

SALEM PUBLIC SCHOOLS



FAMILY AND STUDENT DISTRICT POLICY HANDBOOK

2021-22

Policies and other information contained in this book are subject to change at the discretion of the Superintendent and/or School Committee. Parents and guardians are encouraged to consult with their students' school administration for more information.

Last Updated: June 30, 2021

School Committee Members

Mayor Kimberley Driscoll, Chair
Mary Manning, Vice Chair

Amanda Campbell, Member
Manny Cruz, Member
James M. Fleming, Member
Ana Nuncio, Member
Dr. Kristin Pangallo, Member

Nancy Weiss, Executive Assistant to the School Committee and Superintendent

Dr. Stephen Zrike, Superintendent

Salem Public Schools
29 Highland Avenue
Salem, MA 01970

Table of Contents

About Salem Public Schools	9
SPS Mission Statement	9
SPS Vision Statement	9
SPS Core Values	9
SPS Strategic Plan	10
Message from the Superintendent	10
Our Schools, Hours, and Contact Information	12
Early Childhood Education	12
Elementary and K-8 Schools	12
Middle and High Schools	12
District Administrative Offices and Contact Information	13
Superintendent's Office -- (978) 740-1212	13
School Committee -- (978) 619-1456	13
Public Relations -- (978) 619-1455	13
Assistant Superintendent -- (978) 740-1214	13
Curriculum, Instruction, and Assessment	13
Multilingual Learner Education – (978) 740-1126	13
Student Services and Family Supports	13
Parent Information Center (PIC) – (978) 740-1225	14
Supports for Students & Families Experiencing Homelessness	14
Special Education – (978) 740-1249	14
Instructional Technology, Salem Public Schools – (978) 619-1450	14
Information Technology - IT Help Desk – (978) 825-3608	14
Operational Infrastructure/Business Administration – (978) 740-1222	14
Building Services – (978) 740-1162	14
Food and Nutrition Services – (978) 740-1231	14
Grants Management – (978) 740-1258	14
Employee Engagement -- (978) 740-1115	14
Payroll – (978) 740-1224	15
Transportation – (978) 740-1240	15
Health and Safety Expectations	15
Teaching & Learning	16
Teaching and Learning in Salem	16
Instructional Vision: All students will be locally engaged, globally connected, and fully prepared to thrive in a diverse and changing world.	16
Instructional Framework	17
High Quality Curricula	18
Planning for Learning Acceleration, Not Remediation	18
6. Instructional Components	19
7. Accessibility	19
Specialized Instruction & Programming	19
Special Education	19

Communication with Families with Special Needs	20
IEP Meetings	20
Referrals	20
Evaluations	20
IEP Consent	20
Instructional Supports for Multilingual Learners	20
General Instructional Supports for Multilingual Learners	20
Supports for Families of Multilingual Learners	20
Specials	21
Instructional Technology	21
Streamlined Learning Management Systems	21
Technical Support	21
Digital Resource Access	22
Responsible Use of Technology-School Committee Policy	22
Technology and 1:1 Device Policies	23
Family Engagement	25
Family Engagement Facilitator	25
Equal Access and Non-Discrimination	28
Policy of Non-Discrimination	28
Equal Access to Educational Opportunities	29
Procedures for Reporting or Filing a Discrimination Complaint	29
Harassment and Anti-Bullying	29
Student Registration, Assignment, and Enrollment	30
Address Changes	30
Immunization Requirements	31
Student Attendance Policy and Procedures	31
State and District Policy	31
Excused and Unexcused Absences—Definitions	31
Excused Absences	31
Unexcused Absences	31
Attendance Requirements and Interventions	31
Reporting Requirements for Students Absent from School	32
Family Vacations and Travel	32
Tardiness	32
Student Records	33
Definitions	33
Confidentiality of Student Record	34
Inspection of Student Record	34
Third Party Access	34
Amendment of Student Record	34
Transfer Students	35
Transfer of Student Record	35
Release of Information to the Military	35

Directory Information	35
Rights of Non-Custodial Parents	35
Destruction of Records	36
Complaints	36
Parental Rights Policies	36
Parental Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)	36
Parents' Right to Know	37
Right to Know Child's Achievement	37
Right to Know Personnel Qualifications	38
Right to Know for Parents of Multilingual Learners	38
Student Services and Special Education	39
Child Abuse	39
Restraint Prevention and Behavior Supports	40
Special Education Services	40
Section 504 Accommodation Plan	41
Students Experiencing Homelessness	41
Definition of Homeless Children and Youth	42
Homeless Education Liaison	42
Student Marriage, Pregnancy and Parenthood	42
Restraining Orders	42
Home and Hospital- bound Schooling	43
Student Counseling Services and Family Support	43
Work Permits	43
Student Conduct and Safety	44
School-Based Rules	44
SPS Student Code of Conduct	44
Student Discipline	45
Student Searches	45
Student Participation in Extracurricular Activities	45
Student Dress Code	46
School Committee Policy 5411: Student Dress	46
Dress and Appearance Guidelines for Grades K-5	47
Considerations for Parents and Guardians	48
Dress and Appearance Guidelines for Grades 6-12	48
Cell Phones	48
Personal Property Loss or Theft	49
<u>Appendix A: Salem Public Schools Technology Pledge</u>	49
Appendix B: Technology and 1:1 Device Policies	53
Appendix C: Harassment Policy	55
School Committee Policy 5410: Harassment	55
Definitions	55
Reporting and Filing Complaints	56
Appendix D: Anti-Bullying Policy	57

School Committee Policy 5401.01: Anti-Bullying Policy	57
Definitions	57
Prohibition of Bullying	58
Administrative Policies and Procedures	59
Prevention and Intervention Plan	59
Reporting	59
Investigation Procedures	59
Retaliation	60
Targeted Assistance	60
Training and Assessment	60
Publication and Notice	61
Appendix E: Procedures for Student Discipline	
Three Categories of Rule Infractions	62
Due Process	62
Disciplinary Procedures	62
Revocation of Privileges	63
Detention	63
Suspension	63
Expulsion	63
Procedures for Student Discipline	64
Long-Term Suspension and/or Expulsion Pursuant to M.G.L. CH. 71, §37H and 37H½	64
Procedures Applicable to Conduct Covered by M.G.L.C.71, §37H and 37H½	64
Continuation of Educational Services under M.G. L. ch. 71, §37H and §37H½	65
MGL CHAPTER 71: SECTION 37H	65
MGL CHAPTER 71 SECTION 37H ½	66
Procedures Applicable to Conduct Covered by M.G.L.C.71, §37H¾	67
IN-SCHOOL SUSPENSION	67
II. SHORT TERM OUT-OF-SCHOOL SUSPENSION	68
III. LONG-TERM SUSPENSION	69
Appeal to the Superintendent	71
Exception for Emergency Removal	71
Continuation of Educational Services	72
Services During Removals and School-Wide Education Service Plan	72
Discipline Procedures for Students with Disabilities	72
Procedural Protections for Students Not Yet Eligible for Special Education Services	73
Collaborative Problem Solving at SPHS	74

About Salem Public Schools

SPS Mission Statement

Salem Public Schools is a diverse and welcoming community that promotes the academic, social, emotional, and physical development of each student through the equitable delivery of challenging, relevant, and joyful learning experiences. We empower all students to chart a personalized path to success that includes a commitment to the common good.

SPS Vision Statement

All students will be locally engaged, globally connected, and fully prepared to thrive in a diverse and changing world.

SPS Core Values

Our organization's values define what we cherish and how we conduct ourselves every day on behalf of Salem's children. In alphabetical order, they are as follows:

CELEBRATION OF DIFFERENCE

We celebrate the magnificent diversity of our community and recognize it as one of our greatest sources of strength. As we prepare our children for a diverse world, we must model the value that comes from different cultures, languages, perspectives and experiences. When we recognize and welcome our differences, we discover our common humanity.

COLLABORATION

Through collaboration we find new sources of energy and strength. SPS encourages and supports collaboration and exchange within our schools and across the district. When children see adults working well together, they learn to work well together—a skill that will benefit them in years to come in any endeavor. Moreover, SPS actively seeks out partnerships with the rich array of organizations that are the hallmark of our community. Everyone wins when the city becomes an extension of our schools and classrooms.

CULTURE OF LEARNING AND INNOVATION

We live in a world that is changing at a rapid pace, which requires that all of us take responsibility to be continuous learners. Building on what is working well, we closely follow emerging trends, identify and share promising practices, seek outside expertise when necessary, and embrace new approaches that will benefit our children. We are also nimble enough to adapt quickly to changing conditions.

EQUITY & ACCESS

SPS is committed to identifying and eliminating any and all barriers to educational achievement. To this end, we promote policies and practices that are fair and just, and make learning

opportunities—in and out of school—fully accessible to all. We commit to ensure **every** student, regardless of background, meets our high standards for achievement, participation, and growth.

GROWTH FOR ALL

In our district, **everyone**—including administrators, teachers, students, staff and parents—has the opportunity to grow and develop new capabilities. It is our job as an organization to create the conditions for human flourishing at all levels. With high expectations come high levels of support.

HIGH STANDARDS OF EXCELLENCE FOR ALL

We expect and achieve the highest standards of excellence. This begins at the district level and extends to the school, classroom and each individual. There is simply no replacement for a job well done, whether it's creating an academically enriching curriculum, mastering a new skill, developing new knowledge, or attending to our physical plant and administrative operations with care.

SPS Strategic Plan

In 2016-17, numerous stakeholders engaged in a strategic planning process resulting in a [five-year strategic plan](#) for the district. In our efforts to assess progress at the midpoint of our strategic efforts, we streamlined our plan to include high leverage priorities, initiatives and measurable outcomes to be accomplished during the upcoming two school years. Please find a copy [here](#).

Message from the Superintendent

Dear Parents, Guardians, Students and Community Members:

It is a privilege to serve the City of Salem as superintendent of schools. Last year, I quickly learned that Salem is a city committed to the success and well-being of its young people. During a pandemic, staff and families partnered together to provide our students with the highest quality experience possible, given the challenges posed by the unpredictable and devastating COVID-19 virus. Through the entire school year, our community proved to be resilient, empathetic and flexible as we navigated multiple school openings, student and staff quarantines and constant shifts in health guidance.

As we enter a new school year, we are hopeful that there will be less disruption to learning so that our students can re-engage with the robust educational opportunities that the Salem Public Schools provides. However, we know that the virus is still with us and we must continue to mitigate the risks to our community members. Later in this handbook, you will find health and safety guidance for the 21-22 school year. As we have been accustomed to, this guidance is likely to shift throughout the school year as we learn more about COVID-19 and its variants.

This year, we are focused on creating a culture of belonging and inclusivity by continuing to pursue excellence through equity. We are anchored by a fierce commitment to educational equity. Specifically:

The Salem Public Schools supports each student's unique path to achieving high standards regardless of ethnicity, race, color, economic status, national origin, age, abilities, religion, parental or immigration status, political beliefs, sex, sexual orientation, language, gender identity, or gender expression. Valuing equity means that we:

- *Reflect and embrace the greater diversity of our students and families*
- *Recognize that systems of oppression marginalize some populations and suppress some voices*
- *Bear a collective responsibility to recognize, interrupt, and transform educational inequities*
- *Champion access and inclusion for all students/families/staff*
- *Allocate resources so that the students/families/staff who need the most get the most*
- *Work to be an anti-racist and culturally responsive community*
- *Create a more just and equitable world for all our students.*

These principles are deeply rooted in our priorities, initiatives and outcomes as part of our [strategic plan](#):

- **Build a robust talent development system for all staff** by diversifying our workforce, cultivating culturally and linguistically responsive, social-justice driven staff and developing staff to position schools as the unit of change.
- **Strengthen the Pre-K to post-secondary experience** by expanding high-quality early childhood education, focusing on developing independent learners and creating a shared vision for the high school experience with equity at the center.
- **Meet the social, emotional and behavioral needs of all students and create a vision for engaging their families** by empowering students, engaging families as partners and aligning structures and programs for students' social-emotional supports
- **Design and implement data-systems that ensure equitable use of resources and accountability for outcomes** by allocating resources strategically and operating efficiently, creating strong systems for accountability and developing effective data systems.

As you can see, we have ambitious plans for the 2021-22 school year that are intended to build on the strong infrastructure and programming that already exists in the Salem Public Schools. I look forward to updating you on our progress throughout the school year. Please stay connected with us in the following ways:

- Links to our regular newsletter can be found on our [district home page](#)
- Join me for my regular Facebook Lives (in both Spanish and English) - to do so, go to the [Salem Public Schools Facebook Page](#)
- Follow [me](#) and [the district](#) on [Twitter](#)
- Schedule an appointment for a one-on-one meeting with me (email Mindy Marino at mmarino@salemk12.org).

This handbook was prepared for you so that you will have first-hand knowledge of the policies, procedures, and expectations that guide our work in the Salem Public Schools.

We are committed to partnering with you to ensure that these practices are upheld and that our children receive the educational experience they rightly deserve. With a collective commitment to respect, dignity, and civility, we can create a school environment that will allow our students to

thrive. We are confident that the 2021-22 school year will be one of excellence in the Salem Public Schools!

