



SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

FAMILY AND STUDENT DISTRICT POLICY HANDBOOK

2024-2025

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: August 2024

School Committee Members

Mayor Dominick Pangallo, Chair
Manny Cruz, Vice Chair

Amanda Campbell, Member
Beth Anne Cornell, Member
A.J. Hoffman, Member
Veronica Miranda, Member
Mary Manning, Member

Dr. Stephen Zrike, Superintendent

Salem Public Schools
29 Highland Avenue
Salem, MA 01970

Table of Contents

About Salem Public Schools	7
SPS Mission Statement	7
SPS Vision Statement	7
SPS Core Values	7
SPS Strategic Plan	7
Message from the Superintendent	8
School Contact Information	9
Early Childhood Education	9
Elementary and K-8 Schools	9
Middle and High Schools	9
District Administrative Offices and Contact Information	10
Superintendent's Office -- (978) 740-1212	10
Public Relations -- (978) 619-1455	10
Deputy Superintendent -- (978) 740-1214	10
Curriculum, Instruction, and Assessment	10
Multilingual Learner Education – (978) 740-1126	10
Student and Family Support Services - (781) 732-0137	11
Parent Information Center (PIC) – (978) 740-1225	11
Special Education – (978) 740-1249	11
Instructional Technology – (978) 619-1450	11
Operational Infrastructure/Business Administration – (978) 740-1222	11
Building Services – (978) 740-1162	11
Food and Nutrition Services – (978) 740-1231	11
Grants Management – (978) 740-1258	11
Human Resources -- (978) 740-1115	11
Payroll – (978) 740-1226	11
Transportation – (978) 740-1240	11
Health and Wellness	12
Teaching & Learning	15
Teaching and Learning in Salem	15
Instructional Vision	15
Instructional Framework	16
High-Quality Curricula	16
Planning for Learning Acceleration, Not Remediation	17
Instructional Components	17
Accessibility	18
Specialized Instruction & Programming	18
Special Education	18
Communication with Families with Special Needs	18
IEP Meetings	18
Referrals	18
Evaluations	19

IEP Consent	19
Instructional Supports for Multilingual Learners	19
General Instructional Supports for Multilingual Learners	19
Supports for Families of Multilingual Learners	19
School Technology and Technical Support	19
Family Engagement	23
Family Engagement Facilitator	23
Language Access Rights, Translation and Interpreting Services	24
Communication Plan	25
Equal Access and Non-Discrimination	27
Policy of Non-Discrimination	27
Equal Access to Educational Opportunities	28
Procedures for Reporting or Filing a Discrimination Complaint	28
Harassment and Anti-Bullying	28
Student Registration, Assignment, and Enrollment	30
Address Changes	30
Waiting Lists and Transfer Requests	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
Procedures for Students with Twelve (12) or More Consecutive Absences	32
Family Vacations and Travel	33
Tardiness	33
Student Records	33
Definitions	33
Confidentiality of Student Record	34
Inspection of Student Record	34
Third Party Access	34
Amendment of Student Record	35
Transfer Students	35
Transfer of Student Record	35
Release of Information to the Military	35
Directory Information	35
Rights of Non-Custodial Parents	36
Destruction of Records	36
Complaints	36
Parental Rights Policies	37

Parental Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)	37
Parents' Right to Know	37
Right to Know Child's Achievement	38
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	41
Section 504 Accommodation Plan	41
Students Experiencing Homelessness	42
Definition of Homeless Children and Youth	42
McKinney Vento and Foster Care Coordinator	42
Transgender and Gender Non-Conforming Students - Non-Discrimination	43
Names and Pronouns	43
Privacy, Confidentiality, and Student Records	44
Restrooms, Locker rooms and Changing Facilities	44
Physical Education Classes, Intramural Classes, Intramural Sports, and Interscholastic Activities	45
Dress Codes	45
Student Marriage, Pregnancy and Parenthood	45
Restraining Orders	45
Home and Hospital-bound Schooling	46
Student Counseling Services and Family Support	46
Work Permits	46
Student Conduct and Safety	47
School-Based Rules	47
SPS Student Code of Conduct	47
Student Discipline	48
Student Searches	48
Student Participation in Extracurricular Activities	48
Student Dress Code	49
School Committee Policy 5411: Student Dress	50
Dress and Appearance Guidelines for Grades K-5	50
Considerations for Parents and Guardians	51
Dress and Appearance Guidelines for Grades 6-12	51
Cell Phones	52
Personal Property Loss or Theft	53
Appendix A: Salem Public Schools Technology Pledge	54
Appendix B: Harassment Policy	58
School Committee Policy 5410: Harassment	58
Definitions	58
Reporting and Filing Complaints	59
Appendix C: Anti-Bullying Policy	61
School Committee Policy 5401.01: Anti-Bullying Policy	61
Definitions	61

Prohibition of Bullying	62
Administrative Policies and Procedures	62
Prevention and Intervention Plan	62
Reporting	62
Investigation Procedures	63
Retaliation	64
Targeted Assistance	64
Training and Assessment	64
Publication and Notice	64
Appendix D: Procedures for Student Discipline	65
Three Categories of Rule Infractions	65
Due Process	65
Disciplinary Procedures	65
Revocation of Privileges	66
Detention	66
Suspension	66
Expulsion	67
Procedures for Student Discipline	67
Long-Term Suspension and/or Expulsion Pursuant to M.G.L. CH. 71, §37H and 37H½	67
Procedures Applicable to Conduct Covered by M.G.L.C.71, §37H and 37H½	67
Suspension Procedures	69
I. In-School Suspension	69
II. Short-Term Out-Of-School Suspension	70
III. Long-Term Suspension	70
IV. Notice of Proposed Suspension	72
V. Alternatives to Suspension	73
VI. School-Wide Education Service Plan for Students on Short or Long-Terms Suspension	74
VII. Discipline of Students with Disabilities (IEP/504)	75
VIII.Procedural Requirements applied to Students Not Yet Determined to be Eligible for for Special Education	76

About Salem Public Schools

SPS Mission Statement

Salem Public Schools (SPS) 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 district'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:

- **Belonging** – We believe all members of our community are valued and that our relationships are built on empathy and respect.
- **Equity** – We believe in promoting social justice to ensure an inclusive school community where all members are empowered and engaged.
- **Opportunity** – We believe all students should receive a personalized experience to achieve academic success, find joy in their learning, and have multiple choices for their post-secondary plans.

Equal Opportunity Employer

Salem Public School District is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, home status, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

SPS Strategic Plan

Last September, we released a three-year strategic plan, grounded in our vision, mission, core values and equity commitment, that has and will guide our improvement efforts in the coming years. Our 2023-2026 Strategic Plan is available at: <https://salemk12.org/about/strategic-plan/>

Message from the Superintendent

Dear Parents, Guardians, Students and Community Members:

We are thrilled to welcome you to the 2024-2025 school year! We are fully immersed in our three-year strategic plan (2023-2026) that is anchored by our core values of **belonging, equity and opportunity**. We are committed to building positive school cultures where we eradicate inequities so that all of our students find joy in their learning, and have multiple options for their post-secondary plans.

