Student/Family Handbook
2026-2027

45 Congress St., Salem, MA 01970

Phone: (978) 744- 2105 Fax: (978) 744-7246

salemacademycs.org

Link to Spanish Version

revised 8/3/26

This Student Handbook is subject to change throughout the 2026- 2027 Academic Year.

Primary Contacts

School Phone Number: 978-744-2105

- **Executive Director:** Stephanie Callahan ext. 148
  scallahan@salemacademycs.org
- **Senior Director of Academics**: Drea Jacobs ext. 146
  ajacobs@salemacademycs.org
- **Managing Director of Operations and Human Resources:** Kristine Sgambellone ext. 404
  ksgambellone@salemacademycs.org
- **Lower School Principal:** Sabrina Williams ext. 149
  swilliams@salemacademycs.org
- **Upper School Principal:** Meghan Blume ext. 124
  mblume@salemacademycs.org
- **Director of Teacher Development and Curriculum:** Susana Sinclair ext. 145
  ssinclair@salemacademycs.org
- **Dean of Students:** TBD
- **Upper School Dean:** Rene Palomo ext. 195
  rpalomo@salemacademycs.org
- **Lower School Dean:** Seth Bynum ext. 112
  sbynum@salemacademycs.org
- **School Nurse:** Katie Harvey ext. 106
  kharvey@salamacademycs.org
- **6th-8th Grades School Adjustment Counselor:** Morgan Higgs ext.105
  mhiggs@salemacademycs.org
- **Upper School Adjustment Counselor:** Zoe Ulrich ext. 126
  zulrich@salemacademycs.org
- **Upper School School Adjustment Counselor:** Kaila Walters ext. 137
  kwalters@salemacademycs.org
- **Interim Director of Food Services:** Nick Ferreras ext. 150
  nferreras@salemacademycs.org
- **Development and External Affairs Manager:** Fallon Burke ext. 402
  fburke@salemacademycs.org
- **Data and Assessment Coordinator:** Sofia Cruz de Silva ext. 403
  scruzdesilva@salemacademycs.org

All staff contact information is listed on the Salem Academy Website: Faculty and Staff

Notice of Nondiscrimination

Salem Academy Charter School does not discriminate on the basis of race, color, sex, creed, ethnicity, gender identity or expression, pregnant or parenting status, sexual orientation, religion, national origin, sexual orientation, disability, homelessness, socioeconomic status, academic status, mental, physical, developmental or sensory disability, age, ancestry, athletic performance, special need, proficiency in English language or foreign language, or any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment. Furthermore, Salem Academy's policy includes prohibitions of harassment of students and employees, i.e., racial harassment, sexual harassment, and retaliation for filing complaints of discrimination.

Coordinator of Compliance under Title IX and Section 504 and Complaint Procedures
Regarding Discrimination:

Stephanie Callahan, Executive Director
Salem Academy Charter School
45 Congress Street
Salem, MA 01970

(978) 744-2105 ext 148

Table of Contents

Primary Contacts
Notice of Nondiscrimination
Philosophy & Mission
1. Mission
2. Learning Goals
3. Positive School Culture
4. Service-Learning
5. Salem Academy Charter School Title I School-Family Compact
Shared Responsibilities
Academic Program
1. Grade Groupings: Forms
2. Academic Year
3. Academic Core
4. Service-Learning
5. Academic Day
Upper School Culture Block
Upper School Study Hall
Connections
Choice Block
After-School Extensions and Clubs
6. Academic Assessment Grading
7. Standards for Promotion
GPA & Honor Roll Calculations
Dual Enrollment & Transfer Grades
School Culture
1. Guiding Principles
2. School Norms
REACH-ing for Success
3. Additional Recognition Programs
4. Student Government
5. Attendance Policy
Early Dismissal
Excused Absences and Tardiness
Unexcused Absences and Tardiness
Availability of In-school Program for Pregnant Students
6. Dress Code
7. Academic Dishonesty Policy
8. Code of Conduct: Discipline Consequences, Policies, Definitions and Procedures

Redirection/s
Removal from Class
Lunch and After-School Reflections
Friday Reflection
Behavior Contracts and Behavior Intervention Plans
Threat Assessments and Mental Health Evaluations
Loss of Privileges
Modified In-School Suspension
Lower School PASS Program
PASS Program
Emergency Removal
In-School Suspension (other than Emergency Removal)
Out-of-School Suspension (other than Emergency Removal)
Definitions of Disciplinary Offenses Under Massachusetts General Laws Chapter 71, § 37H, 37H½, and 37¾
Notice of Out-of-School Suspension and Hearings for Disciplinary Offenses
Educational Services During Removals, Academic Progress and School-wide Education Service Plan
Expulsion Policy and Procedure
Discipline of Students With Special Needs
Suspected Disability: Student Not Yet Determined to be Eligible for Special Education
Student Searches
Bus Behavior
Civil Rights, Harassment, Bullying, Threats, Hazing
Harassment
Bullying
Threats
Hazing
Assault
Complaint Policy and Procedures
Address Issue with Those Directly Involved
Address Issue With Appropriate Administrator/Supervisor
Address Issue with the Senior Director of Academics
Submit Written complaint to the Executive Director
Provide Written Complaint to the Board
Complaint Procedure Support
Operational Policies
1. Advertising on School Grounds
2. Bus Transportation
3. Child Abuse Reporting
4. Weather Related Closures and Delays
5. Student Reporting between Home & School