Sincerely,



Stephen K. Zrike, Jr., Ed.D.
Superintendent

Click here to view: [Salem Prep High School Vision and Mission 21-22](#)

Our Schools, Hours, and Contact Information

Early Childhood Education

School	Start/End	Principal	Address	Telephone
Salem Early Childhood Center	8:30-2:30	Leanne Smith	25 Memorial Drive	(978) 740-1181

Elementary and K-8 Schools

School	Start/End	Principal	Address	Telephone
Bates Elementary	7:45 – 1:50	Gavin Softic	53 Liberty Hill Ave.	(978) 740 - 1250
Bentley Academy Innovation School	7:30 - 3:05	Elizabeth Rogers	25 Memorial Drive	(978) 740 - 1260
Carlton Innovation School	8:20 – 2:25	Bethann Jellison	10 Skerry St.	(978) 740 - 1280
Horace Mann Laboratory School	7:50 – 1:55	Dr. Ruben Carmona	79 Willson St.	(978) 740 - 1290
Saltonstall K-8 School	8:00 – 3:00	Michael Lister	211 Lafayette St.	(978) 740 - 1297
Witchcraft Heights Elementary School	8:20 – 2:25	Susan Carmona (Interim)	1 Frederick St.	(978) 740 - 1270

Middle and High Schools

School	Start/End	Principal	Address	Telephone
Collins Middle School	7:30-3:00	Matt Condon	29 Highland Ave.	(978) 740-1193

<u>Salem High School</u>	7:45-2:35	Glenn Burns	77 Willson Street	(978) 740-1123
<u>New Liberty Innovation School</u>	9:00-3:45	Jennifer Winsor	Museum Place Mall, 2 nd Floor	(978) 825-3470
<u>Salem Prep High School</u>	8:00-2:25	Brian Edmunds	Museum Place Mall, 2 nd Floor	(978) 740-1171

District Administrative Offices and Contact Information

The school district's administrative offices are located on the first and second floor of the Collins Middle School building at 29 Highland Avenue, Salem, MA 01970 (some located at Salem High School). Members of the district administrative leadership team include:

[Superintendent's Office -- \(978\) 740-1212](#)

Dr. Stephen Zrike, Superintendent - szrike@salemk12.org

Mindy Marino, Executive Assistant - mmarino@salemk12.org

[School Committee -- \(978\) 619-1456](#)

Nancy Weiss, Executive Assistant to School Committee & Superintendent -
nweiss@salemk12.org

[Public Relations -- \(978\) 619-1455](#)

Liz Polay-Wettengel, Chief of Public Relations - lpolaywettengel@salemk12.org

[Assistant Superintendent -- \(978\) 740-1214](#)

Kate Carbone, Assistant Superintendent - kcarbone@salemk12.org

Jensen Frost, Executive Assistant - jfrost@salemk12.org

[Curriculum, Instruction, and Assessment](#)

Kimberly Talbot, Director of Teacher/Leader Development - ktalbot@salemk12.org

Amy Richardson, Director of Curriculum, Instruction & Assessment - arichardson@salemk12.org

Meg Russo, Coordinator of Standards-Based Practices - mrusso@salemk12.org

Cynthia Napierkowski, District Music Coordinator - cnapierkowski@salemk12.org

[Multilingual Learner Education – \(978\) 740-1126](#)

André Fonseca, Director of Multilingual Learner Education - afonseca@salemk12.org

Nancy Meacham, ELL Coordinator - nmeacham@salemk12.org

[Student Services and Family Supports](#)

Adam Colantuoni, Executive Director of Student Services and Family Supports - 978-740-1211
acolantuoni@salemk12.org

Emily Ullman, Director of Community Engagement & Partnerships, 978-778-8972
eullman@salemk12.org

Ellen Wingard, Director of Student and Family Support, 781-732-0137
ewingard@salemk12.org

Dr. Charlene Moske-Weber, Director of Nursing & Health Services
cmoske-weber@salemk12.org

Monell Robinson, Supervisor of Social Emotional Learning and Wellness, 978-587-4933
mrobinson@salemk12.org

Terrell Greene, Attendance and Outreach Specialist, 978-740-1232
tgreene@salemk12.org

Parent Information Center (PIC) – (978) 740-1225

Sayonara Reyes, Manager, PIC/Student Assignment Officer - sreyes@salemk12.org

Supports for Students & Families Experiencing Homelessness

Jodi Connolly, Homeless Coordinator, 978-825-3601 - jconnolly@salemk12.org

Special Education – (978) 740-1249

Linda Farinelli, Executive Director of Special Education - lfarinelli@salemk12.org

Jennifer Doucette-Ly, Special Education Department Head K-8 - jdoucette-ly@salemk12.org

Rosalie Nealon-O'Connell, Special Education Department Head 9-12-

RNealon-O'Connell@salemk12.org

Maureen Brancconnier, Director of Out of District Placements - mbrancconnier@salemk12.org

Lisa Perry-Calderan, Administrative Assistant - lperry-calderan@salemk12.org

Instructional Technology, Salem Public Schools – (978) 619-1450

Marc LeBlanc, Executive Director of Instructional Technology - mleblanc@salemk12.org

Jennifer Gariepy, SIS (Aspen) Manager - jgariepy@salemk12.org

Helene Casanova, Application Support Analyst - hcasanova@salemk12.org

Information Technology - IT Help Desk – (978) 825-3608

Operational Infrastructure/Business Administration – (978) 740-1222

Mary DeLai, Assistant Superintendent of Finance & Employee Engagement

mdelai@salemk12.org

Kelly McLaughlin, Executive Assistant - kmclaughlin@salemk12.org

Building Services – (978) 740-1162

Zisis Alepakis, Acting Director of Buildings and Grounds - zalepkis@salemk12.org

Daniel Byors, Acting Daily Operations Manager - dbyors@salemk12.org

Theresa Lavorante, Administrative Assistant - tlavorante@salemk12.org

Food and Nutrition Services – (978) 740-1231

Irvelt Perrin, Director of Food and Nutrition Services - iperrin@salemk12.org

Grants Management – (978) 740-1258

Nichole Hagstrom, Manager - nhagstrom@salemk12.org

Monica Savage, Assistant - msavage@salemk12.org

Employee Engagement -- (978) 740-1115

Kayanna Scott Brown, Executive Director - kscottbrown@salemk12.org

Alicia Palmer, Human Resources Manager - apalmer@salemk12.org

Lisa Coults, Assistant to the Executive Director - lcoults@salemk12.org

Linda Richard, Benefits Coordinator - lrichard@salemk12.org

Payroll – (978) 740-1224

Kathy Marino, Payroll Manager - kmarino@salemk12.org

Brenna Gloudesman, Assistant - bgloudesman@salemk12.org

Transportation – (978) 740-1240

Brenda D'Eon, Transportation Supervisor - bdeon@salemk12.org

Anaima Piccirillo, Transportation Clerk - apiccirillo@salemk12.org

Transportation Handbook: We have created a separate handbook with the district's policies and expectations regarding student transportation. You can access it [here](#).

Health and Safety Expectations

Context: Over the summer, the world, the US, and now Massachusetts have witnessed a change in the COVID-19 pandemic due to the Delta variant. There are two key lessons about this new variant that inform our reopening plans:

1. The Delta variant is much more contagious - for every person who gets sick, they are more likely to spread it to more people than the original virus.
2. It is still rare for individuals who are vaccinated to get sick. However, when a vaccinated person does get infected, they now may be able to spread it to other people as easily as an unvaccinated person. This variant is able to replicate more effectively and be spread even by those who are vaccinated.

The risk of severe illness for individuals as a result of this variant is still very limited *if they are vaccinated*. However, children under 12 years old are not yet vaccinated and, even if cases are mild, the spread of the virus is disruptive to the mission of Salem Public Schools – providing an exemplary educational experience for our students. We also recognize the unique nature of Salem as a tourist destination, particularly in the fall, that does increase the need to be cautious as we enter our peak season. As a result, the research on this variant indicates the need to resume some of our mitigation strategies in order to reduce the risk of spread of the virus as we learn more about the variant. The benefit of science is our ability to learn how to respond as the virus changes.

The goal of this recommendation is to ensure the safe opening of schools and to minimize disruption to learning for our students and their families. **We remain confident and committed to fully opening school this fall with in-person learning for all students.**

The best way to combat the spread of this virus is to implement a multi-layered approach, as each layer builds upon the others to reduce the probability of the spread of the virus. In addition to the explicit practices below, these layers of mitigation include continued good hygiene practices such as hand washing and hand sanitizing and regular cleaning of high-touch surfaces. We recognize that we may have the opportunity to adjust our plans and strategies depending on the efficacy of our mitigation efforts and the local community spread data in Salem.

Recommendation to the SPS School Committee: As a result, based on the advice of our healthcare advisors, Salem Public Schools recommends the following layers of mitigation:

1. **COVID-19 Surveillance Testing:** Surveillance testing empowers our district to identify asymptomatic or presymptomatic cases of COVID-19 that may unknowingly be coming into our schools and prevent the spread of the virus. Salem has been at the forefront of staff and student surveillance testing, and we will continue to be. We are working with the state on the exact details for this fall, but we will

continue access to weekly surveillance testing for students and staff. All testing will take place in school, including follow-up testing.

- a. **Test to Stay:** We are excited to add that the state is launching a test-to-stay program, which will enable individuals who are close contacts to a positive COVID-19 case to participate in daily rapid testing *and* stay in school. This is an important step to reduce the disruption *if* there are positive cases this fall. We will share more information as soon as we have it.
 - b. **Stay home when symptomatic:** It continues to be essential for any individual with symptoms to stay home and contact their healthcare provider.
2. **Supplemental Ventilation:** Our HVAC (ventilation) systems ensure the introduction of fresh air or the cleaning and filtering of the air in our schools. We are conducting another review of our HVAC systems and ensuring all of our HEPA filters are updated for the school year. We will also be introducing additional substantial HEPA filters in our cafeterias and we will continue to ensure open air flow whenever possible with open windows on buses and in classes.
 3. **Masks:** We recommend that all students and staff be required to wear masks to start the year. Due to the level of contagiousness of this variant and the increased possibility for those who are vaccinated to have and spread the virus due to the variant, it is critical to reduce the introduction of small droplets and particles by ensuring all individuals wear masks when inside and on our buses. We saw strong implementation across our schools last year.
 - a. **No Masks Outdoors:** Students and staff will continue to be able to remove their masks when outdoors.
 - b. **Visitor Policy:** This mask policy will apply to all individuals who enter Salem Public School buildings, including parents and families, volunteers, and visitors. SPS will continue to implement visitor protocols to screen for symptoms and encourage meetings to take place outdoors.
 - c. **Mask Breaks:** Throughout the day, students and staff will be able to take planned mask breaks either indoors or outdoors. If indoors, all individuals will be at least three feet apart and mask breaks will last no more than 10 minutes.

4. **Meals:** SPS will encourage all meals to take place outdoors whenever possible and weather permitting. If meals take place indoors, there will be a minimum of three feet of physical distance between individuals as well as supplemental ventilation in those spaces.
5. **Physical Distancing:** SPS recommends to relax most physical distancing requirements when other layers of mitigation, including masks, are in place. As noted above, physical distancing requirements of at least three feet will be in place during any meals and mask breaks that take place indoors, and for any higher respiration activities (e.g., chorus, physical education). SPS will work with educators on the detailed recommendation for each of the higher respiration activities pending further guidance from the state.

We are grateful to every member of our community – our students, staff, families, and partners. Last year, when we launched our reopening work, we put forward four core values: wellness, equity, flexibility, and community. We have watched as our community has come together to put our students first, lived by these values, and demonstrated our ability to adapt as we learn more about the virus. We appreciate your continued support as we enter a new school year where we are fiercely committed to minimizing disruption for our children and ensuring a healthy, positive, and thriving year for all.

Teaching & Learning

1. Teaching and Learning in Salem

Salem has a firm foundation in place, including committed, collaborative, and professional educators, coaches and dedicated principals. Teachers also have access to high-quality resources and materials and course sequences outlined in online curriculum maps. Students and families can access K-8 curriculum maps at: <https://salem-public.rubiconatlas.org>.

2. Instructional Vision: *All students will be locally engaged, globally connected, and fully prepared to thrive in a diverse and changing world.*

As educators, we must prepare students for a world that we cannot yet fully envision. We want them to be able to thrive academically, personally, and professionally. In contrast to past generations, tomorrow's workers are likely to hold many different jobs, so we must ensure that our students develop mindsets that are flexible and nimble. They need to be able to self-reflect, set goals, and change course on demand.

Locally Engaged:

Students are ready to participate fully in civic life by becoming informed about issues, volunteering their time, and speaking up when they see injustices. They strive to make their communities a better place to live and work.

Globally Connected:

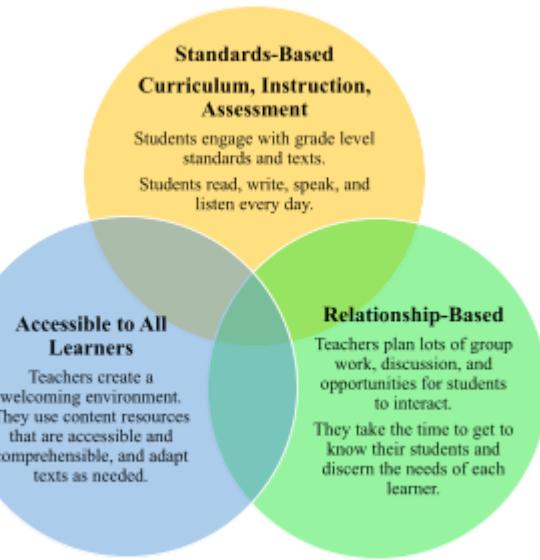
Today's professions require employees to work across physical boundaries through 21st century technology. Students are proficient in communicating and collaborating with others in remote locations.