Our plan sets forth ambitious expectations for improved student outcomes, stronger school climate and enhanced engagement with all stakeholders. Our plan lays out four key priorities that guides our work- *elevating learning, empowering educators, centering belonging and strengthening our foundation* as a school district:

- **Elevate Learning:** Build and maintain a district-wide culture of universally high academic expectations for every learner.
- **Empower Educators:** Make the Salem Public Schools an inclusive district where student-centered, innovative, and highly-effective educators want to work, grow, and stay.
- **Center Belonging:** Build joyful, welcoming, and supportive school communities.
- **Strengthen Our Foundation:** Develop consistent, reliable systems and structures to disrupt inequities and support the work of the district.

We welcome your input and ideas as we partner to ensure that our students receive a first-class education across our 11 schools. This handbook provides valuable information about our practices, expectations, and services across our schools. Each of our schools have building-specific handbooks that speak to their unique context. Please know that while there is extensive guidance in this handbook, there may still be areas or topics that you do not see addressed. Feel free to reach out to your child's school if you have additional questions.

Finally, please stay connected with us throughout the school year in the following ways:

- Links to our regular Friday newsletter can be found on our [district home page](#)
- Join me for my regular Facebook Lives (in both Spanish and English) by going to the [Salem Public Schools Facebook Page](#)
- Schedule an appointment for a one-on-one meeting with me (email Shirley Dorai at sdorai@salemk12.org)
- Attend School Committee meetings - see information [here](#)

Thank you for your continued collaboration and support.

Sincerely,

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

School Contact Information

Early Childhood Education

School	Principal	Address	Telephone
Salem Early Childhood Center	Leanne Smith	25 Memorial Drive	(978) 740-1181

Elementary and K-8 Schools

School	Principal	Address	Telephone
Bates Elementary	Sue Faria-Smith	53 Liberty Hill Ave.	(978) 740-1250
Bentley Academy Innovation School	Elizabeth Rogers	25 Memorial Drive	(978) 740-1260
Carlton Innovation School	Lauren Weaver	10 Skerry St.	(978) 740-1280
Horace Mann Laboratory School	Jill Tully	79 Willson St.	(978) 740-1290
Saltonstall K-8 School	Bethann Jellison	211 Lafayette St.	(978) 740-1297
Witchcraft Heights Elementary School	Susan Carmona	1 Frederick St.	(978) 740-1270

Middle and High Schools

School	Principal	Address	Telephone
Collins Middle School	Gavin Softic	29 Highland Ave.	(978) 740-1193
Salem High School	Glenn Burns	77 Willson Street	(978) 745-9300
New Liberty Innovation School	Jamaal Camah	Museum Place Mall, 2 nd Floor	(978) 825-3470
Salem Prep High School	Lisa O'Neill	Museum Place Mall, 2 nd Floor	(978) 740-1171

2024-2025 Academic Year

Start and End Times

School	Start Time	End Time	Early Release
Bates	7:45 am	1:50 pm	11:15 a.m.
Bentley	7:30 am	2:30 pm	11:00 a.m.

Carlton	8:35 am	2:40 pm	12:05 p.m.
Collins	8:15 am	3:15 PM	11:45 a.m.
ECC	8:45 am	2:50 pm	11:00 a.m.
HMLS	7:50 am	1:55 pm	11:20 a.m.
NLIS	9:00 am	3:45 pm	12:30 p.m.
Salts	8:20 am	3:20 pm	11:50 a.m.
SHS	7:45 am	2:35 pm	12:30 p.m.
SPHS	8:00 am	2:25 pm	11:30 a.m.
WHES	8:30 am	2:35 pm	12:00 p.m.

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

Shirley Dorai, Executive Assistant to the Superintendent and School Committee - sdorai@salemk12.org

Public Relations -- (978) 619-1455

Christopher O'Donnell, Director of Communications

Deputy Superintendent -- (978) 740-1214

Kate Carbone, Deputy Superintendent - kcarbone@salemk12.org

Fallon Fitzgerald, Executive Assistant - ffitzgerald@salemk12.org

Academics Team

Dr. Kimberly Talbot, Executive Director of Academics - ktalbot@salemk12.org

Sara Yuen, Director of Curriculum, Instruction & Assessment, PreK-5 - syuen@salemk12.org

Sonia Lowe, Director of Curriculum, Instruction, & Assessment, 6-12 - slowe@salemk12.org

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

Taylor MacDonald, Director of Extended Academics & Enrichment Services-
tmacdonald@salemk12.org

Student Support Services - (781) 732-0137

Ellen Wingard, Executive Director of Student Support Services - ewingard@salemk12.org
Mia Riccio, Director of Student Support - mriccio@salemk12.org
Jane Morrissey, Director of Nursing & Health Services - jmorrissey@salemk12.org
Jodi Connolly, McKinney-Vento and Foster Care Coordinator - jconnolly@salemk12.org
Elaine Bombaci, Nurse Case Manager, ebombaci@salemk12.org

Family Support Services and Parent Information Center (PIC) - (978) 740-1225

Laura Assade, Director of Diversity, Equity, Inclusion & Engagement - lassade@salemk12.org
Sayonara Reyes, Manager, PIC/Student Assignment Officer - sreyes@salemk12.org

Special Education – (978) 740-1249

Jennifer Doucette-Ly, Executive Director of Special Education- jdoucette-ly@salemk12.org
Monique Osgood, Assistant Director of Special Education - mosgood@salemk12.org
Maureen Branconnier, Director of Out of District Placements - mbranconnier@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, Data & Applications Manager - jgariepy@salemk12.org
Carlos Arias Reyes, Technical Support Manager - cariasreyes@salemk12.org
Jodi Tamayoshi, Director of Digital Learning & Library Services - jtamayoshi@salemk12.org

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

Elizabeth Pauley, Asst. Superintendent of Finance & Operations - epauley@salemk12.org

Building Services – (978) 740-1162

Zissis Alepakis, Director of Buildings and Grounds - zalepakis@salemk12.org
Elizabeth (Lisa) Golden, MSBA Liaison & Special Projects - egolden@salemk12.org
Theresa Lavorante, Administrative Assistant - tlavorante@salemk12.org

Food and Nutrition Services – (978) 740-1231

Michaela Short, Interim Director of Food and Nutrition Services - mshort@salemk12.org

Finance and Grants Management – (978) 740-1258

Nichole Hagstrom, Senior Budget and Grants Manager - nhagstrom@salemk12.org
Marcie Glick, Director of Financial Operations - mglick@salemk12.org

Human Resources-- (978) 740-1115

Jill Conrad, Director of Human Resources - jconrad@salemk12.org
Nancy Weiss, Human Resources Generalist - nweiss@salemk12.org
Linda Richard, Benefits Coordinator - lrichard@salemk12.org

Payroll – (978) 740-1226

Glarivel Negrón, Manager - bgloudesman@salemk12.org

Transportation – (978) 740-1240

Vanessa Fagundes, Transportation Coordinator- vfagundes@salemk12.org
Diana Bido, Transportation Clerk - dbido@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 Wellness

Salem Public School nurses are committed to maximizing the health and wellness of students. As such, school nurses will conduct multiple health screenings throughout the school year for all students in grades PreK-12. Nurses also teach hygiene, growth, and development in grades four and five.

