeking treatment may return to team or activity participation upon the recommendation of the drug and alcohol counselor that the student is no longer actively using illegal substances and poses no risk to other team members. Such students who seek help on their own will not be subject to the other penalties under these Rules other than described above.

All students who are subject to the penalties set forth below must be assessed through the Student Assistance Program and must follow through on the Student Assistance Program recommendations in order to be reinstated to the sport or performance activity.

Any student caught violating this policy out-of-season (the remainder of the year that is not in-season) will be put on probation for the upcoming season. If the student violates the probation, the consequence will move to a second offense.

Parents/guardians shall be promptly notified of all offenses.

a. First Offense

If the student possesses and/or uses drugs or alcohol: The student will be suspended from participation for a period of two weeks from the day the coach/faculty adviser informs the student of the suspension. The coach/faculty adviser must confront the student as soon as the coach/faculty adviser is made aware of the suspension. The student must also agree to attend appropriate counseling related to the infraction. Failure to do so will result in suspension from all Interscholastic Athletics and Performance Activities for the remainder of the school year. Following the two-week suspension, return to the interscholastic athletic team or performance activity is contingent upon recommendation of a drug and/or alcohol counselor.

Example 1 - A student is arrested for underage drinking on Saturday night. Officials at the school find out on Monday. The information is verified. The coach/faculty adviser informs the student and a building administrator notifies the student's parents in a timely manner. The student is suspended from the activity for two weeks. The student attends a District approved educational/counseling program and is reinstated contingent on the recommendation of the drug/alcohol counselor.

Example 2 - A student is at a party where underage drinking occurs on Saturday night. Officials at the school find out on Monday and the information is verified. The coach/faculty adviser informs the student and a building administrator notifies the student's parents in a timely manner.

Example 3 - A student is arrested for possession of drugs on Saturday night. Officials at the school find out on the following Monday. The student is out-of-season. The coach/faculty adviser is informed on Tuesday. The coach/faculty adviser informs the student and a building administrator notifies the student's parents in a timely manner. The student agrees to undergo the appropriate counseling (which may begin as soon as possible). The student will be suspended when the next "season" begins. If tryouts begin August 1, the student will be suspended for fourteen days until August 15.

b. Second Offense

If the student possesses, uses or distributes drugs or alcohol following the first offense:

The student will be suspended for two seasons from participating in the interscholastic athletic sport or performance activity the day the coach/faculty adviser confronts the student and informs the student of the suspension. The coach/faculty adviser must inform the student as soon as the coach/faculty adviser is made aware of the violation. The student must also agree to attend appropriate counseling related to the infraction. Failure to do so will result in suspension from Interscholastic Athletics and Performance

Activities until such time as the student gets the appropriate counseling. Return to the activity is contingent on recommendation of a drug/alcohol counselor.

Example 4 - A student is disciplined in September 2004 for underage drinking. The student is suspended two weeks and reinstated. Two months later, the student is arrested for possession of drugs. School officials find out on Monday, November 8 and the coach/faculty adviser is informed the same day. The coach/faculty adviser, in turn, informs the student immediately. The student is suspended from Interscholastic Athletics and Performance Activities for the remainder of the current season and for the following season. The student does attend an approved educational/ counseling program. The student is reinstated on November 8, 2005.

Example 5 - A student is disciplined in September 2004 for underage drinking. The student is suspended two weeks and reinstated. Two months later, the student is arrested for possession of drugs. School officials find out on Monday, November 8 and the coach/faculty adviser is informed the same day, who in turn informs the student immediately. The student is suspended from Interscholastic Athletics and Performance Activities for the remainder of the current season and for the following season. The student refuses to attend approved educational/counseling sessions and therefore is suspended from Interscholastic Athletics and Performance Activities indefinitely or until the counseling requirements are met.

c. Third Offense

If the student possesses, uses or distributes drugs or alcohol following the second offense:

On the third offense, a student will be banned from any further participation in Interscholastic Athletics and Performance Activities for the remainder of the time they are enrolled in the District with a right to appeal to the Principal for reinstatement. An educational and counseling program will still be made available to the student, but the student will not be reinstated for Interscholastic Athletics or performance activity participation absent a successful appeal to the Principal.

d. Distribution of Drugs and/or Alcohol

The penalties for distribution of alcohol and/or illegal drugs shall be as set forth above except that a first offense for distribution shall be treated as a second offense under these Rules and a second offense for distribution shall be treated as a third offense.