Diverse and Changing World:

Students appreciate and celebrate different ethnicities, languages, and cultures; they are open to learning about others. They accept different configurations of families, classmates, and co-workers.

3. Instructional Framework

Teaching students with diverse needs is rewarding and challenging. From the moment a Salem child walks in the front door of one of our schools, they are challenged by high standards that are accompanied by individualized, targeted levels of support. Students have ample opportunities to practice the four domains of language every day. As they wrestle with new ideas, they are encouraged to take risks in sharing their thinking in a comfortable and accepting environment. Above all, learning is relevant and student-centered.



4. High Quality Curricula

On a daily basis, teachers organize instruction so that students experience well-structured daily lessons, frequent opportunities to engage with peers, and targeted instructional supports matched to their individual learning needs. Use of core district curricula as a centerpiece to daily instruction is critically important. These high-quality materials ensure that all students have access to standards-aligned grade level content.

Salem's curriculum programs have been chosen for their rigor and research-based design. They have been shown to improve student achievement nationwide, including in urban districts like Salem. Expert curriculum writers have considered how students learn, how concepts build, and how best to engage learners.

Curriculum review teams consisting of Salem Public School teachers consult third-party evaluators such as EdReports, the Department of Education's CURATE reports, and organizations such as the National Council of Teachers of Mathematics and the National Science Teachers' Association. Teachers, coaches, ESL teachers, and teachers of special education have been involved in the selection process. A current list of the district's core curriculum resources can be found [here](#).

5. Planning for Learning Acceleration, Not Remediation

Although in-person instruction was interrupted during the pandemic, the research is clear that districts must plan to accelerate student learning rather than going back in time to focus on the skills and concepts from prior years. Accelerated learning prevents students from falling further behind grade-level expectations (leading to widening equity gaps).

Teachers accelerate learning by developing lessons that are aligned to grade-level standards and which include a range of entry points and scaffolds for students who require them. As a result of remote learning, Salem students and teachers have become adept at using a variety of digital tools. These resources augment but do not replace opportunities for daily academic

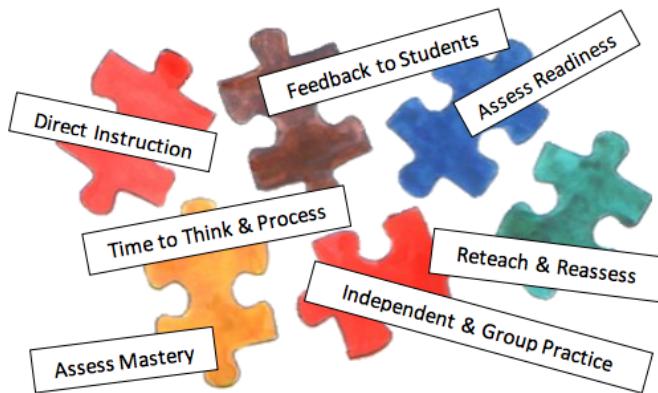
discourse, collaborative projects, and inquiry-based learning. Building relationships and routines remains a primary focus in each classroom.

Use of frequent informal, formative assessments allows teachers to understand where students are and where gaps exist. Data gathered from formative assessments will inform teacher planning and point to content that needs to be refreshed or retaught.

At all levels, additional tutors and interventionists have been added, and school schedules have been adjusted to allow for additional instructional time such as WIN blocks, learning academies, and individualized or small group work.

6. Instructional Components

Well-constructed lessons include some of the following components:



7. Accessibility

Salem's student population is culturally and linguistically diverse. Their different backgrounds and life experiences are assets that add richness to learning activities, interactions with peers and teachers, and the unique identity of each school. Lessons are designed for accessibility from the outset.

The district has four instructional priorities designed to improve access to grade-level curriculum for all students, including multilingual learners. These are:

- **Welcoming Environment:** *For students to feel safe in taking intellectual risks, teachers create and cultivate a classroom environment that is affirming, welcoming, and instructionally focused for students. They create a sense of community through routines, rituals, and classroom designs.*
- **Meaningful Interactions:** *All students need frequent opportunities to engage in academic language in text and with peers.*

- **Comprehensible Input:** Teachers deliver new information through resources that are accessible and easy to understand. They use visual representations, handouts, and accessible texts.
- **Adapted Texts:** Teachers modify and adapt texts in all content areas for various levels of reading proficiency.

For more information about what this looks like in a classroom setting, please see [these "look-fors".](#)

Specialized Instruction & Programming

Special Education

Communication with Families with Special Needs

The Special Education Department provides timely information to families. Families will receive emails, texts, or phone calls from Team Chairs, teachers and/or service providers. Special education teams will work to streamline communication efforts, while keeping everyone apprised of all pertinent information. To ensure timely communication, parents/guardians should make sure that the district has their correct contact information. Contact the Special Education Department if you are not receiving communications. If you need assistance, please contact lperry-calderan@salemk12.org or call (978)740-1249. As always, reach out to Team Chairs.

IEP Meetings

To ensure the health and safety of all participants, IEP Meetings will occur remotely when possible. If a family requires an in-person meeting, arrangements will be made.

Referrals

Referrals will continue to be processed as they are received, and consent for evaluations will be accepted via email. Evaluation assignments will be sent by Yelfy Encarnación at yencarnacion@salemk12.org.

Evaluations

Evaluations will be provided in accordance with state and federal laws and regulations, as well as DESE recommendations, guidance from professional organizations, and test developers. Evaluators will be following CDC, building, and test manufacturer guidance to ensure that evaluations are completed with the strictest adherence to safety guidelines and protocols for both the student and the evaluator, including physical distancing and proper PPE and sanitizing protocols.

IEP Consent

IEPs will be sent electronically by Salem Public Schools as a PDF. Guardians are asked to reply directly via email, indicating 1) acceptance of the IEP as developed, 2) rejection of the IEP, or 3) rejection of portions of the IEP (and the reason for the rejection) and placement. If you would like to receive a hard copy of the proposed IEP, please contact your team chair or Patricia Robertie in Special Education at probertie@salemk12.org.

Instructional Supports for Multilingual Learners

General Instructional Supports for Multilingual Learners

Every Multilingual Learner will continue to receive their state-mandated instructional English Learning Development minutes from an ESL-certified teacher. The amount of support depends upon the linguistic needs of the student. ESL teachers will use specialized instructional materials and techniques that promote English language learning; for example, materials will be highly visual. In addition, the district is committed to providing translation for families, so that families have access to district and school-based information.

Supports for Families of Multilingual Learners

Providing support for the families of our Multilingual Learner students is absolutely essential to our students' success. Salem Public Schools is committed to reaching out to families and addressing their individual needs. We recognize that student learning is a team effort, especially at this time. To make sure that we meet this challenge, every family in Salem (including our Multilingual Learner families) will be assigned a "Family Point Person," a member of the staff who is specifically responsible for connecting with that family, and linking them to the training, supports, or services they need for their children to be academically successful.

The person assigned to each family will be able to communicate in the home language of the family, as much as possible, or will be able to connect them to interpreter services. There is a bilingual (English/ Spanish) Family Engagement Facilitator at each school as well, who will support families as needed. Finally, the Multilingual Learner Education Department continues to be committed to building the leadership of members of our English learning community over the course of this year and providing interactive educational opportunities through our district family nights.

Specials

Art, music, theater, physical education, and other specialist classes are critical to the development of the whole child. In difficult times such as these, they provide additional opportunities for self-expression as well as maintaining social/emotional and physical well-being. The Department of Elementary and Secondary Education has provided guidance on best practices, sharing equipment, and more. We will adhere to these guidelines while continuing to provide access to these classes. We are also investigating ways to provide students with materials to use at home.

Instructional Technology

Streamlined Learning Management Systems

We have streamlined the learning management systems (LMS) used across the district in an effort to create consistency and minimize the number of systems that teachers, students and families need to use:

- Grades 6 - 12: *Schoology*
- Grades PreK - 5: *Google Classroom*

Technical Support

The Instructional Technology Department provides technical support for teachers, students and families. The [help request form](#) can be used for any technical issue. This form is also on all ClassLink pages and is translatable into the language set in the user's browser. It also contains the option to choose a preferred contact language.

Teachers and families can also call the Instructional Technology team at 978-619-1450 with their requests. They will have the option for either English- or Spanish-speaking support.

Additionally, a physical help desk is available in two locations to support the districts 1:1, take-home system. Teachers and students can visit either the second floor of the IMC at Salem High School (accessed via the IMC stairwell) or room 323 at Collins Middle School to get assistance from a technical support analyst.

Digital Resource Access

ClassLink is the Salem Public Schools' landing pad for all digital resources used by staff and students. Most applications have single sign-on configured allowing for a simple click to gain access to their resources.

Accessing ClassLink: When logged into Chrome, either pressing the home button in your browser or opening a new tab will bring you directly to your Classlink page. If you are not seeing something you believe you should, or do not have access to an application, contact the Instructional Technology Department using the methods listed above.

Responsible Use of Technology-School Committee Policy

The Salem School Committee recognizes the importance of technology and electronic media to contemporary education and holds that their use is essential to the day-to-day administrative operations of schools. The Committee sees these media as tools to foster learning and as an integral part of the functioning of contemporary society. The Committee further recognizes, however, that the power of this technology brings with it certain responsibilities and risks for those who use it. The School Committee's policy (See [SC Policy 5501](#)) requires all users of technology in the district to read and sign an Acceptable Use of Technology Agreement.

The Committee therefore establishes that any use of the Salem Public Schools' technology and electronic media be permitted only after the prospective user, whether the user is a student or an employee, has read and signed a Responsible Use Agreement for the use of the District's technology and electronic media. Any person signing a Salem Public Schools Responsible Use Agreement shall ensure that the uses to which that individual puts the district's electronic technology, including internet access in school facilities, shall be consistent with the mission of the Salem Public Schools.

The superintendent of schools shall see to the drafting of Responsible Use Agreements appropriate to the age and role of the technology and electronic media user. The School Committee shall review and approve the Responsible Use Agreements that are utilized in the Salem Public Schools.

All materials produced and communications recorded in any fashion using Salem Public Schools technology are covered by the Massachusetts Public Records Law (MGL c. 4 § 7, c. 66 § 10), and may be subject to production pursuant to the provisions of the Public Records Law.

References

MGL c. 4 § 7, c. 66 § 10
Policy 5805, Cell Phones and Electronic Devices Policy
5401.01, Anti-Bullying and Cyber-Bullying
Policy 5413, School Property
The Superintendent's Responsible Use Agreement

Technology and 1:1 Device Policies

Salem Public Schools is committed to providing students with independent and engaging learning experiences from preschool through graduation. One of the ways we achieve this is through the use of technology in instruction. All SPS students will be provided with an Internet connected device which they can utilize to access various forms of digital curriculum and resources provided by the district as well as assignments posted to our Learning Management Systems by their teachers. Below is an outline of Salem Public Schools one-to-one device policies and procedures.

PreK - Grade 2

Devices

- Chromebooks are made available to every student.
- Each homeroom contains a cart which charges and securely stores devices overnight.
- Chargers should never be removed from carts.
- Chromebooks should never go home with students unless an emergency closure is declared.
- In the event of an emergency closure students may bring their Chromebooks home if needed for remote learning. Teachers will ensure that these devices are fully charged and ready to be used for the next school day.
- The responsibility of keeping the Chromebooks secured and accounted for is that of the homeroom teacher in which the devices are assigned.
- At the end of each school year, the IT Department will inventory, clean and replace Chromebooks as needed.

Accounts

- All students are assigned a Google account with no email access.
- Passwords for Google accounts are “student+LASID” (e.g. student202020) and cannot be changed.

Technical Assistance

- In the event of a malfunctioning technology (hardware or software) teachers should submit a helpdesk request located in their Classlink and a Technical Support Analyst will respond as soon as possible.

Grade 3 - Grade 5

Devices

- Chromebooks are made available to every student.
- Each homeroom contains a cart which charges and securely stores devices overnight.
- Chargers should never be removed from carts.
- Chromebooks should never go home with students unless an emergency closure is declared.
- In the event of an emergency closure students may bring their Chromebooks home if needed for remote learning. Teachers will ensure that these devices are fully charged and ready to be used for the next school day.
- The responsibility of keeping the Chromebooks secured and accounted for is that of the homeroom teacher in which the devices are assigned.
- At the end of each school year, the IT Department will inventory, clean and replace Chromebooks as needed.

Accounts

- All students are assigned a Google account with no email access.
- Passwords for Google accounts are “student+LASID” (e.g. student202020) and should be changed with their teacher’s assistance.
- Teachers are recommended to keep a log of their student’s password and be teaching good password habits.

Technical Assistance

- In the event of a malfunctioning technology (hardware or software) teachers should submit a helpdesk request located in their Classlink and a Technical Support Analyst will respond as soon as possible.

Grade 6 - Grade 8

Devices

- Chromebooks are made available to every student.
- Each student will be assigned a Chromebook upon entering 6th grade.
- A student’s Chromebook will remain in their possession until the end of 8th grade or at the time of their exit from SPS.
- Chromebook are to be brought home and returned fully charged each school day.
- The responsibility of keeping the Chromebooks secured and accounted for is that of the student it was assigned to.

Accounts

- All students are assigned a Google account with email access within our Google domain.
- Passwords for Google accounts are all “student+LASID” (e.g. student202020) and will be forced to change upon logging in.
- All activities performed with a Google account are the responsibility of the student.