To keep school health records current, parents/guardians should inform the school nurse of any changes in their child's health status including emergency room visits, hospitalizations, new medical diagnoses, and new medications

To promote the health and wellness of our school communities, please keep your child home from school when they are sick. Please consult our [district website](#) for guidance on when to keep your child home.

To contact your child's school nurse, you can email them [here](#).

COVID-19

Effective March 2024, isolation and quarantine following COVID-19 infection or exposure are no longer required. If your child tests positive for COVID-19, they may return to school when they are feeling better, do not have a fever, AND have not needed fever-reducing medicine such as Tylenol or Motrin/Advil for at least 24 hours. Please consult the [district guidance](#) if you have any questions.

ILLNESS AT SCHOOL

A school nurse is available in every school to address student health needs. If a student feels ill or is injured, they should tell their teacher or another adult immediately and request to see the school nurse. In the event of injury or illness at school, the school nurse or their designee will provide first-aid. If follow-up care is needed or the child cannot remain in school, parents/guardians will be notified.

The school nurse or school administration will determine whether your child should be sent home due to illness. To provide prompt care, the school requires that parents/caregivers fill out a 'Permission to Treat' form as part of the back to school forms in the Aspen portal at the beginning of the school year. To keep contact information current, parents/caregivers should immediately notify their child's school of any changes to phone numbers or emergency contacts.

IMMUNIZATIONS

The immunization law, Massachusetts General Laws Chapter 76, Section 15, requires that no child shall be admitted to school except upon presentation of:

- Documentation from a licensed health care provider listing immunizations given and/or diseases the child has had.
- Documentation from a licensed health care provider stating immunization is contraindicated for health reasons.
- A written statement from the child's parent or caregiver that immunization conflicts with their sincerely-held religious beliefs.

The law requires immunization against diphtheria, tetanus, pertussis, polio, hepatitis B, measles, mumps, rubella, varicella, and meningitis in the upper grades. All immunizations must be completed before the child is admitted to kindergarten. Unimmunized or partially immunized children whose health care providers certify the child is in the process of receiving required immunizations shall be regarded as not in compliance with the law.

In addition, the Massachusetts Department of Public Health requires vaccination against Haemophilus influenzae type (HIB) for all preschool students as a condition of school attendance. Additionally, the second dose of measles vaccine and proof of lead screening is also required for kindergarten entry.

PHYSICAL EXAMS

Parents/caregivers are encouraged to share copies of their child's physical exam with their school nurse each year. A current physical exam must be submitted to school nurses for all students in grades PreK, K, 4, 7 and 10 and to athletics coaches for any students participating in inter-scholastic athletics programs at the middle and high school level.

MEDICATIONS

Students who need to take prescription medications during the school day must have a written order from a licensed healthcare provider detailing the name of the drug, dosage, time of administration, and treatment regimen. The medication must be provided to the school nurse in a pharmacy-labeled container. The school must also receive dated written permission from the parent or caregiver requesting the school nurse or their designee administer the medication as prescribed. [Here](#) is the form in English. [Here](#) is the form in Spanish. [Portuguese](#)

Non-prescription medications will only be given with appropriate documentation from a licensed health care provider and a signed parental permission form. Only parents/caregivers can deliver medications to and from school. Please do not send any medication to school with your children.

MANDATED HEALTH SCREENINGS

Throughout the school year, student support staff will be conducting health screenings required by the Commonwealth of Massachusetts as follows:

Height and Weight Measurement

All 1st, 4th, 7th and 10th graders will have their height and weight measured. The student's height, weight and body mass index (BMI) will be recorded in the student's health record. If

parents/guardians do not want their child's measurements taken, they should send a written request to the school nurse at the start of the school year.

Vision

In school vision screening will be conducted for all students in grades PreK through 5, 7th and 10th graders. The school nurse will notify parents/guardians if their child requires further vision evaluation and a referral form will be provided for your child's health care provider to complete. The completed referral form must be returned to the school nurse.

Hearing

In school hearing screening will be conducted for all students in grades K through 3, 7th and 10th graders. The school nurse will notify parents/guardians if their child requires further hearing evaluation and a referral form will be provided for your child's health care provider to complete. The completed referral form must be returned to the school nurse.

Postural Screening

All students in grades 5-9 will be screened annually for scoliosis. Information and opt-out instructions will be sent to parents/guardians prior to the screenings. If a parent/guardian wants to opt their child out of this screening, they must submit a request in writing to the school nurse. The school nurse will notify parents/guardians if their child requires further postural evaluation and a referral form will be provided for your child's health care provider to complete. The completed referral form must be returned to the school nurse.

Screening, Brief Intervention and Referral for Treatment

SBIRT is a confidential screening for the use of alcohol, marijuana and other substances. The goal is to let students know that support staff are available to reinforce healthy decisions and to assist them in finding support if needed for substance use. All students in grades 7 and 10 will be screened by student support staff using the CRAFFT-N tool. Information and opt-out instructions will be sent to parents/guardians prior to the screenings. Students will have the opportunity to opt themselves out on the day of the screening. Parents can reach out to their child's school adjustment counselor or City Connects coordinator for more information.

Mental Health Screening

Mental health screening will be conducted by school adjustment counselors and City Connects coordinators for all students in grades 6 and 9 using the GAD-7 screening tool. Information gathered from this screening helps school counselors to identify students experiencing anxiety and to put protective measures in place to support them. Information and opt-out instructions will be sent to parents/guardians prior to the screenings. Parents can reach out to their child's school adjustment counselor or City Connects coordinator for more information.

MYRBS (Massachusetts Youth Risk Behavior Survey)

The YRBS will be conducted by student support staff for all students in grades 8 and 11. Information collected from the MYRBS provides accurate estimates of the prevalence of risk

behaviors among public high school students in the Commonwealth and are used to determine statewide changes in the prevalence of these behaviors over time. The data is important for planning health education and risk prevention programs. Additionally, the results of the MYRBS contribute to a national database of adolescent risk behaviors. Results for individual schools, districts, towns, or regions are not available from the statewide MYRBS, as survey methodology is designed to give state level estimates only. More information can be found at this [website](#). Parents can reach out to their child's school adjustment counselor or City Connect coordinator for more information.

Dental

Dental screenings are not required, but may be offered at your child's school through Polished Dental. Information with registration forms will be sent home during the school year or you can contact your school nurse for more information.

Teaching & Learning

1. Teaching and Learning in Salem

Salem has a firm foundation, including committed, collaborative, 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 flexible and nimble mindsets. 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.