5. Penalties for Tobacco Use

a. First Offense

The student will be suspended from participation for a period of one week from the day the coach/faculty adviser informs the student and informs the student of the suspension. The coach/faculty adviser must inform the student as soon as the coach/faculty advisor is made aware of the violation. The student must also agree to attend appropriate counseling related to the infraction. Failure to do so will result in suspension from Interscholastic Athletics and Performance Activities for the remainder of the school year.

Example 6 - A student is seen smoking on Friday night, November 1. Officials at the school find out on Monday, November 4. The coach/faculty adviser informs the student and a building administrator notifies the student's parents in a timely manner. The student is suspended for one week. The student attends an approved smoking educational/counseling program and is reinstated.

Example 7 - A student is observed smoking on Saturday night, December 1. Officials at the school find out on Monday, December 3. The coach/faculty adviser informs the student and a building administrator notifies the student's parents in a timely manner. However, the student refuses to attend an approved

smoking educational/ counseling program and is therefore suspended from Interscholastic Athletics and Performance Activities for the remainder of the school year.

b. Second Offense

The student will be suspended from participation for a period of two weeks from the day the coach/faculty adviser confronts the student and informs the student of the suspension. The coach/faculty adviser must confront the student as soon as the coach/faculty adviser is made aware of the violation. The student must also agree to attend an appropriate smoking counseling program. Failure to do so will result in suspension from Interscholastic Athletics and Performance Activities for the remainder of the school year.

Example 8 - A student is seen smoking on Friday night, November 1. Officials at the school find out on Monday, November 4. The coach/faculty adviser informs the student and a building administrator notifies the student's parents in a timely manner. This is the student's second offense. The student is suspended for two weeks. The student attends an approved smoking educational/counseling program and is reinstated.

Example 9 - A student is observed smoking on Saturday night, December 1. Officials at the school find out on Monday, December 3. The coach/faculty adviser informs the student and a building administrator notifies the student's parents in a timely manner. This is the student's second offense. However, the student refuses to attend an approved smoking educational/counseling program and, therefore, is suspended for the remainder of the school year.

c. Third Offense

The student will be suspended for the remainder of the activity or thirty days from the date of the suspension, whichever is greater. The student must also agree to attend appropriate counseling related to the infraction. Failure to do so will result in suspension from Interscholastic Athletics and Performance Activities for the remainder of the school year.

Example 10 - A student is seen smoking on Friday night, October 1. Officials at the school find out on Monday, October 4. The coach/faculty adviser informs the student and a building administrator notifies the student's parents in a timely manner. This is the student's third offense. The student is suspended for thirty days. The student attends an approved smoking educational/counseling program and is reinstated.

Example 11 - A student is observed smoking on Saturday night, December 1. Officials at the school find out on Monday, December 3. The coach/faculty adviser informs the student and a building administrator notifies the student's parents in a timely manner. This is the student's third offense. However, the student refuses to attend an approved smoking educational/counseling program and, therefore, is suspended from Interscholastic Athletics and Performance Activities for the remainder of the school year.

d. Fourth Offense

The student will be suspended for a period of one calendar year from the day the coach/faculty adviser confronts the student and informs the student of the suspension. The coach/faculty adviser must confront the student as soon as the coach/faculty adviser is made aware of the violation. The student must also agree to attend appropriate counseling related to the infraction. Failure to do so will result in suspension from Interscholastic Athletics and Performance Activities until such time as the student gets the appropriate counseling.