Student Information System
Parent-Teacher-Student Conferences
Individual Meetings with Faculty Members
Individual Meetings with Administrators
Telephone Use and Messages
Student Planners
Homework Folder
6. Communications
Email
School Website
Automated Phone Calls and Text Messages
Social Media
7. SACS Trademarks Usage
8. Use of Student Photos
9. SACS Media Policy
10. Personal Electronic Device and Cell Phone Policy
11. Artificial Intelligence (AI) Policy
12. Enrollment Policy
13. Family Education Rights and Privacy Act
14. Field Trips
15. Food Services
Civil Rights and Discrimination Complaint Policy
Menu Feedback
16. Internet Use/ Chromebook Program
Technology Department Contact Information
Chromebook Program Guide
Responsible Use
Irresponsible Use
17. Locker Policy
18. Lost and Found
19. Missed Work and Assessments
20. Student Money
Money Collection
Student Account Withdrawal
21. Health Services
Nurse's Office
Medication Administration
Physical Examinations and Immunization Records
Counselors and Counseling Services
22. Office Notification
23. Personal Property

24. Pick-Up/Drop-Off Policies & Procedures
    Drop-Off
    Pick-Up
    Early Dismissal
    Student Bus Passes
    Parking
25. Restricted Areas & School Boundaries
26. Safety Procedures
        Emergency Closings
        Fire Drills
        ALICE Policy
        False Alarms
        Building Security
        Minor Accidents
        Major Accidents
        Emergency Evacuations
27. Special Education
28. Teacher Assistance Teams/ Student Interventions
29. Technology Use
30. Telephone Use
31. Textbooks, Classroom Library Books, and School Supplies
32. Prohibited Substances
33. Visitors
34. Family Engagement & Volunteering
35. Withdrawals/Transfers
Community Members
1. School Personnel
2. Board of Trustees
3. The School, Family and Community Parent Advisory Group
4. The Special Education Parent Advisory Council (SEPAC)
5. English Learners Parent Advisory Council (ELPAC):
Appendix A
Glossary of Terms
Appendix B
Bullying Prevention and Intervention Plan
    Definitions
    Leadership
    Training and Professional Development
    Academic and Non-academic Resources and Services
    Reporting and Responding to Bullying and Retaliation
    Collaboration with Families

Relationship with Other Laws
Problem Resolution System

Introduction

Salem Academy Charter School was founded in 2002 by a group of Salem residents—including parents, teachers, business and civic leaders, and educational experts—who shared a commitment to expanding high-quality educational options for the city's diverse middle and high school students. United by the belief that students are best prepared for their futures through a rigorous academic program rooted in community and real-world application, this volunteer group sought and received a five-year charter from the Commonwealth of Massachusetts in February 2003.

After eighteen months of planning and preparation, Salem Academy opened its doors in September 2004 to 88 sixth- and seventh-grade students. By August 2008, the school completed its planned expansion to serve 300 students in grades six through twelve. In 2009, the Commonwealth renewed the charter for another five years (2009–2014), during which enrollment grew to 372 students. A subsequent renewal in 2014 extended the charter through 2019 and authorized further growth to 480 students. The third renewal, covering July 2019–June 2024, maintained the enrollment cap and reaffirmed Salem Academy's mission and impact in the community. In 2024, the Commonwealth again renewed Salem Academy's charter for the period July 1, 2024–June 30, 2029.

Philosophy & Mission

1. Mission
Salem Academy Charter School is a small 6th – 12th grade public school designed to educate the City of Salem's diverse student population. Through a unique integration of college preparatory classes with service to the community, the school graduates informed, articulate, and proactive individuals of strong character.

The Salem Academy Charter School's mission is a promise to the public. From the mission, the school sets learning goals (below) that dictate what students need to know and be able to do in order to graduate.

2. Learning Goals
Salem Academy Charter School promises an environment that will prepare students to succeed in college and in their personal and professional lives. Meeting the school's learning goals means that students must be:

Informed

1. Students will be able to read a wide range of texts from various subject areas with accuracy, fluency, comprehension, and stamina. READING

2. Students will know the basic terms, symbols, concepts, and principles of mathematics, humanities, languages, and science. CONTENT MASTERY

3. Students will understand and be able to use independent learning strategies, tools, technologies, and equipment. TOOLS FOR LEARNING

Articulate

1. Students will be able to write clearly and effectively across disciplines and genres. WRITING

2. Students will be able to discuss what they are learning by sharing their knowledge and perspective as well as responding to others. ORAL LANGUAGE/COMMUNICATION

3. Students will be able to present to a variety of audiences, with the aid of various supportive media, and for different purposes. PRESENTATION

Proactive

1. Students will be able to apply academic knowledge and skills in their daily lives. APPLICATION

2. Students will be able to pose questions or hypotheses and design and carry out research models in order to answer questions or solve problems. INQUIRY

3. Students will be able to analyze information, ideas and situations, questioning critically and then determining their perspective and reaction. CRITICAL THINKING

3. Positive School Culture

A strong culture that promotes learning is essential in fulfilling the promises of the Salem Academy Charter School mission. The culture of Salem Academy is built on shared norms. All school community members are expected to **REACH** – act in a **R**esponsible, **E**mpathetic, **A**ssertive, **C**ooperative, and **H**onest manner. Norms are reinforced through academic classes, participation in service work and the school's Code of Conduct which outlines clear and consistent expectations for student behavior (outlined in Section IV of this handbook).

Salem Academy regularly recognizes students who conduct themselves in accordance with the school norms. For example, at weekly Community Meetings, the whole school congratulates and celebrates those students who demonstrate the REACH norms with a certificate and ceremony. Recognitions are awarded to individuals and groups as a way of recognizing and reinforcing the school norms. Teachers also make comments on grade reports regarding students' ability to act responsibly, empathetically, assertively, cooperatively and honestly. In this way, the school norms are regularly emphasized and made concrete to the Salem Academy community.