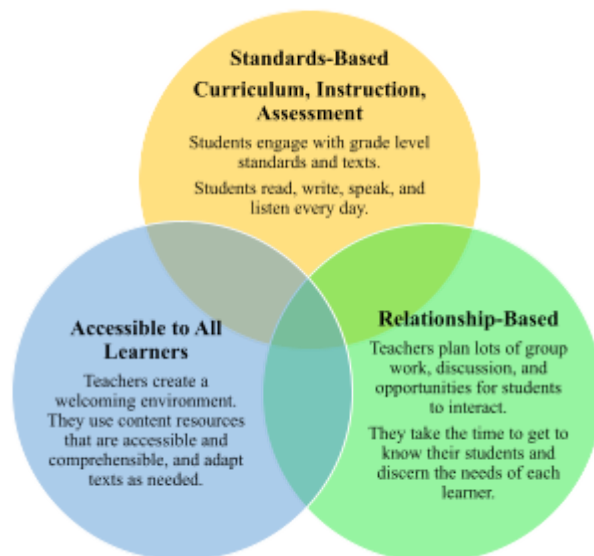
Diverse and Changing World:

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

Salem Public Schools uses a **standards-based** system where there is a natural transition from considering what has been taught to what has been learned. This moves the focus from the teacher's practice to the student's experience. Standards-based practices provide a supportive environment for growth and improvement in student learning. Standards-based practices level the playing field for students, promoting equity and access for all. All students are held to the same high standards, with the realization that some students may need additional time and scaffolding to reach full mastery.

From the moment a 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

Daily, 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. The use of core district curricula as a centerpiece to daily instruction is critically important. These high-quality materials ensure that all students can access 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 special education teachers 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

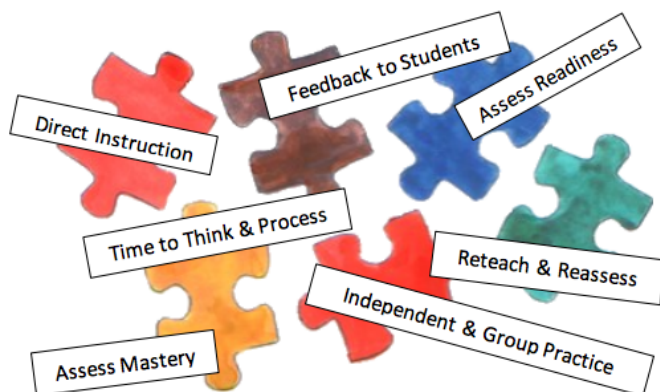
Teachers accelerate learning by developing lessons aligned to grade-level standards, including a range of entry points and scaffolds for students who require them. As a result of remote learning, Salem students and teachers have become adept at using a variety of digital tools. These resources augment but do not replace daily academic discourse, collaborative projects, and inquiry-based learning opportunities. Building relationships and routines remain 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.

Salem Public Schools believes that homework has a different purpose depending upon the grade span. At all levels, homework should be used to provide additional practice and extension of content and skills that have already been introduced in class. It is not intended to introduce new or unfamiliar material. Providing students with multiple opportunities to practice what they have learned is a recommended standards-based practice. Salem Public Schools' Homework Guidance can be found [here](#).

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 academically challenging experiences with grade-level content 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 discussion about important academic topics with peers.*
- **Comprehensible Input:** *Teachers work hard to make sure students understand the material in front of them. They use techniques like visual representations, handouts, and accessible texts.*
- **High Expectations:** *Teachers focus on the instructional core by ensuring that every student is held to high, rigorous standards every day.*

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 Sandra Melim at smelim@salemk12.org.

Evaluations

Evaluations will be provided in accordance with state and federal laws and regulations, 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 Denise Castillo in Special Education at dcastillo@salemk12.org.

Instructional Supports for Multilingual Learners

General Instructional Supports for Multilingual Learners

In every classroom, teachers will have or be working towards their SEI Endorsement, which is proof of their knowledge of how to differentiate instruction for Multilingual Learners. Every teacher will be expected to differentiate for all students, and to maintain frequent communication with the families of all their students.

Additionally, every child that qualifies for English Learner Development services (ELD) will be guaranteed placement in a program where they will be taught ELD by a licensed English as a Second Language (ESL) teacher. It is a family's civil right to have access to ELD services if their child qualifies for these services.

Supports for Families of Multilingual Learners

The English Learner Parent Advisory Council

The English Learner Parent Advisory Council (ELPAC) at the Salem Public Schools is a council made up of parents and/or guardians of Federally designated English Learners. The ELPAC advises the school district and our schools regarding matters that impact Multilingual Learners, such as providing advice on Multilingual learner education programs, meeting regularly with school officials about educational opportunities for Multilingual Learners, and providing input on school or district improvement plans as they relate to Multilingual Learners.

SCHOOL TECHNOLOGY

Technical Support

The Instructional Technology Department provides technical support for staff, 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.

Staff and families can also call the Instructional Technology team at 978-619-1450 with their requests. This line is monitored 7 AM - 4:00 PM, Monday through Friday. If no one answers, please leave a voicemail and someone will return your call as soon as possible. They will have the option for either English or Spanish-speaking support.

Additionally, staff and students can visit the first floor of the IMC at Salem High School to get assistance from a technical support analyst. Contact information and more can also be found on our website.

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. Issues with logins can be reported using the methods listed above.

Accessing ClassLink

When logged into Chrome on a Windows or Apple computer, either pressing the home button in your browser or opening a new tab will bring you directly to your Classlink page. On a Chromebook, this happens after login. If you are not seeing an application 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.

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.

[Read the Responsible Use Agreement](#)

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 System (Google Classroom) by their teachers. Below is an outline of Salem Public Schools one-to-one device policies and procedures.

PreK - Grade 5

Devices

- Chromebooks are made available to every student.
- Each homeroom contains a cart which charges and securely stores devices overnight.
- Chargers are not removed from carts.
- Chromebooks do not go home with students unless approved by the IT Department with the school's principal
- The responsibility of keeping the Chromebooks secured and accounted for is that of the 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 6 - Grade 8

Devices

- Chromebooks are made available to every student.
- Each homeroom contains a cart which charges and securely stores devices overnight.
- Chargers are not removed from carts.
- Chromebooks do not go home with students unless approved by the IT Department with the school’s principal
- Chromebooks must be returned to their homeroom before the student leaves for the day
- The responsibility of keeping the Chromebooks secured and accounted for is that of the 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 email access within our Google domain.
- Passwords for Google accounts are set up by the student at the beginning of the school year.
- 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) teachers should submit a helpdesk request located in their Classlink and a Technical Support Analyst will respond as soon as possible.

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.
- Chromebooks 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 set up by the student at the beginning of the school year.
- 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 1st 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 from their classroom teacher. They must return their loaner before leaving the class.
- 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. Families and staff can contact their [family engagement](#) facilitator in their building for support and information.