Technical Assistance

- In the event of a malfunctioning technology (hardware or software) students should visit the Collins Tech Room (room 323) either before school, after school or during school hours with permission from a teacher (room is manned between the hours of 7 AM and 3 PM).
- If a student has forgotten their Chromebook or has a dead battery, they may borrow one for the day from the Collins Tech Room. They must return their loaner before leaving for the school day.

- If accidental damage is done to a Chromebook, the IT Team will repair it once. Subsequent damage will be referred to school administration.
- If intentional damage is done to a Chromebook, the student will be referred to school administration.
- If a Chromebook is lost, the student will be referred to school administration.
- If a Chromebook is stolen, a police report must be filed and a replacement Chromebook will be issued

Grade 9 - Grade 12

Devices

- Chromebooks are made available to every student.
- Each student will be assigned a Chromebook upon entering 9th grade
- A student's Chromebook will remain in their possession until the end of 12th grade or at the time of their exit from SPS.
- Chromebook are to be brought home and returned fully charged each school day
- The responsibility of keeping the Chromebooks secured and accounted for is that of the student it was assigned to.

Accounts

- All students are assigned a Google account with full external email access
- Passwords for Google accounts are all “student+LASID” (e.g. student202020) and will be forced to change upon logging in.
- All activities performed with a Google account are the responsibility of the student

Technical Assistance

- In the event of a malfunctioning technology (hardware or software) students should visit the 2nd floor of the IMC either before school, after school or during school hours with permission from a teacher (room is manned between the hours of 7 AM and 3 PM).
- If a student has forgotten their Chromebook or has a dead battery, they may borrow one for the day from the SHS helpdesk. They must return their loaner before leaving for the school day.
- If accidental damage is done to a Chromebook, the IT Team will repair it once. Subsequent damage will be referred to school administration.
- If intentional damage is done to a Chromebook, the student will be referred to school administration
- If a Chromebook is lost, the student will be referred to school administration.
- If a Chromebook is stolen, a police report must be filed and a replacement Chromebook will be issued.

Please review the Technology Use Pledge for all students and staff in Appendix C.

Family Engagement

The Salem Public Schools sees the engagement of families and caregivers as a critical component to a successful educational experience for students and providing equitable educational opportunities for all Salem students. We believe that parents, guardians, and other family members are critical partners in the educational process, and we embrace our

responsibility to proactively reach out to all families in a variety of ways to support their engagement in the schools.

We will have clearly defined systems in place for family outreach that provides predictable two-way communication between caregivers and school staff.

Family Engagement Facilitator

1. Leads outreach and welcoming activities pertaining to new or incoming families
2. Provide interpretation/ translation in Spanish when needed for tier II and III support.
3. Works with the school leadership to promote a family-friendly atmosphere that respects and honors student and family diversity within the school community
4. Collaborates closely with the school's Student Support Teams and others to identify families' needs and interests, and enable access to community resources

SALEM PUBLIC SCHOOLS COMMUNICATION PLAN

Salem Public Schools is committed to creating an environment that promotes family and community engagement through strong communication. We believe that good communication is essential to a strong partnership and supports learning and achievement for all.

The school's main office is the center of communication between home and school. When coming into school, please make sure you first stop at the main office. If you need to leave a message for any staff member, you may also call the main office or leave a message in person with our school secretaries. Your child's safety and learning are of the utmost importance at school. Lessons will not be interrupted for non-school matters or business unless there is an emergency. Please make every effort to plan ahead so that learning is not disrupted. Send in a note if your child's plans have changed.

At Salem Public Schools, we utilize ParentSquare as our district-wide communication platform. You should have received a registration email to register with ParentSquare, if you have not, please contact the main office.

About ParentSquare

ParentSquare is a robust communication platform that offers a whole host of tools that allows the district, school administrators, and teachers to more effectively communicate with families. Some features include:

- Mass notifications and urgent alerts with two-way communication
- Mobile application for android and iPhones
- Teacher and classroom communication
- Direct messaging and chat with two-way translation
- Forms and permission slips

- Parent-teacher conference sign-ups
- Calendar and RSVP
- Volunteering and supply sign-up
- And more

Examples of District and School-Wide Communication

- School Website - www.salemk12.org
- SPS Facebook page – <https://www.facebook.com/SalemPublicSchools>
- Classroom ParentSquare posts and emails
- Teacher phone calls and/or emails, ParentSquare messages
- Weekly district newsletters
- Weekly newsletter from the principal
- Student report cards
- Parent/teacher conferences
- Principal coffee (monthly)
- Family Zoom meetings
- PTO/School Council meetings (monthly)

We strive to keep parents informed and to make our community aware of the many events and happenings at our schools by using these communication methods. We welcome feedback and suggestions. **If you are not receiving our communications, please contact the main office of your school.**

We use ParentSquare and the above types of regular communications sent via text, email, phone, as well as post on social media. We have the reasonable expectation that you will check these vehicles of communication on a regular basis to stay current with SPS notifications.

EMERGENCY COMMUNICATION

Our school system also has the capability of contacting all parents by telephone through an all-call system on ParentSquare. If school must be closed, fully remote or the opening delayed due to inclement weather or an emergency, the school district will attempt to reach all parents through this telephone system. **It is important that the school has an updated telephone number and email address for all students' families at all times.** We urge you to be sure to keep this information current through our school office. Additionally, you may obtain school cancellation or delayed opening information through ParentSquare texts and emails, on social media, and from the following sources:

Salem Public Schools website at www.salemk12.org

WBZ	Channel 4
WCVB	Channel 5
WHDH	Channel 7

STUDENTS IN VIDEO AND STILL PHOTOGRAPHY

Often the media/press requests information regarding student awards, honors, scholarships, and sports or club memberships. Throughout the year, the local cable TV channel, newspaper, and school district newsletters/websites will take pictures or write about school activities and students. It is the policy of Salem Public Schools to make this information routinely available unless parents have opted out in the back to school forms or have requested in writing, in advance, that they do not wish to have this information published. We will be happy to comply with parents' written requests. **If we do not receive explicit opt-out instructions either in the back to school forms or in a separate written request, we will proceed with the publication of student information as described above.**

CONFIDENTIALITY STATEMENT

We value the privacy of both our students and our staff. Information about students, families or staff is confidential and should never be discussed or posted in public places. Thank you for respecting the privacy of our children and families.

EXPECTATIONS

We use ParentSquare as a means of regular communications via text, email, and phone calls in the case of urgency. We have the reasonable expectation that you will check these methods of communication on a regular basis to stay current with Salem Public Schools news and emergency notifications.

Policies and Procedures for All Students

Equal Access and Non-Discrimination

Policy of Non-Discrimination

Salem Public Schools' policy of non-discrimination (See [SC Policy 1101.1](#)) ensures that the district does not discriminate on the basis of race, color or national origin, sex, disability, age, sexual orientation, homelessness, socio-economic status, or religion. To that end, the district commits to:

1. Promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, applicable legislation and judicial interpretations;
2. Encourage positive experiences in human values for all its students, staff, and other members of the community, affirming the diversity of familial backgrounds, socioeconomic statuses and ethnicities represented in the Salem schools community;
3. Work toward a more integrated, harmonious community and to enlist all individuals, groups and agencies—both private and governmental—to support this effort;

4. Use all appropriate communication and action techniques to hear and address the grievances of any individuals and/or groups;
5. Consider carefully the potential benefits or adverse consequences of any decision made within the Salem school system on human relationships within the schools and the larger Salem community;
6. Initiate procedures and practices that will actively promote the objectives of this policy in the Salem school system.

This policy of nondiscrimination extends to all students, staff, the general public, and individuals with whom the school district does business. No person shall be excluded from or discriminated against in admission to a Salem public school, or in obtaining the advantages, privileges, and/or courses of study of our public schools on account of sex, sexual orientation, gender identity, age, race, color, national origin or socioeconomic status, union seniority, disability or pregnancy.

Equal Access to Educational Opportunities

Consistent with its policy on nondiscrimination, Salem Public Schools ensures equal access and opportunity to the educational programs available in the district. According to Salem Public Schools' School Committee Policy on Equal Access & Opportunity (See [SC Policy 5212.01](#)), "Every child shall have a right to attend the public schools of the town where he/she actually resides, subject to the provisions of Chapter 76. All enrolled students shall have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district. In compliance with state and federal laws, the Salem Public Schools maintains a nondiscrimination policy. No child shall be excluded from or discriminated against in admission to Salem Public Schools, or in obtaining the advantages, privileges and courses of study of our schools, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness. This policy provides equal access to courses and programs, counseling services, physical education and athletics, vocational education, instructional materials and extra-curricular activities."

Procedures for Reporting or Filing a Discrimination Complaint

Any student or family seeking to report or file a complaint alleging discrimination on the basis of the above policy or to make an inquiry concerning the application of anti-discrimination laws and regulations in the Salem Public Schools, please contact:

For Staff

Alicia Palmer, Human Resources Manager
 Salem Public Schools
 Office of Employee Engagement
 29 Highland Avenue, Room 131
 Salem, MA 01970
 978-740-1115
humanresources@salemk12.org

For Students

Adam Colantuoni Exec. Director of
 Student Services and Family Supports
 Salem Public Schools
 29 Highland Avenue
 Salem, MA 01970
 978-740-1211
acolantuoni@salemk12.org

Harassment and Anti-Bullying

In May 2010, Massachusetts (MA) enacted into law a statute that prohibits bullying in school. Bullying as defined by MA law is strictly prohibited in the Salem Public Schools. A student who repeatedly bullies another student violates MA law in doing so. Incidents of bullying of which school administrators become aware will be investigated promptly and dealt with according to MA law and school policy. Referrals may be made to the Salem Police Department as warranted.

Full definitions of “bullying” and “cyberbullying” are outlined in the complete anti-bullying policy below. These terms cover verbal, written, physical, and electronic acts of harm or present a threat of harm to another individual, infringes on his/her rights, or interferes with his/her education. Even if they do not occur on school property or use school equipment, these acts are covered by the anti-bullying policy if they disrupt the educational process.

Any Salem Public Schools student who thinks that he/she is a victim of bullying should immediately report all information regarding the offensive behavior to the school principal, assistant principal, a teacher, a counselor, or other responsible adult.

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

It is the policy of the Salem Public Schools to maintain a learning and working environment free from discriminatory insult, intimidation, or harassment due to race, color, religion, gender, sexual orientation, age, national origin, housing or economic status, and/or disability. We are committed to protecting students and employees from offensive or degrading remarks or behaviors.

Copies of the district's Harassment ([SC Policy 5410](#)) and Anti-Bullying Policies ([SC Policy 5410.01](#)) can be found in Appendix E and F, respectively, as well as in the School Committee Policy Manual on the district website.

Student Registration, Assignment, and Enrollment

Salem Public Schools is pleased to welcome all new students and families who are residents of Salem to our district. A limited number of spaces are also available for non-residents via the [inter-district school choice program](#).

Salem Public Schools has a [controlled choice student assignment policy](#). This means that unlike many other school districts, the assignment of students to a school is not solely based on the neighborhood where a student lives. Instead, Salem's choice-based system allows families to identify their choices and the policy considers their choices, along with several other factors -- sibling priority, household income, proximity to school, etc. -- when determining where to assign a child to school.

The purpose of this policy is to help ensure that the diversity of the Salem community is reflected in each school's student body. Specifically, the goal is to achieve a more equitable

balance of student enrollment (based on income level) within each school such that the enrollment of each school is within 5% of the district-wide average.

Address Changes

If your family still resides within the City of Salem but has moved to a new address, please complete a [Change of Address Form](#) and submit it directly to the Parent Information Center (PIC) (pic@salemk12.org) along with [two documents](#) verifying proof of residency.

Waiting Lists and Transfer Requests

Applicants who do not receive their first choice of school will automatically be placed on a waiting list for that school. Waiting lists will be maintained for each socioeconomic subcategory through September 30th of each year. The order of the Kindergarten waiting list will follow the Batch 1 and 2 deadlines, sorted by choice and proximity. Families interested in changing their school assignments after September 30th must submit a [transfer request form](#). Transfer requests for the future school year are accepted at any time. Transfer requests pertaining to the current school year must be received prior to September 30th of that school year. Only the Superintendent may approve transfer requests submitted after September 30th for a current school year.

Immunization Requirements

All students must have updated immunization records to attend school in Massachusetts. Please click here to see the [list of immunization requirements](#) for student enrollment.

Student Attendance Policy and Procedures

State and District Policy

Salem Public Schools require a high level of participation in engaged learning. Regular class attendance enables students to benefit from classroom discussions, presentations, and interactive activities. These shared academic experiences are integral to the learning process and cannot be recreated or replicated.

Massachusetts state law requires compulsory attendance for all students. Chapter 119, Section 21 of the MA General Laws states that all children between the ages of six and 16 must attend school. The Salem School Committee attendance policy encourages families to ensure that students attend school every day ([See SC Policy 5101](#)).

Excused and Unexcused Absences—Definitions

Excused Absences

The Salem School Committee policy defines an excused absence as “An illness, treatment, hospitalization, or death in the family; observance of a religious holiday; documented court/legal/governmental appearances by the student; or administrator-approved absences and field trips (including college visits).”