4. Service-Learning

A key component of Salem Academy's mission is Service-Learning (SL). We view Service-Learning as central to our goal of graduating informed, articulate and proactive citizens. Our Service-Learning program challenges students to identify, research, propose and implement solutions to real needs through our Five Step Process Framework. SL is currently a requirement for all students in grades 6 - 12 and students engage in upwards of 30 hours of Service-Learning each year.

Service-Learning at Salem Academy is guided by three general goals:

1. To engage students and promote academic success by providing opportunities to apply their learning to the real-life context of their community;
2. To train students to serve as civic participants and community leaders both today and in the future;
3. To add resources and capacity to the betterment of Salem's (and the greater community's) historical, cultural, and natural resources

Guided by the KIDS (Kids Involved in Doing Service-Learning) Model, our program emphasizes academic integrity, student ownership, and apprentice citizenship.

5. Salem Academy Charter School Title I School-Family Compact
Salem Academy is a School-Wide Title I School. This compact outlines how Salem Academy Charter School, families, and students will share the responsibility for improving academic achievement and building partnerships to help students meet high standards.

Shared Responsibilities
The success of Salem Academy depends upon the commitment of all members of our community to work toward the school's mission – which includes learning goals, school norms, and Service-Learning. All staff agree to these three ideals. Salem Academy asks students and their families to acknowledge support and receipt of these shared responsibilities by electronically signing the google form that is sent with the handbook. By signing the acceptance of this handbook, each member of the Salem Academy community affirms their active support of the school's mission and approach to academic and social/emotional development. It signifies your commitment to actively support this mission and the foundations upon which it is built.

Shared Responsibilities

Academics	Service-Learning	School Norms
Salem Academy's curriculum prepares students to succeed in college and beyond. Upon graduation, students will have demonstrated their mastery of the school's learning goals. They will be **informed -** having mastered fundamental skills and information, **articulate** - able to conceptualize and communicate their understandings, and **proactive -** capable of forming their own ideas and taking the initiative to follow through on them.	At Salem Academy, students apply their learning to service projects throughout their middle and high school years. These hands-on projects in the community allow students to connect academics to their lives, bringing learning alive. Salem Academy partners with various community-based organizations in order to provide students with opportunities to access resources and productively engage in their community.	The culture of Salem Academy is built on shared norms. All school community members **REACH** - act, in a **R**esponsible, **E**mpathetic, **A**ssertive, **C**ooperative, and **H**onest manner. Norms are reinforced through academic classes, participation in service work, and the school's code of conduct, which outlines clear and consistent expectations for student behavior.

Academic Program

The Salem Academy Charter School model is designed to ensure that all members of the student body achieve the school's learning goals. The various components of our program are described in this section.

1. Grade Groupings: Forms
Salem Academy will enroll sixth- through twelfth-grade students in four Forms, as shown in the chart below:

First Form	6th grade
Second Form	7th and 8th grades
Third Form	9th and 10th grades
Final Form	11th and 12th grades

Students in the Lower School, grades six through eight, take courses in heterogeneous groups with grade level peers. In First Form, grade six, students travel in cohorts with their Connections group, attending the same classes as the other students in the group. In Second Form, grades seven and eight, students travel independently, rather than in cohorts.

In the Upper School, grades nine to twelve, students may elect to take embedded honors or Advanced Placement level courses and often take courses with students in other grades. Students are encouraged to take the most challenging classes available to them.

2. Academic Year

Salem Academy has an extended-year schedule that includes 187 days beginning before Labor Day and finishing in June with vacation time allotted throughout the year. The first step to increasing student achievement is to increase the amount of time that students are focused on learning. The school uses an extended year to ensure that all students are able to meet the high standards set by Salem Academy. Our extended year adds 7 calendar days to the traditional 180-day year, and also allows for significant professional development time for teachers throughout the year so that we can analyze student performance and respond to the needs of our learners on a continuous basis. In addition, Salem Academy's longer year reduces the tendency of students to become out of practice during the long summer months with skills, information and the routines of the school.

Semester/Quarters Schedule

Salem Academy's Lower School and Upper School use a semester and quarter system. The semesters are divided into quarters and then into different academic components: the Academic Core, Reading Periods and Service-Learning. This schedule is designed to provide ample time for each of these components, as we believe that each is integral to the academic success of our students. Students participate in Service-Learning projects every year. Service-Learning occurs during partial and full days that are spaced over the course of the year. Students benefit from Reading Periods in the Upper School prior to midterm and final exams. Reading Periods are dedicated to review and assessment of previously learned material.

3. Academic Core

Academic Core classes fall into five subject areas: English language arts, history and social studies, science, mathematics and Spanish. All students take classes which will prepare them to enter and succeed in college.

All Lower School students take classes in English, history/social studies, science, mathematics and Spanish in addition to quarterly elective classes (Choice Block). Students in the Lower School may also take English Language Development classes or structured specialized academic support classes called Learning Center. All students also access tiered support in Academic Support Block four days a week, in alignment with the school's approach to MTSS.

Students in grades 9-12 take classes in each of the five Academic Core subjects. They have the opportunity to enroll in embedded honors and/or Advanced Placement courses or to take college preparatory level courses. All students are grouped by their performance levels for language (e.g. Spanish) courses. While Spanish is required for graduation, at times, students will take a Learning Center course or an English language support class in place of a second language. This placement is based on a documented need.

Detailed information on academic courses and graduation requirements is available in Salem Academy's Program of Studies.

4. Service-Learning

First Form (Grade 6)

In the First Form, all incoming students begin the year focusing on the question “What is service? They learn what service is, how they can be of service, and about the three different types of service; indirect, direct, and advocacy. All of these questions are asked in the context of a grade-level theme of food and housing insecurity. Students learn about the Five Step Process and apply it when exploring the theme of food and housing insecurity. Teachers facilitate students in identifying specific problems and actions, using the Five Step Process to address problems within the theme of food and housing insecurity.