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. Provides basic 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. Connects families to services, supports & resources
5. Provides access and educational opportunities for families and their students
6. Collaborates closely with the school's student support team and others to identify families' needs and interests and enable access to community resources and attendance matters.
7. Collaborates with community organizations to hold workshops and learning opportunities for families

Language Access Rights, Translation and Interpreting Services

In our commitment to fostering an inclusive and supportive community, we recognize the vital importance of language access rights for families. Ensuring that all families, regardless of their primary language, have equal access to information and services is fundamental to our mission. Language barriers should never impede a family's ability to understand, participate in, and benefit from the resources available to them. Therefore, we provide comprehensive [translation and interpreting services](#) to support effective communication between families and Salem Public Schools. Our dedicated team of professional translators and interpreters is available to assist with a wide range of needs, from translating important documents to facilitating clear and accurate verbal communication. By offering these services, we strive to create an environment where every family feels heard, valued, and empowered to engage fully in their community and access the support they need. Learn more about Familie's [Language Access Rights](#)

If you need to receive a copy of this handbook translated in your spoken language, please contact Alexandra Fortich - afortich@salemk12.org

Si usted necesita recibir una copia de este manual en su idioma, español, se puede comunicar con Alexandra Fortich - afortich@salemk12.org

Se você precisa de receber uma cópia deste manual em sua língua falada, em português, contate Alexandra Fortich - afortich@salemk12.org.

如果您希望收到翻譯成您的口語的本手冊副本，請聯絡 Alexandra Fortich - afortich@salemk12.org

Nếu bạn cần nhận sổ tay được dịch sang ngôn ngữ nói của mình, vui lòng liên hệ với Alexandra Fortich - afortich@salemk12.org

إذا كنت بحاجة إلى الحصول على نسخة من هذا الكتيب مترجمًا إلى لغتك المنطوقة، فيرجى الاتصال بـ
. Alexandra Fortich - afortich@salemk12.org

SALEM PUBLIC SCHOOLS COMMUNICATION PLAN

Salem Public Schools is dedicated to fostering an inclusive environment that actively encourages family and community engagement through effective communication. We firmly believe that strong communication is vital for building a solid partnership, fostering learning, and promoting achievement for all students.

The main office at each school serves as the central hub for communication between home and school. When visiting the school, please begin by stopping at the main office. If you need to leave a message for any staff member, you may do so by either calling the main office, using the ParentSquare messaging feature or personally delivering a message to our school secretaries. We prioritize the safety and learning of all students while they are at school, and therefore, non-school matters or business will not disrupt ongoing lessons unless in the case of an emergency. Please plan ahead and make every effort to minimize disruptions to the learning process. If your child's plans have changed, please send a note informing the school.

To streamline communication throughout our district, we utilize ParentSquare as our district-wide communication platform. If you require assistance with registering for ParentSquare or need support in navigating the platform, please reach out to the main office of your student's school or call the technology help line at (978) 619-1450.

About ParentSquare

ParentSquare is a robust communication platform that offers a 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
- Teacher and classroom communication
- Direct messaging and chat to teachers and staff with two-way translation
- Forms and permission slips
- Parent-teacher conference sign-ups and more

Examples of District and School-Wide Communication

- District website - <https://saalemk12.org/>
- SPS Social Media:
 - Facebook – <https://www.facebook.com/SalemPublicSchools>
 - Instagram - @saalemk12ma
 - X (formerly Twitter) - @saalemschoolsk12
 - LinkedIn - @saalem-public-schools
- 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
- Family events
- 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.**

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, or the opening is 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
NBC Boston	Channel 10
WFXT	Channel 25

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 communication via text, email, and phone calls in 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, gender, gender identity, 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, home status, gender, 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 they actually reside, 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, home status, sex, gender, 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 extracurricular activities."

Procedures for Reporting or Filing a Discrimination Complaint

Any student, family or staff 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

Jill Conrad, Director of Human Resources
Salem Public Schools
Office of Human Resources
29 Highland Avenue, Room 131
Salem, MA 01970
978-740-1115
jconrad@salemk12.org

For Students

Ellen Wingard, Exec. Director of Student
Support Services
Salem Public Schools
29 Highland Avenue
Salem, MA 01970
781-732-0137
ewingard@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 their rights, or interferes with their 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 they are a victim of bullying should immediately report all information regarding the offensive behavior to the school principal, assistant principal, a teacher, a counselor, or another 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, gender identity, 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 ([SC Policy 5410.01](#)) policies can be found in Appendix E and F, respectively, as well as in the School Committee Policy Manual on the district website.

Discrimination & Harassment Based upon Sex

In accordance with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1973, and Chapter 622 of the Acts of 1971 the school system has designated school officials as coordinators to publicize anti-discrimination requirements and handle all complaints. The coordinator/grievance officer is:

For Staff

Jill Conrad, Director of Human Resources
Salem Public Schools
Office of Human Resources
29 Highland Avenue, Room 131
Salem, MA 01970
978-740-1115
jconrad@salemk12.org

For Students

Ellen Wingard, Exec. Director of Student
Support Services
Salem Public Schools
29 Highland Avenue
Salem, MA 01970
781-732-0137
ewingard@salemk12.org

Title IX Notice

Title IX of the Education Amendments of 1972 states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance. (20 USC §1681).

The District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations. The District shall respond promptly and meaningfully to all allegations of discrimination based upon sex, including sexual harassment.

Please note that while this policy sets forth the District's goals of promoting an environment that is free of harassment including sexual and sex-based harassment, the policy is not designed or

intended to limit the District's authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual or sex-based harassment. The District's Grievance Procedures are located [here](#).

Retaliation: The District expressly prohibits retaliation in all forms. Retaliation is an action by a peer or employee aimed at infringing upon a person's rights under this policy (examples: intimidation, threats, coercion, or discrimination).

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 <https://salemk12.org/families/enrolling-in-our-schools/school-choice-application/>

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 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. If you moved outside the City of Salem, you may still be able to attend Salem Public Schools through the School Choice program. Contact the Parent Information Center for more information.

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 an in-district [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 refer to the Health and Wellness section of the handbook for specific information on 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. The District's attendance policies are subject to protections afforded to students with disabilities.

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

Salem Public Schools recognizes that students will, at times, have legitimate reasons to be absent. Potential reasons for excused absences include the following:

- Student's illness or injury
- Death of a close family member
- Observance of a major religious holiday
- Court summons (student's name must appear on the summons)
- School/administration approved activities
- College visits (documentation required)
- Legal, immigration, military or other similar obligations
- Medical or psychological appointments during the school day
- Suspension

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 “to be deemed excused, an absence of more than 3 consecutive days must be documented in writing by an appropriately licensed

medical professional, e.g. physician, nurse practitioner, physician's assistant, psychiatrist, psychologist, therapist, or dentist who has physically assessed the student.” In exceptional situations (influenza outbreak, 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’s student support team.

