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The Swampscott Public Schools does not discriminate or tolerate harassment against students, parents/guardians, employees, or the general public. No person shall be excluded from or discriminated against in admission to the Swampscott Public Schools or in obtaining the advantages, privileges, and courses of study of the Swampscott Public Schools on grounds of race, color, religious creed, national origin, sex, gender identity, sexual orientation, pregnancy and pregnancy-related conditions, age, genetic information, ancestry, children, marital or civil union status, veteran status or membership in the armed services, receiving of public assistance, homeless, or disability.



School Hours and School Handbooks

Swampscott Integrated Preschool

207 Forest Avenue
Swampscott, MA 01907
781-596-8800

SIP Handbook

8:30 AM – 2:00 PM M, T, TH. F

8:30 AM-12:00 PM W

Swampscott Elementary School

10 Whitman Road
Swampscott, MA 01907

SES Handbook

7:50 AM – 2:10 PM

Breakfast will be provided at 7:30 AM.

Swampscott Middle School

207 Forest Ave
Swampscott, MA 01907

SMS Handbook

8:20 AM – 2:40 PM

Breakfast will be provided at 7:50 AM.

Swampscott High School

200 Essex Street
Swampscott, MA 01907
781-596-8830

SHS Handbook

8:10 AM – 2:35 PM

Breakfast will be provided at 7:30 AM.



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Swampscott Public Schools Vision Statement

Swampscott Public Schools is committed to a **C**ommunity of belonging with an intentional celebration of individual differences that puts **O**ppportunity, **R**espect, and **E**quity at our core.

C – Community (of belonging)

O – Opportunity (for all)

R – Respect (for diversity)

E – Equity (for everyone)

We envision a school **Community** in which all feel welcomed and represented. The Swampscott Public Schools embrace and celebrate diversity and ensure that students, families, and staff work together in inclusive settings to promote equitable access to **Opportunities** and equitable student outcomes. We envision a school community built on **Respect** for ourselves, each other, our schools, and our environment. Swampscott Public Schools explicitly and intentionally commit to **Equity**, anti-bias, and anti-racist education that is meaningful and visible in decision-making.



CORE Values in Action

Community

We value all members of the school community and our environment to keep our community a nurturing and safe place to learn and grow

- Know and follow school and classroom rules and norms
- Be a good guardian of the learning environment
- Serve your community when needed
- Use critical thinking skills to solve problems when they arise

Opportunity

We will take ownership of our learning with the support of others.

- Work collaboratively with others
- Seek out a respectful level of challenge in learning
- Make a quality effort the first time and follow through when a change is needed
- Keep a growth mindset

Respect

We will respect ourselves and others.

- Treat each person with respect and kindness in all settings
- Accept responsibility for personal decisions and actions
- Fulfill individual responsibilities to ourselves and others
- Communicate respectfully, understanding the difference between intent and impact



Equity

We believe our differences are our strength and show care and consideration for all members of the community.

- Make sure others feel safe and comfortable in the community
- Create space for others' contribution
- Listen and learn from others

District Programs

METCO Program

Founded in 1966, METCO is a statewide voluntary school integration program. Swampscott Public Schools is proud to be one of thirty-three participating METCO communities. Students who reside in Boston may participate in the [METCO program](#), which stands for Metropolitan Council for Educational Opportunities. These children take a school bus to and from home daily in order to attend Swampscott schools. Since their school day is very long, Swampscott parents/guardians volunteer for the “Family Friends Program” and invite students to spend the night after special school events such as concerts. Please contact your child’s individual school if you are interested in becoming a “Host Family” with the “Family Friends Program.”

Special Education

The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student’s individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.



Swampscott Public Schools emphasizes the importance of the “individual” in creating programs for students with disabilities. The whole child is considered in programming, including academics, social-emotional skills, daily living skills, language development, motor skills, and community engagement. Swampscott offers many different [Special Education Programs](#) to meet the needs of all students.