Second Form (Grades 7 & 8)
In the Second Form, each grade also focuses on a particular theme/issue. Using the Five Step Process, teachers facilitate students in addressing community-identified needs related to their theme. In 7th grade, the theme is Environmental Sustainability. Following teacher presentations early in the year, students self-select an area of focus under the theme (e.g. energy, food, paper, water, plastic, community). Students then follow the Five Step Process in small groups, with a faculty advisor, to address a problem under their topic.

In 8th grade, the theme is “Community.” Early in the year, students engage with the Salem community to explore which topics or issues of the moment matter most to them. From there, the grade is divided into small groups that address the identified topics through the Five Step Process.

Upper School: Grade 9
In 9th grade, students are able to choose from a wide-range of Service-Learning topics proposed by our faculty advisors. Grade 9 begins with an overview of Service-Learning for our new students and quickly moves into year-long group projects focused on social justice themes. In the past, topics have included educational equity, mental health, racial equity, immigration, LGBTQ+ equity, environmental equity, and more. Students conduct both primary and secondary research on their identified topic. They then use the information gathered to plan and implement projects as a group. They finish the year by reflecting on their work and its effectiveness in meeting the needs of the local community. Student groups are led by a faculty advisor throughout the year, although students are encouraged to take ownership of their projects as much as possible. Students are also introduced to annotated bibliographies for the first time, and they complete a scaffolded version to document their research and to develop skills they will need in their individual projects in later grades.

Upper School: Grades 10, 11, and 12
In 10th, 11th and 12th grade, students participate in a culminating Service-Learning experience. Beginning in tenth grade, students select an area of focus for their Final Service-Learning Project after participating in several investigatory activities. Students apply the academic skills and knowledge that they have learned at Salem Academy to research and write a thesis paper that identifies; a problem in their community, the underlying causes of that problem, potential solutions, and their proposed action. Throughout the course of the year students build upon their research to prepare an annotated bibliography, proposal paper, and implementation plan, and present the latter two assignments to staff members for review.

Following their research and planning from tenth grade, eleventh and twelfth graders begin to implement their action plan to provide service to the community. Students must demonstrate leadership through their service hours, which are documented with their faculty advisor. At the end of their project, students will share their work with our community. This is the culminating product of the two-year Service-Learning process. This presentation is a reflection of the three-years process on research, planning and action taken and is filled with artifacts of the student 's work.

5. Academic Day

The school day starts at 8:30 a.m. to accommodate adolescents’ need for additional hours of sleep, and lasts until 3:45 p.m. Salem Academy’s school day is longer than the traditional school day in order to allow for

increased academic time for students. Salem Academy has a seven-period day that begins with Connections block (described below) and includes a lunch break. The Upper School utilizes a modified block schedule.

First and Second Forms also have a recess break. Students take an elective, called Choice Block (described below) that meets during one of the seven periods of the day. On Fridays, academic core classes are shortened and the school day ends at 1:45 p.m. Once a week (Lower School students) or once a month (Upper School Students), all students attend Community Meeting where they come together with their peers and staff for recognitions, discussions, announcements, and presentations.

Upper School Culture Block
Intervention is a block held once a week on Thursdays in which upper school students engage in culture building, build and develop interests, and form a community identity. This will happen in multiple ways:

- Community meetings
- Pep Rallies
- Clubs

Students will rank and be assigned to clubs based on a list and descriptions of offered opportunities. Students will then be assigned based on ranking. Not every student is guaranteed to be assigned their first choice.

Upper School Study Hall
Some students in the Upper School at SACS will have “free” blocks in their schedule in which they do not have an academic or choice block class scheduled. During these periods, students will be scheduled for study hall. Study hall is a productive, calm, and positive space where students can focus in order to complete academic tasks. Study hall, led by an Upper School teacher, has strong routines and procedures to ensure that this space is safe, productive, and positive. Students should use this opportunity to complete academic tasks, such as complete assignments, study for tests, complete homework, read, write essays, check grades and complete any makeup work.

Connections
Connections provides an opportunity for teachers and students to begin to establish trusting relationships while exploring issues related to social attitudes and behavior. Each day, Lower School students meet in groups with the same faculty member and the upper school students meet with their connections group and teacher once a week on Fridays for 30 minutes. This provides a structure for students’ sense of belonging in the school. Salem Academy supports the belief that all students benefit from strong ties to their schools and positive, caring adult role models in addition to those provided in the family.

In the Upper School, some Connections groups engage in Community Circles. In these circle discussions students are encouraged to connect with their classmates, develop strong interpersonal skills and relationships, and discuss relevant topics to students’ lives.

Connections Block allows for time to discuss pertinent issues relating to individuals, the school, or the community. In addition, in the Lower School this time period is used for school-wide Community Meetings once each week. Community Meetings are intended to be teacher/student-run, though in the Lower School teachers model facilitation skills so students learn how to take on increasing levels of responsibility over time. Upper school students have Community Meetings once a month during their Culture Block.

Choice Block
Choice Block is designed to broaden and develop student interests as well as to encourage them to begin making decisions about their learning. Distribution requirements are described in the Salem Academy Program of Studies.

Students are required to take:

- Physical Education every year.
- Health during 7th, 8th, 9th, and 12th grades.
- Computer Science during 6th, 8th and 9th grades.
- Collegiate Skills during 11th and 12th grades

Electives in Music, Art, and Dance are offered at various grade levels.

After-School Extensions and Clubs
Salem Academy Charter School does not discriminate on the basis of race, color, sex, creed, ethnicity, gender identity or expression, pregnant or parenting status, sexual orientation, religion, national origin, sexual orientation, disability, homelessness, socioeconomic status, academic status, mental, physical, developmental or sensory disability, age, ancestry, athletic performance, special need, proficiency in English language or foreign language, or any other class of individuals protected from discrimination under state or federal law in any aspect of the access to extracurriculars.