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 they are 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 they are 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 be made ahead of the absence.

Procedures for Students with Twelve (12) or More Consecutive Absences

Students who are absent for 12 or more consecutive scheduled school days without documentation for those absences should be withdrawn from the school.

If a student is absent from a school for 12 consecutive scheduled school days without acceptable medical or other documentation (constituting an unexcused absence), it shall be the policy to withdraw the student from the school for non-attendance. Should this occur, the student may not be eligible to return to the school they previously attended. Absence without acceptable documentation constitutes voluntary withdrawal from the district and the student may be considered under the same guidelines as a student newly entering the district.

Prior to such withdrawal, it is important that schools make reasonable attempts to contact the families of these students to determine the reason for the absence and to encourage the student(s) to report to school. Appropriate documentation for each of these cases should be kept on file. School leaders are

responsible for tracking these occurrences throughout the year, taking appropriate action, and ensuring that appropriate documentation for each student is kept on record.

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.

Daily 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 they are 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, they 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: Under Massachusetts Law, 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 their 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. See [Language Access Rights](#).

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

All children who are determined to qualify for English Language Development services will, for a part of their school day, receive instruction in programs where these services are offered to them by a licensed English as a Second Language teacher following an ESL curriculum. It is a family's civil right to have their child receive English Language Development services if their child qualifies for these services. These services are intended to be a benefit to families as they support their children in the rapid acquisition of the English language.

Should a family NOT want their child to receive English Language Development services, they may choose to opt-out of these services.

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. 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 informed 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 non-disabled 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 Monique Osgood. 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 general education 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]

McKinney Vento and Foster Care Coordinator

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 McKinney Vento and Foster Care Coordinator at 978-587-4041 for more details.

TRANSGENDER AND GENDER NONCONFORMING STUDENTS – NONDISCRIMINATION ON THE BASIS OF GENDER IDENTITY

The Salem Public Schools has a commitment to maintaining an educational environment and workplace where bigotry and intolerance, including discrimination on the basis of gender identity, sex, sexual orientation, or gender expression is not tolerated and where any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

The Salem Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Salem Public Schools and its commitment to equal opportunity in education and employment. The school district does not and will not discriminate on the basis of gender identity, sex, sexual orientation, or gender expression in the educational programs and activities of the public schools, and strives to create an environment where all students and staff feel safe, welcome, and included.

The Salem Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. Where it is determined that inappropriate conduct has occurred, the Salem Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. The provisions of the Salem Public Schools' Non-Discrimination Policy and Prohibition Against Sexual Harassment, Non-Discrimination on the Basis of Sex, Anti-Bullying, Bullying Prevention and Intervention Plan, Equal Educational Opportunities and Equal Employment Opportunity policies are incorporated as if fully set forth herein.

Massachusetts law and the Salem Public Schools require that all classrooms, programs, activities, and employment practices be free from bias and discrimination on the basis of sex, sexual orientation, and gender identity. This document sets out guidelines for schools and district staff to create a culture where transgender and gender nonconforming students feel safe, supported, and fully included, and to meet each school's obligation to provide educational opportunities for all students. We aim to achieve inclusion of transgender and gender nonconforming students, while maintaining students' right to privacy.

Names and Pronouns

In Massachusetts, an individual may adopt a name that is different from the name that appears on their birth certificate, provided the change of name has no fraudulent intent. When a school receives a request for a name change from a parent or guardian from a student, schools should accurately record the student's chosen name on all official school-based records. A court-ordered name or gender change is **not** required, and the student does not need to change their official student record.

In addition, each student is entitled to request a name change. This change does not require

consent from a parent or guardian, and school personnel should use the student's chosen name and pronouns appropriate to a student's gender identity, regardless of the student's assigned birth sex.

For students who remain in the same school following a gender transition, it is important to develop a plan for ensuring the use of the chosen name and pronouns consistent with the student's gender identity. School leaders should utilize the "Plan for Students Who Are Transgender and/or Gender Nonconforming" to facilitate this plan, and they are strongly encouraged to contact the Office of Student Support for additional support with this process.

Privacy, Confidentiality, and Student Records

Under Massachusetts law, information about a student's assigned birth sex, gender transition, name change associated with transition, medical or mental health treatment related to gender identity, or any other related information is part of the individual's student record (for more information, see the Massachusetts Student Records Regulations, 603 CMR 23.00). Student records are confidential and must be kept private and secure, except in limited circumstances, such as when authorized school personnel require the information to provide administrative, teaching, counseling, nursing, or other services to the student in the performance of their official duties. Authorized school personnel may include, but are not limited to, individuals such as the principal, school nurse, classroom teacher(s), social worker, and/or guidance counselor.

When a student new to a school is using a preferred name, the birth name is considered private information and may be disclosed only with authorization as provided under the Massachusetts Student Records Regulations. If the student has previously been known at school and/or in school records by their birth name, school personnel must use the student's chosen name. School personnel should not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others, including parents and other school personnel, unless legally required to do so, for safety reasons, or if the student and/or guardian has authorized such disclosure.

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much information to share. A student who is 14 years of age or older, or who has entered the ninth grade, may consent to disclosure of information from his or her student record. If a student is under 14 and is not yet in the ninth grade, only the student's parent has the authority to decide on disclosures and other student record matters.

To the extent that the school is not legally required to use a student's legal name and gender on other school records or documents, every effort should be made to update student records with the student's chosen name and not circulate records with the student's birth name. For students whose chosen name differs from their birth name, records with the student's birth name will be kept in a separate, confidential file. District and school leaders must develop and regularly review procedures for handling these records confidentially.

Restrooms, Locker rooms and Changing Facilities

All students are entitled to have access to restrooms consistent with the student's gender identity. In a meeting between the student and parent/guardian (when applicable), the trusted

adult indicated in the “Plan for Students Who Are Transgender and/or Gender Nonconforming” will address the student’s access to the restrooms, as well as locker rooms and changing facilities. Each situation must be reviewed and addressed based on the particular circumstances of the student and the school facilities.

Some students may feel uncomfortable with a transgender and/or gender nonconforming student using the same-sex segregated restroom, locker room, or changing facility. This discomfort is not a reason to deny access to the transgender and/or gender nonconforming student. School administrators, teachers, and counseling staff should work with students to address the discomfort, foster understanding, and create a school culture that respects and values all students.

Physical Education Classes, Intramural Classes, Intramural Sports, and Interscholastic Activities

As per the MIAA Handbook, Massachusetts schools must also be familiar with M.G.L. c. 76, sec. 5. This statute, which also protects students from discrimination based on sex, was expanded to protect students based on gender identification. As a result of this law, and consistent with the interpretive guidance offered by the Department of Elementary and Secondary Education, students are entitled to be accepted by their schools as the gender with which they identify across all school programs. This means that athletic opportunities must be afforded to students in accordance with their identified gender, not necessarily their birth-assigned gender.