Example 12 - A student is seen smoking on Friday night, November 1. Officials at the school find out on Monday, November 4. The coach/faculty adviser informs the student and a building administrator notifies the student's parents/guardians in a timely manner. This is a fourth offense. The student is suspended from Interscholastic Athletics and Performance Activities for one year. The student attends an approved smoking educational/counseling program and is reinstated.

Example 13 - A student is observed smoking on Saturday night, December 1. Officials at the school find out on Monday, December 3. The coach/faculty adviser informs the student and a building administrator notifies the student's parents/guardians in a timely manner. This is the student's fourth offense. However, the student refuses to attend an approved smoking educational/counseling program and is therefore suspended from Interscholastic Athletics and Performance Activities indefinitely or until such a counseling program is completed.

Note: If a student has had no violations within one calendar year of his/her first offense, then the next violation past that date will again be considered the student's first violation and will be dealt with accordingly.

6. Notification of Disciplinary Action

Parents/guardians must be notified when a student has been suspended by a coach/faculty adviser from Interscholastic Athletics and Performance Activities.

- a. The Athletics Director (Interscholastic Athletics only), Assistant Principal, and Principal must be notified of all disciplinary suspensions from Interscholastic Athletics and Performance Activities pursuant to these Rules.
- b. Other than automatic suspensions based on the aforementioned Rules, the Athletics Director (sports only), Assistant Principal, and the Principal must be involved in the final decision to suspend a student for an entire season or the balance of a season.

7. Appeals Process

Appeals must be made in writing by the student and endorsed by the student's parents/guardians by 4:00 p.m. of the business day following the day notice of disciplinary action is received by the student. The appeal should be directed to the Assistant Principal to whom the student is assigned.

The appeals committee will consist of the Assistant Principal, the Athletic Director (or principal's designee for students not involved in interscholastic sports) and a varsity coach/faculty adviser other than a coach/faculty adviser of the student in question. A decision will be made within two business days following the appeal.

A second and final appeal may be made to the building Principal by 4:00 p.m. of the business day following the rejection of the first appeal Lower Merion School District Drug and Alcohol

8. Consequences Summary

Drug & Alcohol Violations for possession or use (including anabolic steroids & performance subs)

- a. 1st offense = 2-week suspension if counseling. Return to team requires recommendation of drug/alcohol counselor.
1st offense = Remainder of school year if no counseling
- b. 2nd offense = 2 seasons if counseling. Return to team requires recommendation of drug/alcohol counselor.
2nd offense = Indefinite beyond 1 year if no counseling
- c. 3rd offense = permanent ban with right to appeal to the Principal for reinstatement. Counseling still available

Drug & Alcohol Violations for distribution (including anabolic steroids & performance subs)

- a. 1st offense = 1 calendar year if counseling. Return to team requires recommendation of drug/alcohol counselor.

1st offense = Indefinite beyond 1 year if no counseling

- b. 2nd offense = permanent ban with right to appeal to the Principal for reinstatement. Counseling still available.

Tobacco

- a. 1st offense = 1-week suspension if counseling

1st offense = suspension remainder of school year if no counseling

- b. 2nd offense = 2-week suspension if counseling

2nd offense = Suspension remainder of school year if no counseling

- c. 3rd offense = Suspension for greater of 30 days or remainder of activity if counseling

3rd offense = Suspension remainder of school year if no counseling

- d. 4th offense = 1 calendar year if counseling

4th offense = Indefinite if no counseling

This document is intended to serve only as a short summary of the procedures and consequences associated with drug, alcohol, and tobacco activity by participants in Interscholastic Athletics and other Performance Activities. To the extent that there is any conflict between this summary and the Rules, the Rules shall govern the situation.

9. Lower Merion/Harriton. Performance Based Activities

- a. Academic Decathlon
- b. Chess Club
- c. Drill Team (LM)
- d. Jazz Band
- e. Mock Trial
- f. Pep Band
- g. Players (LM)
- h. HTC (Harriton Theater Company)
- i. Science Olympiad
- j. Speech & Debate
- k. Stage Crew/AV
- l. Student Council
- m. Technology Student Association