Unexcused Absences

Unexcused absences are any that are not covered by the above definition. Examples of unexcused absences may include, but not be limited to:

- Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor or other medical professional

- Cutting class
- Truancy
- Family vacations
- Undocumented absences
- Non-emergency family situations

Attendance Requirements and Interventions

The [Salem School Committee Policy #5101](#) states that “A student out of school for three (3) or more days consecutively within a term or who exhibits a pattern of absenteeism, must have a doctor’s note when returning to school for that absence to be excused. In exceptional situations (flu epidemic, chicken pox, etc.) the school nurse will determine whether or not a doctor’s note shall be required to re-enter school. The Salem School District will be proactive in efforts to intervene when absenteeism is high and/or impacts student learning. For such irregular attendance of any kind, a student shall be referred to the school attendance and outreach specialist.

The Salem Public Schools will also notify the parent or guardian of a student who has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or who has missed 5 or more school days unexcused in a school year. The school principal or a designee, will make a reasonable effort to meet with the parent or guardian of a student to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the school principal or a designee, the student and the student's parent or guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.

If a student is absent for eight (8) or more days in a quarter, and/or if the student has an excessive number of days of which he/she is tardy for school, school officials may file a CRA (Child Requiring Assistance) or failure to send petition with the Juvenile Court, both of which can result in a hearing before a Juvenile Court Judge. Prior to the filing of a CRA or failure to send, families and students will be required to work with school administrators to improve the student's attendance.

Reporting Requirements for Students Absent from School

Whenever a student is absent from school, a parent or guardian must call the school’s main office as soon as possible on the morning of the day of the absence. A list of school main office phone numbers can be found at the front of this document.

The parent or guardian reporting the absence must leave a message with the student’s full name, the reason for the absence, the anticipated date(s) of absence, and the class he/she is in. All absences are cross-checked daily to compare teachers’ absence lists and with parent calls. If your child has been marked absent without a parent call, the school will make every effort to contact the parent/guardian or emergency contact number. The Salem Public Schools prefers that a telephone call is made ahead of the absence and that once the child returns to school, a note is also sent in with the student stating which days were excused by the parent and the reason for the absence. Please note that when a student has been absent for five (5) or more consecutive days, parents must obtain a doctor’s note and submit it to the school.

Family Vacations and Travel

Parents and students are reminded that the MA state Law requires compulsory attendance for all students. We strongly discourage family vacations and travel when school is in session. In addition to compromising the attendance law, family vacations interrupt the educational process in ways that make-up work cannot reverse. Teachers are not required to provide homework assignments prior to a family vacation or travel and students who are absent due to family trips will not be given schoolwork because such absences are considered unexcused.

Tardiness

Teachers and administrators work hard to encourage all students to come to school on time, ready to learn. Losing even five minutes a day adds up to 15 hours a year, which is the equivalent of three full days. Important learning goes on in the morning! Please note the start times for your school and plan to arrive at the building at least five minutes before that time.

A student is tardy when he/she is not in the classroom at the instructional start time, ready to begin the school day. The only exception is when the school bus is late delivering the children to school. When a student is tardy, he or she should have a valid reason. All elementary-aged children who arrive late must have a parent or guardian sign them in at the office so that we are aware they have arrived. The child needs to then walk quickly and directly to class.

Chronic absenteeism may also lead to academic failure for the year and retention of the student.

Student Records

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parent(s) or legal guardian(s) and/or the student in accordance with law, and yet be guarded as confidential information.

Below is a summary of parent and eligible student rights under state laws and regulations and the Family Educational Rights Privacy Act (FERPA) regarding student records.

Definitions

Student Record: The **student record** consists of the transcript and the temporary record, including all information recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth as defined under state law.

Parent shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the student in place of, or in conjunction, with the father, mother, or guardian. Any parent who by court order does not have primary physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c. 71, § 34H and 603 CMR 23.00.

Eligible student: Under state student record regulations, an **eligible student** is any student who has reached 14 years of age or who has entered 9th grade.

Authorized school personnel shall consist of three groups:

- (a) School administrators, teachers, counselors, and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
- (b) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (c) The Evaluation Team which evaluates a student.

Confidentiality of Student Record

With few exceptions, no individuals or organizations other than the parent, eligible student, and school personnel working directly with the student may access information in the student record without the specific, informed, written consent of the parent/eligible student.

Inspection of Student Record

A parent and an eligible student may inspect their own student record. The record must be made available to the parent/eligible student within 10 calendar days of the request, unless the parent/eligible student consents to an extension of this timeframe. If the parent/eligible student requests copies of the student records, the district may charge the parent/eligible student for said copies.

Third Party Access

Authorized school personnel, to include: (a) school administrators, teachers, counselors, and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity; (b) administrative office staff and clerical personnel, employed by the School Committee or under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record; and (c) the evaluation team which evaluates a student, shall have access to the student record of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the parent or eligible student shall not be necessary.

Amendment of Student Record

The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. The parent and the eligible student also have the right to request in writing that information in the student record be amended or deleted. The parent and student have a right to a conference with the school principal to make their objections known. The principal must issue a written decision within one week of the conference. The regulations provide the parents/eligible student with a right of appeal if they are dissatisfied with the decision.

Transfer Students

A student transferring into the Salem Public Schools must provide the District with a complete copy of the student's record from the student's previous school or school district. This record shall include, but not be limited to, all disciplinary records.

Transfer of Student Record

Salem Public Schools will forward the student record of any student who seeks or intends to transfer to another public school district, upon request of the receiving school. The written consent of the parent or eligible student shall not be required prior to the forwarding of the student's record to a receiving school or school district.

Release of Information to the Military

Under federal legislation, the Every Student Succeeds Act provides all branches of the military the right to receive names, addresses and telephone numbers of all secondary school students. Parents must submit written notification to the school if they do not want their child's name provided to the military.

Directory Information

SPS designates the following information as directory information: student's name, date and place of birth, address, phone number, electronic mail address, grade level, (e.g. undergraduate or graduate, full-time, or part-time), dates of attendance, enrollment status, participation in officially-recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and major field of study. Directory information may be disclosed at the discretion of the school system without the consent of a parent of a student or an eligible student.

Parents of students and eligible students have the right, however, to refuse the release of this information. Any parent or eligible student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the Principal on or before the 15th day of each September. In the event that a refusal is not filed, it is assumed that neither the parent nor eligible student objects to the release of the designated directory information.

Rights of Non-Custodial Parents

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions. A non-custodial parent is eligible to obtain access to the student record unless:

- The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
- The parent has been denied visitation, or
- The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
- There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of the request, the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access. The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Destruction of Records

A student's temporary record (all information in the student record which is not contained in the transcript) will be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. "Written notice to the eligible student and his/her parent of the approximate date of destruction of the record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal." 603 CMR 23.06(3). The student's transcript will be maintained by the district and will only be destroyed 60 years following the student's graduation, transfer, or withdrawal from the school system.

Complaints

A parent or eligible student has a right to file a complaint regarding student records with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920, 800-8 72-5327; or with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148, 781-338-3300.

Parental Rights Policies

Parental Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. **Consent** before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE): political affiliations or beliefs of the student or student's parent; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.
2. **Receive notice** and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. **Inspect** upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum. **These rights transfer from the parents to a student who is 18 years old or an emancipated minor under state law.**

Specific activities and surveys covered under this requirement include: the collection, disclosure, or use of personal information for marketing, sales or other distribution; the administration of any protected information survey not funded in whole or in part by DOE; and any non-emergency, invasive physical examination or screening as described above. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Parents' Right to Know

Federal law regards parents as consumers who play a vital role in the education of their children. As consumers, they are entitled to have information about their child's program and

teachers. Parents should also know if their child is in a failing school and what they can do about it. This law contains many parent “right to know” provisions, and all communication with parents must be in an understandable format and, if practicable, in a language that the parents understand.

Right to Know Child’s Achievement

At the beginning of every school year, the school district must notify each parent of a child attending a Title I school of the achievement level of the child on the state’s tests. This information must be an individual, descriptive and diagnostic report that allows parents (as well as teachers and the principal) to understand and address the specific needs of the student. This information must be understandable; that is, it can’t be meaningless numbers or phrases. The information should describe – that is, diagnose and interpret – in words, using samples of student work if possible, what the achievement levels and numbers mean.

Right to Know Personnel Qualifications

At the beginning of every school year, the school district must notify all parents of children attending Title I schools that they may request information about their child’s teachers. That information must be provided “in a timely manner.” At a minimum, parents must be told:

- Whether the teacher has met state qualifications for the grade and subject she/he teaches;
- Whether the teacher is teaching under emergency or provisional credentials because the state has waived normal qualifications;
- The teacher’s college major and any graduate certification or degree and the discipline in which it was taken, and;
- Whether paraprofessionals provide services to the child, and if so, their qualifications.

In addition, and without request, the Title I school must give parents “timely” notice when their child has been assigned to and has been taught by a teacher who has not met the state’s highest qualifications for four or more consecutive weeks.

Right to Know for Parents of Multilingual Learners

Parents of these children have an automatic right, without asking, to information about their child’s placement, or possible placement, in a language instruction program. And they have the right “to opt out” of any placement and to choose another method or program of instruction.

Within 30 days of the beginning of the school year (or within two weeks of the child’s program placement), each local school system that uses Title 1 funds for language instruction must provide certain information to parents of Multilingual Learners who are in a language instructional program or who have been identified for placement in such a program.

The notice must give:

- The reasons for identifying the child as Limited English Proficient (LEP) and in need of a language instruction program;
- The child’s level of English proficiency, how it was determined, and the “status” of the child’s achievement;
- The instructional methods of the program in which the child is participating or might be assigned to, and other available language programs that differ in content, use of English and a native language;
- How that program is meeting (or will meet) their child’s educational strengths;

- How the program specifically will help the child learn English and meet standards for grade promotion and graduation, and;
- The specific exit requirements for the program and the expectation for transition into an all-English classroom. (Secondary schools using Title 1 funds for language instruction must also provide the expected date of high school graduation).

If a Multilingual Learner has an IEP, the parental notification must include information on how the language instructional program meets the objectives of the child's Individualized Education Plan.

The notification must include written guidance explaining:

- The parent's right to request that the child immediately be removed ("opt out") from a language instructional program;
- The other possible programs or methods of instruction available;
- How parents will receive assistance in selecting another program, if offered by the school district.

In addition to these requirements, parents must be told if the child's language instructional program (or the one proposed for enrollment) supported by Title I funds, is not meeting its annual goals for English proficiency.

Student Services and Special Education

Child Abuse

Section 51A of Chapter 119 of the Massachusetts General Laws requires that certain persons who in their professional capacity have reasonable cause to believe that a child under the age of 18 years is suffering serious physical or emotional injury resulting from abuse, including sexual abuse, or neglect, including malnutrition, inflicted upon him or her shall immediately, via telephone, report this abuse or neglect to the Department of Children and Families (DCF). Professionals who must report cases of child abuse or neglect to the DCF include: physicians, medical interns, nurses, teachers, educational administrators, guidance counselors, family counselors, probation officers, school attendance and outreach specialist, social workers, psychologists, and policemen. The telephone report should be made either to the appropriate area office or via the 24-hour reporting hotline: 1-800-792- 5200. Within 48 hours, these professionals are required under Massachusetts law to notify DCF in writing using a standard DCF report form. A new report form must be completed for each new injury or re-injury. Staff who have reasonable cause to believe that a child under the age of 18 is suffering from serious physical or emotional injury resulting from abuse, including sexual abuse, or neglect, including malnutrition, should notify their school principal/head of upper school immediately in order for a 51A report to be filed. Child abuse and neglect is any incident in which there is reasonable cause to believe that a child's physical or mental health or welfare is harmed or is threatened with substantial risk of harm through abuse or neglect by a person (or persons) responsible for the child's health or welfare, including personnel in the public school system. Truancy, by itself, is not a reportable matter.

Abuse includes:

- Physical, mental, or emotional injury by other than accidental means, i.e., beatings, cuttings, burns, broken bones, multiple bruises.
- Physical dependency on an addictive drug at birth.
- Any sexual act against another person either by force, or by threat of force or bodily injury, or against the person's will. This includes a sexual act against another person who is incapable of giving consent because of her/his temporary or permanent mental or physical incapacity or because s/he is a minor. Such crimes as indecent assault and battery, rape, rape with force, rape and abuse, assault with intent to rape and unnatural and lascivious acts constitute a sexual assault. Indecent assault and battery includes, but is not limited to, inappropriate and unwanted touching of private body parts. A person under the age of 14 is legally unable to consent to this type of sexual activity.

Neglect is deemed to exist when the person or persons responsible for a child's care, although financially able to do so, fail to provide the child with adequate food, clothing, shelter, education, medical care, and/or proper supervision and/or guardianship.

Restraint Prevention and Behavior Supports

The Salem Public Schools seeks to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00. Physical restraint is an emergency measure of last resort; it may be administered only when necessary to protect the student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint. The District will annually review its Restraint Prevention and Behavior Support Policy and Procedures, provide it to all District staff, and make it available to parents of enrolled students.

See [School Committee Policy 5416](#) for details on the district's approach to the use of physical restraint.

Special Education Services

Special Education is specially designed instruction to meet the unique learning needs for students who have been found eligible through an evaluation process and who have a signed (accepted) Individualized Education Plan (IEP). Districts must provide special education services to *eligible* students ages 3-21.

Eligible students are students ages three through age 21 who, because of a disability, are unable to progress effectively in regular education programs even with accommodations and require specialized instruction. A disability shall mean one or more of the following impairments:

- Autism
- Developmental Delay (applies to ages three through nine)
- Intellectual Impairment
- Sensory Impairment
 - Hearing
 - Vision
 - Deaf Blind

- Neurological Impairment
- Emotional Impairment
- Communication Impairment
- Physical Impairment
- Health Impairment
- Specific Learning Disability

How does a student qualify for special education services?