Dress Codes

Transgender and gender nonconforming students have the right to dress in a manner consistent with their gender identity or expression. In general, schools should eliminate dress codes that restrict students’ clothing or appearance on the basis of gender. School staff must not enforce the dress code more strictly against transgender and gender-nonconforming students than other students.

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 they have obtained a restraining order against an individual. Once the principal is notified of the restraining order, they, or their designee, may meet with the student and their 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 their 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 they 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 Ellen Wingard, Executive Director of Student Support at 781-732-0137 or ewingard@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. Students may be disciplined if they violate school-based rules. 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 all access to education while protecting the individual's due process rights. Both school-based rules and the SPS Code of Conduct apply to students' behavior while 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 school and district-wide community members 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 school community members are responsible for conducting themselves in a way that demonstrates respect for all individuals, their rights and their property. All school community members must also understand and support the school's standards of conduct and assist in enforcing rules and regulations. Students are expected to be safe, responsible, and respectful throughout the school day, at the bus stop, cafeteria, playground, and classroom. This behavior is also expected during all curricular, co-curricular, athletic and special events of the school on and off campus, including school-sponsored trips and 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 in school and in the community, may result in revocation of such privileges, including further penalties according to the Salem Public Schools' discipline policy.

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

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

All school community members are subject to the laws of the Commonwealth and city ordinances. In addition to being prohibited conduct by the District, 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 D.

Student Searches

When there is reasonable suspicion that a student search will yield contraband or that a student has violated the District's code of conduct or law, students may be searched. For example, 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 person, 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 their behavior warrants consideration for admittance must submit a request to their 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

Students participating in voluntary co-curricular activities, including but not limited to intra-mural or interscholastic athletics, are required to return a signed release of liability to the director of the event/activity prior to engaging in the activity, event, or the commencement of the athletic season. As these activities are voluntary, the student's participation in an event, activity, or athletic season is conditioned upon receipt of the signed and returned release of liability form. Massachusetts law permits use of such releases for school-related voluntary co-curricular activities, including but not limited to athletics. Release forms will be distributed by the Athletic Director and/or by the administrator overseeing activities.

The student's participation in any co-curricular activity, including but not limited to intra-mural or interscholastic athletics of any nature, is conditioned on compliance with all applicable laws, district policies (including but not limited to policies relative to student conduct and discipline, bullying, hazing, harassment, and discrimination), all MIAA policies, and district values and behavioral expectations. In the interest of student safety and compliance with these laws, policies, values, and expectations, coaches and/or other school staff will routinely monitor locker room activities. Such monitoring may include physical presence by coaches or other staff in locker rooms. While monitoring students in locker rooms, all coaches and staff will give appropriate consideration to student privacy. Students seeking increased privacy when changing clothes/uniforms may utilize individual stalls and/or privacy curtains or screens where available, and are encouraged to address any privacy related concerns with the coach or building principal.

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. 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, 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

- **Elementary and Middle Schools:** The expectation will be that cell phones (this includes any mechanical or electrical device that is capable of playing, recording, storing, or transmitting sounds, images, or data and that are not provided as part of the educational process by school) are off and away during the school day across our elementary schools and middle school grades. We want our students to be fully present throughout the school day so that they can meaningfully engage with their peers, teachers, and the important content that is being shared with them. We believe strongly in the importance of face-to-face conversations and socialization to build meaningful relationships among our youth. If a student needs to contact home during the school day, they can request to use the phone in the school's office. If it is necessary for a parent to reach their child, they should contact the school office to get a message to their child. To assist in ensuring that phones are put away and students are not tempted to use them, we have again purchased cell phone pouches for middle school students to lock their devices during the school day.

High School (except Salem Prep): It is important for the community to note that we will be piloting the use of cell phone pouches at Salem High School this year when students are on campus (New Liberty implemented them last school year). While the expectation in previous years has been that phones are kept off and out of sight during the day, adherence to this policy has been inconsistent. To support our students in keeping Salem High School "cell phone free", we plan to introduce the pouches at the start of the school year. Please note that students may use cell phones and electronic devices before or after school hours and at after-school sports/activities with permission of the coach/program advisor.

For all grades:

- Individual Schools will share progressive consequences for students who violate our cell phone policies.
Administrators retain the right to confiscate the personal electronic device of a student

who violates our policies 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.

- Exceptions to this policy will be made for special accommodations reflected in students' Individual Health Care Plans and/or 504 plans/IEPs as appropriate.
- Students are strictly prohibited from using any electronic device to photograph or record other students, teachers/administrators/staff or any interior of the school building, bus or van. Unauthorized use of a student or staff member's voice or likeness in recordings and/or photography is not allowed. Anyone in violation of this requirement will face disciplinary action.

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**

- ☐ I will keep food and drinks away from technology.
- ☐ I will carry my computer closed and with two hands (gentle hug).
- ☐ I will never close the lid of my computer with anything inside (papers, pencils, etc.).
- ☐ 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).
 I will be kind when online	<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.<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	<ul style="list-style-type: none"><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	<ul style="list-style-type: none"><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**

- ☐ I will not have food or drink near school computers.
- ☐ I will carry the computer closed and with two hands.
- ☐ I will never close the lid with anything inside (papers, pencils, etc.).
- ☐ I will make sure my computer is charging before I leave school.
- ☐ I will handle my headset with care.
- ☐ 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**

- ☐ 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.
- ☐ I will inform an SPS teacher or administrator immediately if I become aware of an unsafe action or situation.



**I am responsible for
my language and
conduct while I am
online**

- ☐ I will use appropriate language in all online communications, public or private. Appropriate language is determined by school administrators.
- ☐ 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.
- ☐ My social media will not negatively impact the school learning environment or my fellow Salem Public Schools' community members.
- ☐ 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.



I am responsible for

- ☐ I will obey copyright laws by giving credit when I use other people's ideas or creations.

<p>being honest while I am online</p>	<ul style="list-style-type: none"> <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.
<div data-bbox="198 510 349 632" data-label="Image"> </div> <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.
<div data-bbox="224 892 324 1022" data-label="Image"> </div> <p>I am responsible for my safe and appropriate use of SPS property, including the district's network</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. <input type="checkbox"/> I will get approval from a school administrator or teacher to use personal electronic devices that I bring to school.

Appendix B: 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. Our sexual harassment/Title IX grievance process can be found on the human resources page on our website. See [here](#).

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 the Deputy 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 C: 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 their 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 their 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 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 they 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.

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 D: 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 class tardiness after students have arrived to school, 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 on 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. It is the practice of Salem Public Schools to exhaust all efforts to address student conduct issues without resorting to severe disciplinary measures that exclude students from the learning environment. Suspension is considered only as a final measure. Principals or their designees are required to utilize alternative strategies, including but not limited to mediation, conflict resolution, restorative justice, and collaborative problem-solving, along with other appropriate interventions, to promote

the education and proper conduct of students before considering suspension, according to M.G.L. c. 71, s. 37H-¾.