The school is committed to offering enrichment opportunities when classes are not in session, both to support student safety and to provide meaningful learning experiences beyond the classroom. To that end, we provide a range of extracurricular activities—on and off campus—led by outside organizations or contracted staff. Participation is optional and requires sign-up by students and their parents/guardians. For details about athletics or extracurriculars, please contact the Athletic Director for the Athletics Policy and current offerings.

Extracurriculars: School ends at 3:45 p.m. each day and extracurricular activities are available until typically 4:45 pm. These activities may include clubs, sports, music programs, drama productions, art classes, or other offerings.

6. Academic Assessment Grading

At Salem Academy, students are assessed on their academic achievement. This assessment or “grading” is not done in a traditional manner. Instead of assigning grades from “A” to “F” in a course, Salem Academy assesses students (on a scale of 1 to 4) based on their academic progress toward specific objectives within each course.

How does it work? In each course at Salem Academy, there are clearly articulated expectations (called benchmarks or indicators) which outline what students need to know and be able to do when they finish the course. We recognize that all of our students have different experiences, styles and interests and that they do not all learn at the same pace. Therefore, teachers assess students when they begin a unit or course to determine how much students already know; they then continue to monitor student progress throughout the course. Teachers find out specifically what students have learned and on what they need to spend more time. With this information, they can support all students to work at their own pace and master all of the expectations (benchmarks) for a given course.

For each course, student progress toward benchmarks is shown through marks of 1 through 4. The students receive a mark every time they are assessed on a given benchmark. Their final mark (or grade) is an average of their benchmark scores and demonstrates their level of mastery at the end of a quarter or course. In order to graduate from a course, students must demonstrate that they are “proficient” by averaging a 3 or above in the course.

#	Performance Level	Description
1	No Evidence	No Evidence of skills or understanding of content.
1.5	Performing as a Novice	Limited understanding of content; limited ability to perform skills.
2	Developing	Beginning understanding of content content/skill development.
2.5	Progressing	Progressing toward understanding of content/skill development.
3	Proficient	Basic understanding of content; demonstration of skill.
3.5	Knowledgeable	Strong understanding of content; consistent demonstration of skill.
4	Accomplished	Nuanced understanding of content; high fluency in performing skills.

Why this approach? We believe that traditional grading approaches do not provide sufficiently accurate or detailed information to parents/guardians, students, teachers and school administrators. Researchers have found that grades often assess not only academic achievement, but effort, behavior, attendance and other factors as well. Further, teachers weigh assignments differently, some factoring tests more heavily and others homework assignments, so that a student with the exact same scores in a class may be given different final grades by two different teachers. Perhaps the most critical reason for not using a traditional grading system is that we do not believe that it provides specific information about which areas students need more time with and which areas they have mastered. For example, a “C” in science does not show whether a student is having difficulty with the concepts behind photosynthesis, if he has not yet mastered the process of designing an experiment or if he has learned both well but has failed to turn in his homework. Detailed and accurate information about student performance allows Salem Academy teachers and staff to tailor instruction to the needs of its students.

What about effort and behavior? At Salem Academy, we put a tremendous emphasis on the importance of student effort and behavior. We believe that it is essential for students to be assessed in these areas and to receive consequences when they act in an inappropriate manner. However, we do not want to confuse these factors with academic achievement. We believe that it is unfair to students to “pass” them from one course to another because they have demonstrated high effort and responsibility if they have not yet learned the content and skills that they need. Likewise, it is unreasonable to insist that a student repeat academic material that they has already learned, simply because they has not yet learned to be responsible or cooperative. Our assessment system does not de-emphasize the importance of social behavior and development; rather, feedback on the social aspects of students’ experiences at Salem Academy is provided through our REACH system and by teachers who may assign behavior-related comments at the midpoint and end of every quarter on student grade reports.

For grades to be accurate, there needs to be consistent expectations around academic honesty. Plagiarism and other forms of cheating will be investigated, and if deemed necessary, the student may earn 1s on part or all of the benchmarks, will be given an opportunity to redo the assignment, and earn a traditional consequence based on previous incidents.

In addition to these assessments, the school administers external, standardized assessments, including the Massachusetts Comprehensive Assessment System exams (MCAS) as well as the PSAT and SAT.

7. Standards for Promotion

As our mission states, Salem Academy is committed to ensuring that all students graduate as informed, articulate and proactive individuals with strong character. Therefore, we insist that all students meet promotion

standards in all classes – Academic Core, Service Learning and Choice Block classes – and that they meet the expectations outlined in the school's Code of Conduct (REACH). The school's promotion standards, procedures and support mechanisms in each of these areas are outlined in Salem Academy's Program of Studies.

GPA & Honor Roll Calculations

At Salem Academy we employ cumulative Grade Point Averages (GPAs) that use a student's final grades each year to calculate an overall average. Broadly, a student's GPA can be calculated by dividing the student's total grade points by their total credits earned year on year. However, it is imperative to keep in mind that our GPAs are both weighted and adjusted to fit Salem Academy's standards based grading model. This means that students who take Honors and AP courses receive a heavier weight in those courses. Below is a chart that shows what numeric data is factored into a student's GPA based on the grade they receive, and the type of class they take:

Course Grades	GPA	Honors Weighted	AP Weighted	Letter Grade Equivalent
4.0	4.3	4.8	5.3	A+
3.9	4.1	4.6	5.1	A+
3.8	3.9	4.4	4.9	A
3.7	3.7	4.2	4.7	A
3.6	3.5	4.0	4.5	A-
3.5	3.3	3.8	4.3	B+
3.4	3.1	3.6	4.1	B
3.3	2.9	3.4	3.9	B
3.0	2.7	3.2	3.7	B-
3.1	2.5	3.0	3.5	C+
3.0	2.3	2.8	3.3	C

Each quarter Salem Academy calculates a list of students who receive honor roll and high honor roll based on their performance in that quarter alone. Core classes--math, ELA, science, history, Spanish, ELD, and choice block--are included in these calculations. Additionally, choice block classes are weighted based on the amount of time students take the course. The table below shows the weights each type of course receives. Once the choice block classes are weighted, a quarter average is calculated for each student by dividing the total points earned by the total weight for all classes. If a student's quarter average falls between a 3.3 and 3.6, they receive the honor roll distinction as long as they do not have any classes below a 3.0. If a student's average falls between a 3.7 and 4.0, they receive the high honor roll distinction as long as they do not have any grades below a 3.3. If that student does have any grades below a 3.3, they are bumped down to honor roll status.