A student may be referred for a special education evaluation by a parent/guardian or any person in a caregiving or professional position concerned with the student’s development. The criteria for special education require that the child have a disability, as defined by law, and that s/he is unable to make effective progress in school as a result of the disability without the provision of specially designed instruction or s/he is unable to access the general curriculum without the provision of specially designed instruction.

According to Chapter 766 of the Acts of 1972 created G.L. c.71B, the Special Education Law in Massachusetts, and the federal law, IDEA, special education services are provided to students who have been identified as having a learning disability that impacts their ability to make effective school progress. If special needs are suspected, a referral may be made by a parent/guardian, teacher, physician, or another professional who knows the child well. With parental/guardian consent, a multidisciplinary team conducts an evaluation to determine if special needs are present.



Students eligible for special education must have 1) an identified disability and 2) the disability must result in the student's inability to progress effectively in general education. If the eligibility criteria are met, special services are outlined on an Individualized Education Plan.

Swampscott Public Schools offers a continuum of special education services based upon the student's needs and disability. Services and placement are developed through the team process and are individualized for each student.

All students receiving special education, regardless of placement, shall have an equal opportunity to participate in and, if appropriate, receive credit for the vocational, supportive, or remedial services that may be available as part of the general education program as well as the non-academic and extracurricular programs of the school.

Programs, services, and activities include, but are not limited to:

- art and music
- vocational education, industrial arts, and consumer and homemaking education
- work-study and employment opportunities
- counseling services are available at all levels in the district
- health services
- transportation
- recess and physical education, including adapted physical education
- athletics and recreational activities
- school-sponsored groups or clubs
- meals



All school districts have a parent advisory council that collaborates with special education leadership to improve special education for students. Please see the [Special Education Parent Advisory Council](#) below for more information.

Multilingual Learners

The Massachusetts Department of Elementary and Secondary Education defines an English Language Learner (ELL) "as a child whose first language is a language other than English, *and* who is unable to perform ordinary classroom work in English." ELL services are available to provide direct support in speaking, listening, reading, and writing English. Massachusetts State Mandated assessments, such as ACCESS, *Assessing Comprehension and Communication in English State-to-State for English Language Learners*, help determine levels of English language proficiency from Beginning, Early Intermediate and Transitioning according to the WIDA English Language Development Standards and Guiding Principles. Families are encouraged to attend the English Learners Parent Advisory Council Meetings (ELPAC). For more information, contact Nell Donato, ELL Coordinator, at donato@swampscott.k12.ma.us.

Attendance Expectations

Consistent school attendance is critical to your child's academic and social development. Attendance matters at every grade level, starting with pre-K and kindergarten. Students with attendance rates of 95% or higher in the early grades are much more likely to be able to read by the end of grade 3.



Chronically absent students in grades 3 to 8 score 20 points lower on MCAS on average than students with good attendance. Chronic absenteeism from grade 6 and beyond greatly increases the chances of a student not completing high school.

While occasional absences for religious holidays, illness/medical appointments, or college visits are expected, we encourage all students and families to strive for **9 or fewer days absent over the school year** to ensure the best possible academic outcomes.

Children are expected to be at school on time whenever school is in session. **Please contact the school by 7:30 a.m. on the date of the absence by phone call or email.** If we do not hear from a parent/guardian, an automated call will be placed to check on the whereabouts of the child.

Absences are excused for the following reasons if the parent/guardian provides a written explanation for the absence or tardiness of a child: illness or quarantine; bereavement or serious illness in the family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

Following the 5th **unexcused** absence, the Principal shall make a reasonable effort to meet with any student and that student's parent/guardian to develop action steps to improve student attendance.

At the meeting, the Principal, Assistant Principal or another designee, the parent/guardian, and the student must develop action steps to address the student's attendance. Other relevant school personnel and officials from



public safety, health and human services, housing, and nonprofit agencies may offer input into the development of action steps.