- A student is evaluated and found to have one or more disabilities; and
- The student is not making effective progress in school; and
- The team determines that the student requires Specially designed instruction in order to make effective progress

General education teachers are required by law to consistently implement each IEP, as written.

This means:

- Identify the students in the classroom who have an Individualized Education Plan (IEP)
- Review each IEP to understand the student's unique profile and learning needs
- Consult and coordinate with special education staff to plan and implement accommodations/modifications. The student's liaison is listed on the administrative data page of the IEP
- Monitor progress for all students.

Section 504 Accommodation Plan

A 504 Accommodation Plan is a legally binding, civil rights entitlement that documents the accommodation necessary for a student with a disability to be able to access programming and services within the Salem Public Schools. 504 team members generally include the 504 Liaison, a general education teacher, parent(s) or guardian(s), and other staff as appropriate (e.g., the school nurse).

The Section 504 regulations require a school district to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction. Under Section 504, a FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of nondisabled students are met. A variety of accommodations and services may be offered in accordance with 504 Accommodation Plans. The 504 Coordinator for the District is Jennifer Doucette-Ly, Special Education Department Head. She can be reached at (978)740-1248.

Students Experiencing Homelessness

The goal of the McKinney-Vento Homeless Education Assistance Act is:

- To ensure that each child or youth experiencing homelessness has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.
- In any state that has a compulsory residency requirement as a component of the state's compulsory school attendance laws or other laws, regulations, practices, or policies that

may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths, the state will review and undertake steps to revise such laws, regulations, practices, or policies to ensure that homeless children and youths are afforded the same free, appropriate public education as provided to other children and youths.

- Homelessness alone is not sufficient reason to separate students from the mainstream school environment.
- Homeless children and youths should have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging State student academic achievement standards to which all students are held.

Definition of Homeless Children and Youth

The Massachusetts Department of Elementary and Secondary Education adopted Section 725(2) of the McKinney-Vento Homeless Education Assistance Act regarding the definition of homeless children and youth. Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youth living in the following situations:

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for humans;
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). [CR2]

Homeless Education Liaison

SPS provides various types of support for students experiencing homelessness in order to help them attend school consistently. Eligible families may be living in shelters or may not have their own lease because they are temporarily staying with family members or acquaintances due to economic hardship or similar reasons. Contact Jodi Connolly, the district's Homeless Education Coordinator at 978-825-3601 for more details.

Student Marriage, Pregnancy and Parenthood

Students who are pregnant, parents or married shall be encouraged to continue in school. Such students are permitted to remain in their regular academic classes and to participate in extracurricular activities with other students. Additionally, pregnant students, after giving birth, are permitted to return to their same academic classes and extracurricular activities as before giving birth. No student who is pregnant, a parent or married shall be denied access to classroom instruction or extracurricular activities, nor be suspended, expelled, excluded or

otherwise disciplined because of marriage, pregnancy or parenthood. See [School Committee Policy 5702](#) on the availability of in-school programs for pregnant students.

Restraining Orders

It is the responsibility of the student/parent(s) to inform the principal if he/she has obtained a restraining order against an individual. Once the principal is notified of the restraining order, he/she, or his/her designee, may meet with the student and his/her parents to review the order and its implications. An appropriate safety plan will be developed in collaboration with the school psychologist, guidance counselor, and faculty. The principal, or his/her designee, may also meet with the defendant to review the terms of the order, the expectations concerning appropriate behavior and the consequences for violation of the order. It is not the responsibility of the Salem Public Schools to enforce individual restraining orders; however, a violation of a restraining order is a criminal offense and must be reported to the police.

When complaints of teen dating violence that are not related to school or school-sponsored activities are made known to school officials, students will be informed of available services. If the student agrees, a referral(s) to appropriate resources may be made. Parental involvement shall be encouraged.

Home and Hospital- bound Schooling

The schools shall furnish homebound instruction to those students who are unable to attend classes for a period of not less than 14 days in any school year if the student is confined to the home or hospital per 603 CMR 28.03(3)(c). The instruction is designed to provide maintenance in the basic academic courses (either remote or in-person) so that when a student returns to school he/she will not be at a disadvantage because of the illness or the hospitalization.

Student Counseling Services and Family Support

Salem Public Schools provides a continuum of student and family services in all PreK-12 schools. Utilizing a multi-tiered system of support, SPS seeks to ensure every student has what they need to thrive in school and the community. A team of certified school counselors across the district assist leaders and teaching staff in proactively building learning environments where each student feels a sense of belonging, competence and autonomy. School Adjustment Counselors, [City Connects Coordinators](#) and College and Career Counselors work as a team to provide comprehensive school counseling programs that incorporate prevention and intervention activities. Counselors respond to the social, emotional, and mental health needs that arise with students and offer direct individual and group counseling to assist students in developing skills necessary to fully engage in school. College and Career Counselors at the high school level are instrumental in preparing students for post high school graduation, as well as college and career awareness. All counselors in the district leverage a comprehensive range of prevention, intervention, and enrichment services that exist in our schools and the Salem community. They work with families and community partners to secure resources to address out of school factors that impact learning and thriving.

If you would like more information on the student and family support services offered at Salem Public Schools, please contact Adam Colantuoni, Executive Director of Student Services and Family Support at 978-740-1211 or acolantuoni@salemk12.org.

Work Permits

Employment of students under 18 is restricted to before and after school, and days when school is not in session. Students between the ages of 12 and 16 may sell or distribute newspapers. Students ages 14 and 15 with working permits may engage in certain non-hazardous work, but may not work before 7:00 AM or after 7:00 PM. Students aged 16 and 17 may engage in certain specified non-hazardous work, but may not work before 6 AM or after 10 PM, except if employed in restaurants where they can work until, but not after, 12 midnight on Fridays, Saturdays, or during school vacation periods.

Salem youth may pick up and submit a work permit at the high school main office. Work permit applications may also be downloaded at www.mass.gov. Work permits are issued only after a student has proof of an offer for employment. Applications must be filled out entirely before a permit is issued. For 14 and 15 year olds, this includes physician, employer, and parent/guardian signature. A physician's signature is not required for work permit applicants who are 16 and 17. In addition, a proof of age (birth certificate, passport, immigration record, or Massachusetts Identification) is also required.

Student Conduct and Safety

School-Based Rules

Each school has its own set of rules – known as school-based rules –that its students are expected to follow. If a student violates a school-based rule, he or she may be disciplined. School-based rules are developed by the educators and administrators at each school and reviewed annually. In addition to following its own school-based rules, every school must also follow the Salem Public Schools Student Code of Conduct established by the School Committee. The SPS Student Code of Conduct is based upon the laws, rules, regulations, and policies that seek to allow access to education for all while protecting the due process rights of the individual. Both school-based rules and the SPS Code of Conduct apply to the behavior of students while they are in school, at a school-sponsored activity, and on their way to and from school.

SPS Student Code of Conduct

Students in the Salem Public Schools are expected to treat all members of their school and district-wide community with dignity and respect. A school community includes anyone who attends, works in, or interacts within the school. Students, teachers, administrators, school adjustment counselors, paraprofessionals, custodians, secretaries, cafeteria workers, parent volunteers, and school visitors are all considered members of a school community.

All members of the school community have the responsibility to conduct themselves in a way that demonstrates respect for all individuals, their rights and their property. All members of the school community must also understand and support the standards of conduct of the school and assist in the enforcement of rules and regulations. Students are expected to be safe, responsible, and respectful throughout the school day, at the bus stop, in the cafeteria, on the playground, and in the classroom. This behavior is also expected during all curricular, co-curricular, athletic and special events of the school both on and off campus, including

school-sponsored trips and those times when school buses or other school-provided transportation is used.

A student's participation in co-curricular, athletic, or other school or district events is a privilege, not a right or entitlement. Such activities include but are not limited to dances, proms, athletic, theater, and musical events. Failure to meet the Salem Public Schools Code of Conduct, both while in school and in the community, may result in revocation of such privileges including the possibility of further penalties according to the Salem Public Schools Discipline Policy.

These rules and regulations may be supplemented by those developed by each individual school and/or classroom teacher. The academic success and safety of students are contingent upon students maintaining appropriate and responsible behavior.

The discipline procedures for students with disabilities shall follow applicable state and federal laws.

All members of the school community are subject to the laws of the Commonwealth and City ordinances. The school will report acts which may violate the law to the police, including but not limited to assault and battery, possession of a dangerous weapon, destruction of property (graffiti, arson, tagging, and theft), domestic or dating/relationship violence, inappropriate sexual assault or sexual behavior, bullying, harassment and civil rights threats or violations, actual or constructive possession of a controlled substance, reasonable belief that a student has sold or offered to sell a controlled substance. Other acts may also be reported to the police as appropriate.

Student Discipline

The procedures for student discipline can be found in Appendix G.

Student Searches

There are times when there is reason to suspect that stolen property, illegal, prohibited or inappropriate material is present in school. On these occasions, the Principal or designee may search a student's backpack, car, clothing, or other personal belongings in order to investigate the matter. This procedure is designed to provide a safe environment for all students and staff. There is no expectation of privacy for any student desks, lockers, or other storage units within the Salem Public Schools and as such, those can be searched with or without reasonable cause.

Student Participation in Extracurricular Activities

SPS administration reserves the right to deny admission to extracurricular activities to anyone who poses a potential threat to the safety and security of spectators and participants. Students who fall under the conditions listed below will be excluded from athletic, drama, music, dances, prom, field trip, and other extracurricular activities that have spectators:

- Students serving a suspension
- Former students who have been expelled

Any student who falls within the above categories who feels that his/her behavior warrants consideration for admittance must submit a request to his/her principal. SPS also reserves the right to exclude from any athletic, drama, music, dances, proms, field trips, and other extracurricular activities that have spectators, members of the community who:

- Have been involved in a serious incident in the community
- Have a history of violence
- Have been disruptive and/or disrespectful to staff

Student Dress Code

By law, the rights of students as far as personal dress and appearance may not be abridged except if school officials determine that such personal dress and appearance cause any disruption or disorder in school by violating reasonable standards of health, safety, cleanliness, and/or infringe on the rights of others.

Personal dress and appearance which describes or depicts illegal activities (e.g. use of drugs or weapons); describes or depicts prohibited conduct, including but not limited to lewd, vulgar or obscene content and/or content which disrupts or substantially interferes with the educational process or with another student's ability to receive an education is prohibited.

Hats, bandanas and sweatbands in school are inherently disruptive to the learning environment and are not allowed, with an exception for religious headwear and/or disability-related accommodations. Students must remove these items when entering the school building and place them in their lockers or book bags for the remainder of the day. For health, safety and cleanliness purposes, footwear, full shirts/tops, and pants, shorts, dresses, or skirts must be worn while a student is attending school. In addition, a student's personal dress and appearance must comply with all OSHA and safety regulations while attending a lab or shop.

The Salem Public School philosophy is that, with respect for self-expression, students should wear clothing that is safe and comfortable for school and learning, and that allows for active participation in all school activities. Parents and guardians are responsible for managing their students' clothing choices in accordance with the stated dress code policy.

Our values with respect to the dress code are:

- To support student safety and protection
- To promote student comfort and well-being in the learning environment
- To promote student participation in all activities
- To treat each student with fairness and compassion

Enforcement of the school dress code will not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, disability, household income, housing status, gender identity, or cultural observance. Salem Public Schools is committed to guiding staff in the fair and sensitive enforcement of the dress code with respect to these stated considerations.

School Committee Policy 5411: Student Dress

According to the School Committee's policy on dress code (see [SC Policy 5411](#)), "The Superintendent shall be responsible for establishing guidelines for school dress codes and/or

school uniform programs. These guidelines shall reflect our values of equity and inclusivity. Development of an acceptable dress code and/or school uniform program will be made by the respective school leadership team in consultation with the Superintendent.

The Salem Public Schools believes that student dress should align with all health and safety requirements and not cause disorder or disruption in keeping with state law.

The basic expectation is that all students will dress in a way such that genitals, buttocks, breasts, stomachs, and nipples are fully covered with opaque fabric.

All students in Grades K-12 are expected to adhere to these expectations for dress and appearance. Continual infractions will result in disciplinary action.

Salem Public Schools is committed to supporting any family or child who cannot meet the above dress requirements. Families or children who need support in following the dress code should contact the school principal or nurse for assistance.

General guidelines for each grade level are outlined below. Please consult your school's handbook for the specific dress code that applies to your school.

Dress and Appearance Guidelines for Grades K-5

1. Students Must Wear:

- A shirt (with fabric in front, back, and on the sides under the arms), AND
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
- Shoes (shoes should, whenever possible, be appropriate for the weather and for play; sneakers are the preferred footwear for all school activities, but any shoe should be comfortable and, whenever possible, have non-skid rubber soles).