Course Type	Q3 Weight
CORE: Full Year Daily	2.25
CB: Full Year Every Other Day	1.125
CB: Quarter Daily	0.75
CB: Semester Every Other Day	0.375
CB: Full Year Daily	2.25
CB: Semester Daily (Q2/Q3)	1.5

Dual Enrollment & Transfer Grades

At the high school level, students may take a course outside of Salem Academy and seek to transfer that course credit and grade. Salem Academy will review transfer credits on a case by case basis to determine whether those grades and credits will be transferred, and whether they will count toward graduation distribution

requirements. When considering grades earned outside of Salem Academy, administration will consider elements like the accreditation of the institution where the grades were earned, as well as the level of the institution. There are three types of grades that are transferred into a high school transcript:

1) Dual Enrollment courses are taken through our partnerships with Salem State and North Shore Community College. All dual enrollment courses are approved for credit and carry a GPA weight the same as an AP course. Students are eligible to transfer one grade per semester to be factored into their GPA.
2) High School (online or in person) courses may be transferred in as well, and the grade will be translated to the 4 point scale using the table in the Salem Academy student handbook and college profile.
3) Credit Recovery courses are those taken to remediate a failing grade at Salem Academy. In the case of credit recovery, the initial Salem Academy grade will be edited to a 3.0 if the student earns the equivalent grade or above in an approved credit recovery course.

To earn transfer credit in any of the above ways, students must bring an official transcript to the Academic Operations and Assessment Coordinator. Classes taken through unaffiliated programs will not appear on student transcripts, or be factored into student GPAs and credits. At Salem Academy we seek to ensure that all of our students have access to rigorous courses that meet both the state and our school requirements. If students seek classes outside of the organizations affiliated with Salem Academy these may be referenced in letter of recommendations, but they will not be listed on official transcripts.

School Culture

1. Guiding Principles

Salem Academy's mission is to graduate informed, articulate and proactive individuals of strong character. In order for our students to meet the school's high academic and behavior expectations, to be successful in college and to become responsible citizens, it is essential that all members of the community work together to create an environment focused on learning.

The following principles define our philosophy on school culture, and, coupled with our school norms (REACH), guide our policies and procedures.

HIGH EXPECTATIONS

We believe that every student can and wants to succeed, and that they achieve their best when held to high expectations.

It is our principal responsibility, regardless of who our students are, where they come from or what their gifts and challenges might be, to recognize that everyone of them is capable of success. Our commitment to help all our students is unwavering.

Regardless of where our students are, be it in the cafeteria or the classroom, we expect the very best from them. Our school-wide policies, our classroom procedures, our academic expectations and our student interactions communicate our school's commitment to excellence. Our high expectations inspire students to exert their best efforts.

STRUCTURE AND CONSISTENCY

We believe that students succeed best in structured environments with clear expectations, where staff members are proactive, and all negative behavior is addressed with clarity and consistency.

Students of all ages benefit from structures designed to support their learning. Although some expectations may vary by form, all students rely on the staff to articulate and maintain expectations on a regular basis. Our Connections curriculum, classroom procedures, Student Handbook and Code of Conduct define these with clarity and consistency.

Creating a culture of excellence requires proactively planning to inspire positive behavior and avoid negative behavior. The more we can prevent negative incidents from happening in the first place, the less we have to worry about addressing misbehavior later on. This is one of the operating principles that unify our academic planning, classroom routines, school-wide policies and professional development.

Students who do not meet our school's standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Our discipline policy is designed to support us in our efforts to achieve our school's mission. We hold students accountable for disrespect and have firm consequences for students who choose to disrespect themselves, their peers, the staff or the school.

COMMUNITY AND CULTURE

We believe that a positive school culture, based on thoughtful relationships, is essential to the success of our mission. We value all members of the Salem Academy community as instrumental in supporting this culture.

One of the greatest joys of working in a school is the promise of developing meaningful relationships with the students we serve. We recognize and honor the value of professional student-teacher relationships and we encourage all our staff to learn about our students' families, interests and aspirations. At the same time, we are conscious of the dangers involved in confusing personal and professional relationships, and we remain vigilant in maintaining clear student-teacher boundaries.

Our school culture is a reflection of the norms, expectations and routines established in each classroom. When every classroom maintains a culture of excellence, where school norms are consistently enforced, where students are engaged in meaningful learning, and where all are inspired to reach high expectations, our whole school will embody such a positive culture.

Positive recognition builds pride, confidence and self- esteem. At Salem Academy we recognize the importance of acknowledging and celebrating positive behavior. Students who exemplify our school norms, who achieve academic success and who contribute to our community deserve to be applauded for their efforts. By having formal and informal recognitions, we believe that students can be encouraged and inspired to exemplify positive behavior.

We recognize and value the incredible set of skills and experiences that our staff brings to our school. All staff members are encouraged to make suggestions and design initiatives to further support our school's mission. At the same time, all staff members are individually responsible for embodying and enforcing our school norms. Shared values and consistency on the part of the staff ensures that our students will understand and abide by the school's expectations.