School Closing

The decision for school closings (i.e. NO SCHOOL, delayed opening, power outage, etc.) will typically be made by 5:30–5:45 a.m. and the announcement will be made first through a District-Wide phone call, text, and/or email home via ParentSquare. Announcements will also be made on various television and radio stations, the district website, and social media.

Health Services, Including Medical and Illness Protocols

Creating a healthy environment is essential for academic and social-emotional learning. A partnership between the school district and families is critical. Please read through the linked health requirements and illness protocols.

[Health Services Website](#)

[Health Services, Medication & Illness protocols document](#)



PARENT/GUARDIAN NOTIFICATION ACT

In accordance with Chapter 71, Section 32A of the Massachusetts General Laws, health education curriculum materials dealing with human growth and development/sexuality education will be made available to parents/guardians for review by appointment only during school hours at the Health Education Office located at Swampscott High School. Curriculum materials will also be made available for review at an evening parent/guardian education program conducted yearly. A student may be exempted from any specific portion of the school curriculum dealing with human sexuality education through written notification to the School Principal. No student exempted will be penalized for such exemption and alternative curriculum content may be arranged on an individual basis with the course instructor.

Creating a Supportive Learning Community and Student Discipline

Swampscott Public Schools is committed to creating a safe learning environment where all students have the opportunity to grow and learn. Students have the right to access teaching and learning regarding social-emotional goals from the ages of 3-22. Swampscott Public Schools will provide educational opportunities that are proactive to encourage students to regulate themselves, interact respectfully and cooperatively with others, and respect the community at large. All students will have access to teaching and discipline.



Teaching is defined as providing a nurturing environment for learning, teaching skills, and positive reinforcement for developing social-emotional skills.

Discipline is defined as teaching students to abide by the code of conduct and providing teaching and consequences when the code of conduct is not followed.

Students in the Swampscott Public Schools are expected to uphold district [CORE values](#). All members of the school community have a responsibility to conduct themselves in a way that demonstrates respect for all individuals, their rights, and their property. All members of the school community must also understand and support the standards of conduct of the school and assist in the enforcement of rules and regulations.

This behavior is expected during all curricular, co-curricular, athletic, and special events of the school both on and off-campus (e.g., SHS partner Essex North Shore Technical High School, offsite SHS facilitated internships, graduation, graduation-related activities, school dances and proms, SPS athletic events at another school, competitions outside of SPS, school dances or functions held outside SPS) including on buses or other school-provided transportation. A student's participation in a co-curricular, athletic, or extracurricular activity is a privilege, not a right or entitlement. Failure to meet the Swampscott Public Schools CORE values, both while in the school and in the community, may result in revocation of such privileges. Any activity which is disruptive to individual learning or the environment of the school will not be tolerated.



To create a safe and supportive learning environment, SPS encourages the following best practices:

- All classrooms, common areas, and schools have a set of agreed-upon rules to function as a learning community. Examples of these rules include:
 - Walking in the hallways
 - Eating in designated areas
 - Cell phones out of sight
- Rules for the school community, classroom community, hallways, and outdoor areas are posted, reviewed, and explicitly taught to students
- Students receive specific praise from adults for following these rules, encourage students to praise other students, and teachers clearly link the following of these rules to a positive learning environment
- Swampscott students, staff, and the learning community agree to respect each other to provide a safe learning environment. Examples of treating each other respectfully include:
 - Visuals and curriculum that include all members of the community
 - Kindness, understanding, and assisting others who need help
 - Ensuring that all learners have a supportive peer and/or adult that they are connected within school
 - Visuals, including posters should include treating others with respect

SPS recognizes that student behavior is a form of communication highlighting individual circumstances and needs; as such, different behaviors require



different responses. Consequences and intensity of response will increase with repeated offenses and the severity of the violation. The goal will be to correct and teach the student the skills necessary to meet the district's behavioral expectations. SPS uses mediation, conflict resolution, restorative practices, and collaborative problem-solving as teaching methods.