However, in instances where a student's behavior is significantly disruptive to the school environment, poses harm to themselves or others, or involves activities prohibited by the laws of the Commonwealth of Massachusetts, suspension may be deemed necessary.

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 their 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 their parents are encouraged 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.*

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

- **Possession of a dangerous weapon, Possession of a controlled substance, or Assault of staff, MGL Ch. 71, Section 37H**

A student may be subject to expulsion if found in possession of a dangerous weapon, possession of a controlled substance, or the student assaults a member of educational staff, and the principal determines the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The Principal shall notify the student and parent(s)/guardian(s) in writing of the opportunity for a hearing, and the right to have representation at the hearing, along with the opportunity to present evidence and witnesses. After said hearing, a principal may, in their discretion, decide to levy a suspension rather than expulsion.

A student expelled for such an infraction shall have the right to appeal the decision to the superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the superintendent of their appeal. The student has the right to counsel at the hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student was guilty of the alleged offense.

- **Felony complaint or issuance of felony delinquency complaint, MGL Ch. 71, Section 37H ½**

Upon the issuance of a criminal complaint charging a student with a felony, or the issuance of a felony delinquency complaint against a student, the Principal may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The Principal shall notify the student in writing of the charges, the reasons for the suspension (prior to such suspension taking effect), and the right to appeal. The Principal will also provide the student and parent(s)/guardian(s) the process for appealing the suspension to the Superintendent. The request for appeal must be made in writing within five (5) calendar days. The hearing shall be held within three (3) days of the request. The suspension shall remain in effect prior to any appeal hearing before the Superintendent.

At the hearing, the student shall have the right to present oral and written testimony, and the right to counsel. The superintendent has the authority to overturn or alter the decision of the Principal. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

- **Felony conviction or adjudication/admission in court of guilt for a felony or felony guilt or Delinquency, MGL Ch. 71, Section 37 H ½**

The Principal may expel a student convicted of a felony, or has an adjudication or admission of guilt regarding a felony, if the Principal 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 the proposed expulsion. The student shall also receive written notification of their right to appeal the decision to the Superintendent, as well as the appeal process. The expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

The student shall notify the Superintendent in writing of their request to appeal the decision no later than five (5) calendar days following the date of the expulsion. The

Superintendent hearing shall be held with the student and parent(s)/guardian(s) within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony, and shall have the right to counsel. The Superintendent has the authority to overturn or alter the decision of the Principal. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

SUSPENSION PROCEDURES

I. IN-SCHOOL SUSPENSION

In-school suspension is defined as the removal of a student from regular classroom activities, but not the school premises, for not more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions over the course of the school year. An in school suspension may be used as an alternative to short-term suspension.

A Principal may impose an in-school suspension as defined above according to the following procedures:

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year. On the same day as the in-school suspension decision, the principal shall 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 principal shall 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 shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall 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 principal shall 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 principal and the parent.

II. SHORT TERM OUT-OF-SCHOOL SUSPENSION: HEARING AND PRINCIPAL DETERMINATION

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) consecutive days or less. Out-of-school short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal's Hearing. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of their determination in the form of an update to the student and parent/guardian, and provide reasons for the determination.

If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

If the student is in grades pre-k through 3, the principal shall send their determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, before the short-term suspension takes effect. All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

III. LONG-TERM SUSPENSION: HEARING AND PRINCIPAL DETERMINATION

A long-term suspension is 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. The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

- In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- 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; and;
- the right to cross-examine witnesses presented by the school district;
- the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

- Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- Set out key facts and conclusions reached by the principal;
- Identify the length and effective date of the suspension, as well as a date of return to school;
- Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- Inform the student of the right to appeal the principal's decision to the superintendent or their designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal. If the student is in grades pre-k through grade 3, the principal shall send their determination to the superintendent and explain the reasons prior to imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

Appeal of a Long-Term Suspension to the Superintendent

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The hearing shall be held within three (3) school days of the suspension, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant. The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue their written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

Exception for Emergency Removal

A student may be temporarily removed prior to notice and hearing when a student is charged with a disciplinary offense and 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 principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days, following the day of the emergency removal, except in the case of an emergency removal due to a violation of MGL Ch. 71 Section 37H and 37H ½.

During the emergency removal the principal shall make immediate and reasonable efforts to orally notify the student and student's parent/guardian of the emergency removal and the reason for the emergency removal. The principal 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. The principal shall also provide the due process requirements of written notice for suspensions and provide for a hearing which meets the due process requirements of a long-term suspension within the two (2) school day time period, unless an extension of time for the hearing is otherwise agreed to by the principal, student, and parent/guardian.

A decision shall be rendered orally on the same day as the hearing, and in writing no later than the following school day. The decision shall meet all of the due process requirements of a principal's determination in a long-term suspension.

IV. NOTICE OF PROPOSED SUSPENSION

Except in the case of an emergency removal or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½ or an in-school suspension, the school shall provide the student and parent/guardian with written and oral notice of the proposed out of school suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing.

Notice shall set forth in plain language:

- 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 principal 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/guardian to attend the hearing;
- E. the date, time, and location of the hearing;
- F. the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

V. ALTERNATIVES TO SUSPENSION

Prior to issuing exclusionary discipline, such as suspension, the Principal or their designee shall consider the use of alternatives.

The Principal, head of school, superintendent, or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student:

- shall consider ways to re-engage the student in the learning process; and
- shall not suspend the student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless:
 - specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, or
 - in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school.

Alternative Remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

The principal, head of school, superintendent or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which

shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.

This rule shall not apply to disciplinary procedures under MGL Ch. 71, Section 37 H & 37 H ½, or Emergency Removals.

VI. SCHOOL-WIDE EDUCATION SERVICE PLAN FOR STUDENTS ON SHORT- OR LONG-TERM SUSPENSION

1. Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall 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. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.
2. Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan.
3. Each school has a process for developing school-wide education service plans for education services that the school district will make available to students who are expelled or suspended from school for more than ten consecutive days. Each plan is individualized to the needs of each student and is developed in collaboration with the guidance department, special education department, and classroom teachers, as applicable. Students and their parents will be notified of the process for developing and arranging such services at the time of suspension/expulsion. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under M.G.L. c 69, §§ 1D and 1F
4. Notice of Education Services for Students in Long-Term Suspension and Expulsion; Enrollment Reporting.
 - a. The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.
 - b. For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department.

VII. DISCIPLINE OF STUDENTS WITH DISABILITIES (IEP/504)

Procedures for suspensions of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district.

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. When a suspension constitutes a change of placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP – "a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
 - a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
 - b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days
 - a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 - b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.
5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when they has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.

6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

VIII. PROCEDURAL REQUIREMENTS APPLIED TO STUDENTS NOT YET DETERMINED TO BE ELIGIBLE FOR SPECIAL EDUCATION

If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

1. The parent had expressed concern in writing; or
 2. The parent had requested an evaluation; or
 3. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.
- The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility. If the student is found eligible, then they receive all procedural protections subsequent to the finding of eligibility.