We consider our students' families one of our greatest resources. Through parent-teacher-student conferences, formal and informal phone conversations and various school events, we strive to involve our parent community as much as possible. We are committed to ensuring that every one of our families is informed of their child's successes and challenges, and we welcome parents' efforts to support our mission.

Clearly, we cannot achieve our school's mission without adequate support from our students. More importantly, we believe that student experiences, observations and insights can contribute significantly to our school. We are therefore committed to helping students become contributing members of our community, and we always look to create opportunities for them to assume leadership positions.

2. School Norms

A strong culture that promotes learning is essential in fulfilling the promise of the Salem Academy Charter School mission. The culture of Salem Academy is built on shared norms. All members of the Salem Academy Community —parents/guardians, students, and school employees—are expected to **REACH** – act in a **R**esponsible, **E**mpathetic, **A**ssertive, **C**ooperative, and **H**onest manner. Norms are reinforced through academic classes, participation in service work and the school's Code of Conduct which outlines clear and consistent expectations for student behavior. While the Code itself will not be amended without the approval of the Salem Academy Board of Trustees and the Massachusetts Board of Education, the expectations and consequences set from this Code are subject to change based on appeals made by students or staff to the Code of Conduct Panel.

Responsible

1. Act in a professional manner.
2. Make mindful decisions that promote the well-being of themselves and their community.
3. Take responsibility for their choices.

Empathetic

1. Demonstrate sensitivity towards others' situations, feelings, and perspectives.
2. Demonstrate courtesy and respect for others.
3. Recognize and value commonalities and differences in people.

Assertive

1. Take an active and goal oriented approach to learning and achievement.
2. Advocate for themselves and others in a respectful manner.
3. Problem-solve appropriately.

Cooperative

1. Uphold school norms.
2. Collaborate effectively with others.
3. Provide and receive assistance and feedback appropriately.

Honest

1. Demonstrate integrity.
2. Communicate truthfully.
3. Reflect honestly.

REACH-ing for Success

Academic Recognition

Salem Academy students work hard for their academic achievement. Because we are a standards-based school, academic recognition is awarded based on performance in and across classes. Students are recognized for their accomplishments in the following manner:

Recognition Brunch
At the close of each academic year, Salem Academy recognizes students who have an average of 3.8 across all of their academic classes, with no single grade beneath a 3.6 for Lower School students. These students and their families are treated to a brunch celebration with the school faculty and staff. In addition, these students will receive a certificate honoring their academic accomplishments.

High Honor Roll
Those students who have an average of 3.7 across all classes, with no classes below a 3.3, earn a High Honor Award at the end of the year.

Honor Roll
Those students who have an average of 3.3 across all classes, with no classes below a 3.0, earn an Honor Roll Award at the end of the year. These students will receive a certificate honoring their academic accomplishments.

Community Meeting
Community Meeting, a weekly assembly, provides the opportunity to: (a) reinforce the school's mission, (b) recognize students or staff members (c) unite, celebrate, and promote the Salem Academy culture and community, and (d) make school announcements and alert students of upcoming events. Some examples of activities that take place during Community Meeting include:

- Navigator Challenge
- Academic Achievement and Attendance Awards
- Mini-MCAS awards/recognitions
- Teacher-led student recognitions
- Students, staff, or outside speakers presentations
- Students and staff sharing of appreciations
- Student-led Teach Reach Awards
- Sharing exemplary student work

3. Additional Recognition Programs
Ultimately, Salem Academy's goal is to help students develop intrinsic motivation to make good choices and strive for their personal best by fulfilling all of our REACH expectations as well as all of the specific behavioral and dress code expectations outlined above. As part of our effort to help students develop this intrinsic motivation, Salem Academy honors and rewards students for fulfilling its expectations. Our student recognition program includes the following components:

REACH Tickets
REACH Tickets are a way to officially recognize students who demonstrate positive behavior. Any staff member may award a REACH ticket any time a student exemplifies one of our REACH norms by showing kindness, honesty, responsibility, courage, empathy, or cooperation. Many REACH tickets are given out daily. At the end of the day, Lower School students submit their REACH Tickets to their Connections teacher who keeps track of the daily and weekly totals or upper school students place them directly in their grade-level bucket. At different intervals, depending upon goals, each grade-level will count their collective REACH Tickets. Forms that earn a sufficient number of REACH Tickets will

be eligible for certain rewards. Individuals who win a drawing may earn smaller prizes from grade-level prize boxes.

Recognitions (entered into DeansList)
Recognitions entered into DeansList are a step above earning a REACH ticket because earning a recognition means you earn a REACH ticket as well and entered into both drawing for the smaller prize boxes and for the college gear drawing

REACH Wall
Students who consistently demonstrate the school's REACH norms are nominated by their peers and teachers to add their handprint to Salem Academy's REACH Wall.

Fab Events
Every 8–10 weeks, Lower School students can earn a Fabulous Friday (Fab event) by reaching grade-level goals for REACH tickets and Recognitions. This is a surprise pop-up event designed to celebrate their achievements with fun and excitement.

4. Student Government
Student Government provides students a unique opportunity to become involved in the day-to-day life of their school and to develop leadership skills. The Student Government exists to promote student interest, responsibility and involvement in Salem Academy. The functions of the Student Government are to serve as the representatives of the student body and to act as a liaison between students, faculty and administration. The Student Government has the power to initiate and develop programs and activities beneficial to Salem Academy and assists the administration in the operation of school functions.

Salem Academy's Student Government is composed of the student body president, vice president, secretary and treasurer, and in the Lower School, up to two representatives elected from each Connections group. In the Upper School, class representatives are elected regardless of their connections group. To be eligible as a candidate, and to remain a member of the Student Government, a student must exemplify the school's REACH norms, have earned a minimum of proficient in all academic areas of study, attend school, class and all student government meetings regularly, and may not have committed any major infractions, as defined in the Code of Conduct.