2. Students May Wear:

- Religious head coverings or those for disability-related accommodations
- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
- Ripped jeans, as long as underwear and buttocks are not exposed
- Tank tops, including spaghetti straps and halter tops (with straps around the neck)
- Athletic attire

3. Students May Not Wear:

- Sneakers or shoes with wheels on them
- Flip flops or other footwear without backing
- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal item or activity)
- Hate speech, profanity, pornography, or gang-related imagery
- Images or language that creates a hostile or intimidating environment based on any protected class or marginalized group
- Descriptions or depictions that threaten, harass and/or bully a particular individual or group of individuals
- Any clothing that reveals visible undergarments (except for visible waistbands and visible straps which are allowed)

- Swimsuits
- Dangling or very large hoop earrings that present safety hazard (earrings that sit close to the ear are acceptable as they do not present a safety hazard)
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face or ears (except as a religious observance)

Considerations for Parents and Guardians

- Children may want to avoid wearing special clothing that cannot be ripped, stained, or lost, as the school day is active and often messy.
- Parents and guardians are strongly encouraged to apply sunscreen to children before school to protect their skin during recess, gym, gardening, and other outside activities
- Children are encouraged to wear sneakers so that they are not limited in their ability to participate in school activities, including fire drills and gym.

Dress and Appearance Guidelines for Grades 6-12

Personal appearance is an individual matter. Adherence to school norms of reasonable dress and appearance, however, is important to foster an academic environment that is conducive to learning. Clothing should comfortably fit and allow you and those around you to participate in the learning environment. Students are encouraged to wear sneakers so that they are not limited in their ability to participate in school activities, including fire drills and gym. Additionally, clothing must always conform to industry safety standards i.e. for the vocational pathway and science lab activity, etc. Students who fail to abide by the guidelines listed below will be asked to either change clothes or wear garments provided by the school. Parents/guardians will be contacted if there is a question regarding a student's attire.

Clothing and accessories that are inappropriate include:

- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal or prohibited item or activity)
- Hate speech, profanity, pornography, or gang-related imagery
- Images or language that creates a hostile or intimidating environment based on any protected class or marginalized group
- Descriptions or depictions that threaten, harass and/or bully a particular individual or group of individuals
- Clothing that exposes undergarments beyond visible straps and waistband
- Accessories that pose a potential for damage, safety concerns, and/or injury (chains on clothing, protruding studs, very large dangling/hoop earrings, sharp objects on clothing or jewelry)

Cell Phones

The ability to use technology effectively is essential in today's world. Throughout each day, technology is incorporated in a meaningful way to enhance our students' learning experience. Students should avoid allowing technology to become a distraction to their learning, however. If personal cell phones/electronic devices are brought to school, students must keep them off

during the school day and securely stored. They should not be accessed during the instructional day without the authorization of a teacher or administrator. Cell phones and other electronic devices may be used on school property before and after the instructional day.

Administrators retain the right to confiscate the personal electronic device of a student who violates this policy.

Students who bring cell phones or electronic devices to school are responsible for them. Salem Public Schools is not responsible for lost or stolen personal property.

Personal Property Loss or Theft

School personnel should strongly encourage families to be sure that children do not bring valuable items to school. If the presence of such items at school causes a disruption, school-based rules may allow school personnel to take a student's personal property away from that student while at school. The school-based rules may also state that certain items should not be brought to school in the first place. School personnel should make every reasonable effort to return all personal property to the student or parent that was taken away from the student by administration. However, school personnel are not responsible for replacing a student's lost or stolen personal property or compensating the family for the value of that property.

APPENDICES

Appendix A: Salem Public Schools Technology Pledge



The following pledges are intended as guidance for the safe and responsible use of technology in Salem Public Schools and our society as a whole. These pledges will serve as a teaching tool to be displayed in classrooms, and their content (and accompanying curriculum resources) should be embedded in any instruction that includes technology. They will also serve as a quick reference in technology-use information packets for staff, students, and guardians to understand the responsibility we share as digital citizens. The content has been adapted from a nationally recognized technology use policy and is in alignment with current Massachusetts DESE standards in Digital Learning and Computer Science.

Salem Public Schools Technology Use Pledge

Grades K-2 Pledge	Key Guidelines
 I will use kind words	<ul style="list-style-type: none"> <input type="checkbox"/> I will use my polite words like “please” and “thank you”. <input type="checkbox"/> I will use empathy when working or playing with others online. <input type="checkbox"/> I will not call anyone names.
 I will tell my teacher if I have any questions	<ul style="list-style-type: none"> <input type="checkbox"/> I will ask my teacher if I need help with my technology. <input type="checkbox"/> If anything on my computer makes me feel uncomfortable, I will close the lid and raise my hand. <input type="checkbox"/> If I see someone doing something unsafe or unkind, I will tell a teacher right away.
 I will take care of school computers	<ul style="list-style-type: none"> <input type="checkbox"/> I will keep food and drinks away from technology. <input type="checkbox"/> I will carry my computer closed and with two hands (gentle hug). <input type="checkbox"/> I will never close the lid of my computer with anything inside (papers, pencils, etc.). <input type="checkbox"/> I will be gentle when I plug or unplug my charger or headset.

Grades 3-5 Pledge	Key Guidelines
 I will keep myself and others safe	<ul style="list-style-type: none"> <input type="checkbox"/> I will avoid sites that have violent, illegal, or otherwise inappropriate content as defined by my teacher. I will ask first if I am not sure. <input type="checkbox"/> I will avoid communicating with strangers. <input type="checkbox"/> I will keep my personal information and other people’s personal information safe (images, passwords, home address, school).
 	<ul style="list-style-type: none"> <input type="checkbox"/> I will not harass or threaten anyone. <input type="checkbox"/> I will always use kind words.

I will be kind when online	<input type="checkbox"/> I will speak up or ask for help if someone else is getting mistreated.
 I will tell an adult when I need help	<input type="checkbox"/> If anything or anyone online makes me feel uncomfortable, I will close the lid (or turn off the screen) and ask an adult for help right away. <input type="checkbox"/> If I see someone doing something unsafe, I will tell an adult right away.
 I will be responsible when I share content online	<input type="checkbox"/> I will give credit when using other people's ideas or creations. <input type="checkbox"/> I will ask permission before sharing an image or video of someone else. <input type="checkbox"/> I will verify that content is true before I share it.
 I will take care of school computers and networks	<input type="checkbox"/> I will not have food or drink near school computers. <input type="checkbox"/> I will carry the computer closed and with two hands. <input type="checkbox"/> I will never close the lid with anything inside (papers, pencils, etc.). <input type="checkbox"/> I will make sure my computer is charging before I leave school. <input type="checkbox"/> I will handle my headset with care. <input type="checkbox"/> I will not attempt to bypass the district's safety and security protections.

Grades 6-12 and All Staff Pledge	Key Guidelines
 I am responsible for keeping myself and my learning community safe while I am online	<input type="checkbox"/> Because it is unsafe, I will not post any personal information about myself or others, including but not limited to an image or video, name, address, phone number, school, or workplace. <input type="checkbox"/> I will inform an SPS teacher or administrator immediately if I become aware of an unsafe action or situation.

 <p>I am responsible for my language and conduct while I am online</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I will use appropriate language in all online communications, public or private. Appropriate language is determined by school administrators. <input type="checkbox"/> I will not send or post hateful messages, or make discriminatory or derogatory remarks about others, including bullying or harassing behaviors, in or out of school. <input type="checkbox"/> My social media will not negatively impact the school learning environment or my fellow Salem Public Schools' community members. <input type="checkbox"/> I will be mindful of my online activities, as they create an online identity that is permanent and may affect future social, college, and job opportunities.
 <p>I am responsible for being honest while I am online</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I will obey copyright laws by giving credit when I use other people's ideas or creations. <input type="checkbox"/> Because it is illegal, I will not download materials protected by copyright, including but not limited to music and movies. <input type="checkbox"/> I will verify that something is factual before I share it online. <input type="checkbox"/> I will not pretend to be someone else while online because it is unlawful.
 <p>I am responsible for my computer and email accounts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I will follow the SPS care instructions for my computer and any accessories. <input type="checkbox"/> I will have my computer charged and ready to use during school hours. <input type="checkbox"/> I will not share my password or use anyone else's, because passwords must remain private. <input type="checkbox"/> I am responsible for all actions taken using my account. <input type="checkbox"/> I will log off my computer whenever it is not in my presence.
 <p>I am responsible for my safe and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I will not attempt to bypass the district's safety and security protections. <input type="checkbox"/> I will not engage in vandalism. This includes but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resources.

<p>appropriate use of SPS property, including the district's network</p>	<p><input type="checkbox"/> I will get approval from a school administrator or teacher to use personal electronic devices that I bring to school.</p>
---	---

Appendix B: Technology and 1:1 Device Policies

PreK - Grade 2

Devices

- Chromebooks are made available to every student.
- Each homeroom contains a cart which charges and securely stores devices overnight.
- Chargers should never be removed from carts.
- Chromebooks should never go home with students unless an emergency closure is declared.
- In the event of an emergency closure students may bring their Chromebooks home if needed for remote learning. Teachers will ensure that these devices are fully charged and ready to be used for the next school day.
- The responsibility of keeping the Chromebooks secured and accounted for is that of the homeroom teacher in which the devices are assigned.
- At the end of each school year, the IT Department will inventory, clean and replace Chromebooks as needed.

Accounts

- All students are assigned a Google account with no email access.
- Passwords for Google accounts are “student+LASID” (e.g. student202020) and cannot be changed.

Technical Assistance

- In the event of a malfunctioning technology (hardware or software) teachers should submit a helpdesk request located in their Classlink and a Technical Support Analyst will respond as soon as possible.

Grade 3 - Grade 5

Devices

- Chromebooks are made available to every student.
- Each homeroom contains a cart which charges and securely stores devices overnight.
- Chargers should never be removed from carts.
- Chromebooks should never go home with students unless an emergency closure is declared.
- In the event of an emergency closure students may bring their Chromebooks home if needed for remote learning. Teachers will ensure that these devices are fully charged and ready to be used for the next school day.

- The responsibility of keeping the Chromebooks secured and accounted for is that of the homeroom teacher in which the devices are assigned.
- At the end of each school year, the IT Department will inventory, clean and replace Chromebooks as needed.

Accounts

- All students are assigned a Google account with no email access.
- Passwords for Google accounts are “student+LASID” (e.g. student202020) and should be changed with their teacher’s assistance.
- Teachers are recommended to keep a log of their student’s password and be teaching good password habits.

Technical Assistance

- In the event of a malfunctioning technology (hardware or software) teachers should submit a helpdesk request located in their Classlink and a Technical Support Analyst will respond as soon as possible.

Grade 6 - Grade 8

Devices

- Chromebooks are made available to every student.
- Each student will be assigned a Chromebook upon entering 6th grade.
- A student’s Chromebook will remain in their possession until the end of 8th grade or at the time of their exit from SPS.
- Chromebook are to be brought home and returned fully charged each school day.
- The responsibility of keeping the Chromebooks secured and accounted for is that of the student it was assigned to.

Accounts

- All students are assigned a Google account with email access within our Google domain.
- Passwords for Google accounts are all “student+LASID” (e.g. student202020) and will be forced to change upon logging in.
- All activities performed with a Google account are the responsibility of the student.

Technical Assistance

- In the event of a malfunctioning technology (hardware or software) students should visit the Collins Tech Room (room 323) either before school, after school or during school hours with permission from a teacher (room is manned between the hours of 7 AM and 3 PM).
- If a student has forgotten their Chromebook or has a dead battery, they may borrow one for the day from the Collins Tech Room. They must return their loaner before leaving for the school day.
- If accidental damage is done to a Chromebook, the IT Team will repair it once. Subsequent damage will be referred to school administration.
- If intentional damage is done to a Chromebook, the student will be referred to school administration.
- If a Chromebook is lost, the student will be referred to school administration.
- If a Chromebook is stolen, a police report must be filed and a replacement Chromebook will be issued

Grade 9 - Grade 12

Devices

- Chromebooks are made available to every student.
- Each student will be assigned a Chromebook upon entering 9th grade
- A student's Chromebook will remain in their possession until the end of 12th grade or at the time of their exit from SPS.
- Chromebook are to be brought home and returned fully charged each school day
- The responsibility of keeping the Chromebooks secured and accounted for is that of the student it was assigned to.

Accounts

- All students are assigned a Google account with full external email access
- Passwords for Google accounts are all "student+LASID" (e.g. student202020) and will be forced to change upon logging in.
- All activities performed with a Google account are the responsibility of the student

Technical Assistance

- In the event of a malfunctioning technology (hardware or software) students should visit the 2nd floor of the IMC either before school, after school or during school hours with permission from a teacher (room is manned between the hours of 7 AM and 3 PM).
- If a student has forgotten their Chromebook or has a dead battery, they may borrow one for the day from the SHS helpdesk. They must return their loaner before leaving for the school day.
- If accidental damage is done to a Chromebook, the IT Team will repair it once. Subsequent damage will be referred to school administration.
- If intentional damage is done to a Chromebook, the student will be referred to school administration
- If a Chromebook is lost, the student will be referred to school administration.
- If a Chromebook is stolen, a police report must be filed and a replacement Chromebook will be issued.

Appendix C: Harassment Policy

School Committee Policy 5410: Harassment

Salem Public Schools is committed to maintaining an educational and work environment free from all forms of harassment and violence. Harassment based on race, religion, national origin, sex, disability or sexual orientation is unlawful and prohibited in the Salem Public Schools.

According to the Salem School Committee's policy on harassment ([See SC Policy #5410](#)), "It shall be a violation of this policy for any individual to inflict, threaten to inflict, or attempt to inflict violence or otherwise interfere with a student's education or an employee's work through conduct or any other form of communications.

This policy applies to all school employees, students, volunteers, contracted vendors, and other members of the school community. Each member of the school community has a responsibility to ensure that harassment and violence does not occur in the schools or at school sponsored activities.