Level 1 behaviors are responded to by whichever staff member observes the behavior happening. Level 2 and 3 behaviors always involve referrals to building administration and parent/guardian notification.

Level 1

Student Behavior	Possible Responses
<ul style="list-style-type: none"> • Off task behavior(s) • Minor disruption • Inappropriate verbal interactions • Non-responsive to teacher direction • Non-completion of classroom work • Tardy/Skipping class 	<ul style="list-style-type: none"> • Verbal/visual redirection • Teaching/skill building • Loss of privileges • Parent notification/involvement • Restorative practices • Review of DCAP accommodations

Level 2

Student Behavior	Possible Responses
<ul style="list-style-type: none"> • Any Level 1 behaviors continuing unabated during one class or over a period of classes • Student behavior that causes a moderate 	<ul style="list-style-type: none"> • Teaching/skill building • Development of individual behavior plan • Loss of privileges • Detention • Meeting with school administration

<ul style="list-style-type: none"> disruption to others' learning Plagiarism or other academic dishonesty 	<ul style="list-style-type: none"> Mediation Conflict Resolution Restorative practices Collaborative Problem Solving Student Support Team Referral
Automatic Responses: Parent/Guardian and Administrator Notification	

Level 3

Student Behavior	Possible Responses
<ul style="list-style-type: none"> Student behavior causes a major disruption to safety Verbal aggressions or threats Possession, use or sale of alcohol/drugs or paraphernalia Damage to school or community property Physical altercations or assault Weapons possession or use Bullying Harassment Theft/Forgery Civil rights violations False alarms or false report 	<ul style="list-style-type: none"> Suspension or Expulsion <p>Please see discipline procedures, including procedural safeguards.</p>
Automatic Responses: Parent/Guardian and Administrator Notification	



Civil Rights Violations

Link to complete Civil Rights procedures

Bullying Intervention Plan

Link to complete Bullying procedures

Discipline Procedures

Link to complete Discipline procedures

Sexual Harassment Procedures

Link to complete Sexual Harassment procedures

**Reporting Links for bullying, discrimination, or harassment
On each school web page**

Chain of Communication

Swampscott Public School District uses a communication protocol to promote direct, open, and respectful interactions. The protocol starts with the staff member closest to the situation. Appropriate communication channels for a variety of topics are listed below. Please refer to [our Chain of Communication document on the website](#) for contact information. Please move to the next step if unresolved.



Technology Responsible Use Policy

The Swampscott Public School District has adopted the Responsible Use Policy (RUP) for staff, students, and guests who have access to school computers and devices, system networks, or school accounts. The use of the network must be consistent with and directly related to the educational objectives of the Swampscott Public Schools. This policy is intended to ensure safety through the proper conduct of users and requires efficient, ethical, and legal utilization of technology. This Responsible Use Policy ALSO applies to remote use of SPS technology, including use at home or in other venues outside of SPS buildings. All families should review [this policy](#) and discuss it with their children.



Important Links

- A. [Nondiscrimination Policy](#)
- B. [Civil Rights Procedures](#)
- C. [Title IX](#)
- D. [SPS Harassment Policy Notification](#)
- E. [MGL regarding Student Discipline](#)
- F. [MGL Student Suspension and Expulsion](#)
- G. [Search Policy](#)
- H. [Parent Notice of Procedural Safeguards](#), including Medicaid consent information
- I. [Special Education Observations](#)
- J. [Chemical Health Policy](#)
- K. [District Curriculum Accommodation Plan](#)
- L. [Student Records Policy](#)
- M. [Acceptance of Gifts, Grants](#)
- N. [Child Custody](#)
- O. [Annual Letter Regarding Asbestos](#)
- P. [Technology Responsible Use Policy](#)

Returning Student Verification Form Acknowledgement

Parents/guardians & students acknowledge via the Returning Student Verification Form accessed through the Aspen Family Portal at the start of the school year that they agree to comply with all policies & procedures within this District Student Handbook, including the Chemical Health and Acceptable Use Policies.