Definitions

Harassment is unwanted or unwelcome physical or verbal behavior relating to an individual's race, religion, national origin, sex, disability, or sexual orientation, which negatively impacts the educational or work environment. This includes, but is not limited to, unsolicited remarks, gestures, physical contact, and the display or circulation of written or illustrated derogatory material.

Sexual harassment refers to sexually motivated behavior that is unwelcome and personally offensive and interferes with a student's education or an employee's work environment. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature.

Examples of behavior that may be considered sexual harassment include without limitation:

- Whistling, catcalls or offensive noises;
- Stares or obscene gestures;
- Suggestive remarks, jokes about a person's appearance, or derogatory sexual terms;
- Displaying offensive photographs, illustrations, or sex-related objects;
- Blocking a person's movements;
- Touching, brushing, pinching or patting;
- Pulling or lifting of clothing;
- Pressure for dates, sex, or information about personal sexual experiences.

In certain circumstances, sexual harassment may constitute child abuse under Massachusetts General Laws Chapter 119, Section 51A. The Salem Public Schools will comply with Massachusetts law in reporting suspected cases of child abuse to the Massachusetts Department of Children and Family Services.

Certain circumstances may violate state or federal Civil Rights, Hate Crimes, or Harassment statutes. The Salem Public Schools will comply with its Memorandum of Understanding and report appropriate incidents to the Salem Police Department.

Reporting and Filing Complaints

Any individuals who believe that they have been the subject of any form of harassment or violence should report the conduct to a teacher or administrator. Staff will forward the complaint to a building administrator who will initiate an investigation.

Complaints may also be filed with Assistant Superintendent, at Salem Public Schools, Telephone - 978-740-1214.

Anyone filing a complaint may pursue her/his rights under the law and file a complaint with the appropriate state and federal agencies at any time:

Commonwealth of Massachusetts: Massachusetts Commission Against Discrimination
1 Ashburton Place, Boston

Information and Complaints: 617-994-6000

Complaints must be filed within 6 months.

Federal Government: Education Department, Office for Civil Rights

J.W. McCormack Post Office & Courthouse, Boston

Information and Complaints: 617-223-9662

Complaints must be filed within 180 days.

Federal Government: Equal Employment Opportunity Commission

J.W. McCormack Post Office & Courthouse, Boston

Information and Complaints: 617-565-3200

Complaints must be filed within 300 days.

Staff who witness or have knowledge of actual or possible harassment or violence are required to report the incident to a building administrator, even if the victim does not express disapproval or wish to file a complaint.

All verbal and written complaints will be investigated promptly and in as impartial and confidential a manner as possible, to ensure prompt and appropriate action.

Any individual, who after an appropriate investigation is found to have engaged in any form of harassment, will be subjected to disciplinary action up to and including student expulsion or staff termination.

No individual will be subject to any form of coercion, intimidation, retaliation, interference, or discrimination for filing a complaint or cooperating in an investigation. Retaliation is unlawful and the Salem Public Schools will take the appropriate disciplinary action against any individuals involved. All staff members are required to participate in a school department investigation.

Violations of this policy will be cause for disciplinary action up to and including expulsion from school, termination of employment, or revocation of school department or city contracts.

Annually, each administrator will provide a written copy of this policy to all staff and provide new employees with a copy at the time of their employment.

Appendix D: Anti-Bullying Policy

School Committee Policy 5401.01: Anti-Bullying Policy

Definitions

The Salem Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyberbullying.

Salem Public Schools policy on Bullying Prevention (See [SC Policy 5401.01](#)) defines bullying as "the repeated use by one or more students or school staff member of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

School staff members are defined to include but are not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic
- mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Prohibition of Bullying

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;

- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Salem Public Schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Salem Public School district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Administrative Policies and Procedures

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students **or staff members** who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

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

Targeted Assistance

The Salem Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the employee handbook.

The bullying prevention and intervention plan shall be posted on the Salem Public Schools' website.

Appendix E: Procedures for Student Discipline

The Salem School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct ([See SC Policy 5408](#)).

Three Categories of Rule Infractions

The Salem School Committee has developed a code of conduct for all students, which divides rule infractions into three categories. A copy of the complete policy is available in each school's office.

Class One offenses include, but are not limited to, vulgarity or rudeness, disruptive behavior, chronic tardiness, causing a problem on the bus, forgery of a school-related note or pass, and horseplay.

Class Two offenses include, but are not limited to, profane or obscene language or gestures, open defiance of staff, vandalism of school or other's property, harassment, bullying, leaving or skipping class, use or possession of fireworks, use of tobacco, theft or possession of stolen property, fighting, provoking a fight, assault on another student(s), skipping detention, and tampering with fire alarm or safety devices.

Class Three offenses include assault of any Salem school employee; possession, use, distribution, or being under the influence of alcohol, drugs, or any other controlled substance, including look-alike drugs; fighting involving three or more students; possession or use of a dangerous substance (explosive); premeditated fight causing injury; possession, use, and/or concealment of a dangerous weapon or look-alike weapon.

The discipline procedures for students with disabilities shall follow applicable state and federal laws. Copies of these laws are available in the principal's office for parent or student review.

Due Process

No student shall be disciplined without being afforded appropriate due process. Due process for the various levels of discipline are outlined below.

Disciplinary Procedures

A student who engages in, or contributes to, any behavior that disrupts the safe and orderly environment of the school is subject to disciplinary action. Depending on the severity of the rule infraction involved, the Salem School Committee authorizes school principals to apply a series of disciplinary actions including:

- Revocation of privileges
- Detention
- Suspension (short- or long-term; in or out of school)
- Expulsion

Students are also reminded that conduct at school may lead to consequences beyond school discipline. These consequences may include requirements for monetary restitution or fines for damages caused. In addition, when school staff has a reasonable basis for believing that a crime has been or is being committed by a student on school property or at school-related events, such matters shall be reported to the police. Reportable crimes include but are not limited to possession of a controlled substance or dangerous weapon, assault, vandalism, stalking and hazing.

Revocation of Privileges

A school principal may remove a student from privileges such as extracurricular activities and attendance at a school-sponsored event, based on a student's misconduct. Such a removal is not subject to due process procedures.

Detention

Schools and classroom teachers may determine that an after-school detention is warranted as part of progressive discipline.

Suspension

Suspensions may be short or long term. Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Suspensions may also occur in-school or out-of-school. In-school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his/her discretion, allow a student to serve a long-term suspension in school.

During the course of any suspension, a student is ineligible to participate in any school-related activities, including athletic activities. The student and his/her parents are expected to meet with a school administrator prior to the student's return to class. During the course of an out-of-school suspension, a student may not be on school premises.

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

Expulsion

Expulsion is defined as the removal of a student from school permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member

of the educational staff; or a felony conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student alleged to have committed one of these acts shall be afforded the same due process rights as for a long-term suspension. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Procedures for Student Discipline

Long-Term Suspension and/or Expulsion Pursuant to M.G.L. CH. 71, §37H and 37H½

Students are subject to long-term suspension and/or expulsion (i.e., permanent exclusion) by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H)

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

**This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the police department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)*

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2.

Any student who is removed from school for a disciplinary offense under M.G.L. c. 71, §37H or §37H½ for more than ten (10) consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan and will be so informed at the time of the suspension/expulsion.

Procedures Applicable to Conduct Covered by M.G.L.C.71, §37H and 37H½

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing

necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.

2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
3. A letter will be mailed to the parent/guardian of the suspended student stating:
 - a) The reason for the suspension
 - b) A statement of the effective date and duration of the suspension
 - c) A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

Continuation of Educational Services under M.G. L. ch. 71, §37H and §37H½

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, which is described below, and will be so informed at the time of the suspension/expulsion. If the student withdraws from the school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

MGL CHAPTER 71: SECTION 37H

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district, by the principal.
- (b) Any student who assaults a principal, housemaster, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including educational athletic games, may be subject to expulsion from the school or school district by the principal.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school or school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

MGL CHAPTER 71 SECTION 37H ½

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the

student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

Procedures Applicable to Conduct Covered by M.G.L.C.71, §37H^{3/4}

Disciplinary actions under MGL c. 71 s. 37H ¾ are for all infractions that are not covered under MGL c. 71 s. 37H and 37H ½.

Suspensions may be short term or long term. Short term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Long term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Suspensions may also occur in-school or out-of-school. In-school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his/her discretion, allow a student to serve a long-term suspension in school.

During the course of any suspension, a student is ineligible to participate in any school-related activities, including athletic activities. The student and his/her parents are expected to meet with a school administrator prior to the student's return to class. During the course of an out-of-school suspension, a student cannot be on school premises.

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

I. IN-SCHOOL SUSPENSION

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.

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

The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found below.

II. SHORT TERM OUT-OF-SCHOOL SUSPENSION

Except in the case of an Emergency Removal (see below), prior to imposing a short term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H ½, an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;

- d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

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

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

3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. Decision: The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

III. LONG-TERM SUSPENSION

Except in the case of an Emergency Removal, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include all of the components for a short-term suspension in Section C above, plus the following:

- a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
- b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;

- c) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- d) the right to cross-examine witnesses presented by the school district;
- e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
- f) the right to appeal administrator's decision to impose long-term suspension to the superintendent.

2. Format of Hearing: The hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
 - a. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - b. the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

- c. No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

Appeal to the Superintendent

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing. The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.

The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

Exception for Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Continuation of Educational Services

Students serving an in-school suspension, short-term suspension, or long-term suspension have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. Students who are suspended under §37H $\frac{3}{4}$ for more than ten (10) consecutive days, whether in school or out of school, are entitled to receive educational services during the period of suspension under SPS' Education Service Plan, which is described below. If the student withdraws from the District and/or moves to another public school during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Services During Removals and School-Wide Education Service Plan

Students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension; make up assignments; and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed.

SPS has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

SPS's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, Saturday school, and online or distance learning.

Discipline Procedures for Students with Disabilities

Federal and state laws govern the disciplining of students with disabilities eligible for Special Education and the regulations promulgated thereunder. These laws include the Individuals with Disabilities Act, 20 U.S.C. 1400, et seq., 34 C.F.R. 300.519-529 et seq., Section 504 of the Rehabilitation Act (Section 504), and Massachusetts General Laws, c. 71B. A student who has not yet been determined to be eligible for special education services or 504 accommodations may be entitled to the protections under certain circumstances. See also the Salem School Committee Policy ([SC Policy 5408.01](#))

In general, students may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a student is excluded from his/her program for more than ten school days in the school year, school staff may be required to provide alternative educational services for the student. In addition, in many instances, the student's Team must convene to determine whether the student's behavior was a direct result of his/her disability (a "manifestation determination").

If the Team determines the behavior was not a direct result of the student's disability, or caused by the District's failure to provide services per the IEP and/or accommodation plan, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior is a manifestation of the disability, then the Team completes necessary assessments and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. The Team also reviews the IEP and modifies it, as necessary. Except when he or she has been placed in an interim alternative educational setting (see below), the student returns to the original placement unless the parents and school agree otherwise.

School personnel may order a change in the placement of a student with a disability to an interim alternative educational setting for not more than forty-five (45) school days if a student:

- (1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function;
- (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with disabilities eligible for Special Education to an alternative educational setting.

Similar procedures apply to students with plans under Section 504 of the Rehabilitation Act of 1973.

For additional information, you may contact the school principal or the Salem Public Schools Department of Special Education.

Procedural Protections for Students Not Yet Eligible for Special Education Services

A child who has not been determined to be eligible for special education but is who is suspected of having a disability and has engaged in behavior that violated a code of student conduct, may assert any of the protections of a student with a disability if the school system had knowledge or should have had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

The District will be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred if:

1. The child's parent expressed concern in writing to the school or school system, that the child is in need of special education and related services;
2. The child's parent had requested an evaluation of the child; or
3. The child's teacher or other school personnel expressed specific concerns about the child's pattern of behavior directly to the District Special Education Administration.

The District will not be deemed to have such knowledge if the child had been previously evaluated and determined not to be a child with a disability or the child's parent:

1. has not allowed an evaluation of the child; or
2. has refused services under the IDEA.

If the District did not have knowledge that the child was a child with a disability before school personnel took disciplinary measures against the child, then the child may be subjected to the same disciplinary measures applied to any child who engages in comparable behaviors, with one limitation, as follows. If the parent requests an evaluation of the child during the time period in which the child is subjected to disciplinary measures, the District must conduct the evaluation in an "expedited" manner. Until the expedited evaluation is completed, the child remains in the educational placement determined by school personnel. If the IEP Team ultimately determines that the student is a child with a disability, the District will immediately proceed with the development of an IEP or 504 Accommodation Plan for the student and will institute all protections provided to students with disabilities from that point forward.

Collaborative Problem Solving

At Salem Prep High School, it is the mission of the school to provide learning opportunities for all students throughout the school day, even during times when students engage in inappropriate or disruptive behavior. It is for this reason that in addition to the policies and procedures outlined above, SPHS utilizes Collaborative Problem Solving to address student misconduct.

Collaborative Problem Solving® (CPS) was created by Think:Kids, from Mass General Hospital. Using the Think:Kids, CPS approach we recognize that kids with challenging behavior don't lack the *will* to behave well. They lack the *skills* to behave well.

The CPS approach is proven to reduce challenging behavior, teach kids the skills they lack, and build relationships with the adults in their lives. Anyone can learn more about Collaborative Problem Solving by visiting: <https://thinkkids.org/cps-overview>