5. Attendance Policy
Attendance is vital for student learning. Students are expected to arrive at school on time every day and stay for the duration of the day. Therefore, Salem Academy requires families to ensure that students are in school daily unless an illness, emergency, or religious observation interferes.

An automated phone call will notify parents each day a student is absent. In addition, family outreach will occur if students accrue more than 3 absences and increase if student absences continue. If a student misses more than 15 days of school or more than 15 classes, they may not earn credit for that course, given the correlation between strong attendance and earning proficiency in the required course content. If a student has more than 15 absences, they may have to repeat the course, remediate the missing skills, and complete an individualized academic recovery plan outside of normal school hours.

Hospitalization or chronic illness may lead to exceptions if accompanied by medical documentation. In the case of hospitalization or chronic illness, Salem Academy may arrange for instructional services to be delivered out of school and/or make up instructional time. In addition, students will be supported through the BRYT program upon return.

Students are also expected to be in class on time. If students are late to class or school, they are losing learning time and disrupting the teaching and learning of others. Students who develop a pattern of being late to class will be required to make up lost learning time outside of normal school hours, as determined by the administration.

Early Dismissal
If a student needs to be dismissed before the end of the school day, they must have a signed note from their guardian; the guardian must also call, and they must sign out with the Front Desk. Early dismissals are treated the same as excused absences if students are sent home by the nurse, dismissed by a guardian for a documented medical appointment, or dismissed for an appointment that has been pre-approved by an administrator. Any other dismissal will be treated in the same manner as an unexcused absence. Regardless of the student's age, every dismissal must be done by a parent or guardian. Lower School students cannot sign out without a parent/guardian coming to the school to dismiss them.

Excused Absences and Tardiness
On days when a student is absent due to illness or religious observance, parents and guardians are asked to notify the Front Desk Administrators by 7:30 a.m. and must send a note to school the next day. In such cases, the student's absence or tardiness will be defined as "excused." If a student is out for more than two days due to illness, parents must send a note from the child's doctor to school for the absences to be considered excused. In addition, if a student already has eight absences within the school year, any additional absence due to illness will require medical documentation.

Unexcused Absences and Tardiness
If the school has not been contacted about an absence or tardy, the family will be contacted automatically via phone call. In the case of unexcused absences, the student will be responsible for completing all academic work and may be required to make up learning time. Any student that has five or more unexcused absences in a quarter will be considered habitually truant and may earn additional consequences, including being referred to the Salem juvenile court for a Child Requiring Assistance (CRA) case. Parents/Guardians will be expected to convene with school administrators and agree on an Attendance Success Plan.

Vacations will not be considered excused absences. We highly discourage parents from scheduling vacations during school days.

Availability of In-school Program for Pregnant Students
Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy. After giving birth, they are permitted to return to the same academic and extracurricular programs as before the leave.

Salem Academy Charter School does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school to any degree more or less than it requires such certification for all students for other physical or emotional conditions requiring the attention of a physician.

6. Dress Code
Salem Academy students should dress appropriately and responsibly for a positive, productive school environment free of disruption. Attire must conform to reasonable standards for health, safety, and cleanliness. Grooming, such as hair brushing or combing and makeup applications may not take place in the cafeteria, classrooms, or learning common.

Additionally, Salem Academy may recommend additional standards of appropriate dress for special occasions (e.g. graduation, field trips, sporting events, etc.). Lower School students go outside for recess daily when the temperature is 21 degrees or higher. Therefore, they need to dress appropriately for the weather. In winter months this includes a coat, hat, and mittens/gloves.

Students who fail to abide by the guidelines listed below will be asked to either change clothes or wear garments provided by the school. Continual infractions may result in disciplinary action. Parents/Guardians will be contacted if there is a question regarding a student's attire.

The dress code is as follows: Headscarves or headwraps are allowed. Additionally, any head covering used for religious or medical reasons is permitted. Footwear must be worn at all times and outerwear (e.g. raincoats, winter jackets) must be stored in lockers.

Students may NOT wear (including but not limited to):

- Pajamas, slippers or sleepwear (including nighttime protective hair coverings)
- Clothing or items with violent, gang-related, explicit, or drug/alcohol language or images
- Hats, caps, or hoods worn on heads
- Tube tops, midriff-baring tops, or see-through clothing
- Undergarments as the only clothing
- Revealing clothing

Clarification regarding the dress code in specific situations can be obtained in advance by contacting a Salem Academy administrator. Students in violation of the Dress code may be subject to disciplinary action pursuant to the Code of Conduct below.

7. Academic Dishonesty Policy

It is Salem Academy's mission to graduate students of strong character. In order to REACH for college, students must conduct themselves with honesty and integrity. Students are expected to do their own work at all times. Salem Academy does not tolerate behaviors that inhibit one's own learning or the learning of others, including copying, cheating, and plagiarism.

Academics Dishonesty includes, but is not limited to: plagiarism, talking during an exam, copying another's test or assignment, allowing others to copy your work, roving eyes, open books or notebooks during an exam, crib sheets or cheat sheets, passing notes during an exam, copying electronic documents and printing another student's work, having someone do your assignment for you, stealing exams, selling exams, altering a grade, taking an exam for someone else, using bribery or threats to achieve a desired grade, and utilizing AI to complete work and submit as your own work.

<u>Category 1</u>

- Copying HW
- Roving eyes or talking during a test (without clear evidence of cheating)
- Plagiarism (Lower School, unintentional)
- Giving your work to other students to copy

<u>Category 2</u>

- Cheating on classroom test (cheat sheets, sharing answers, copying, open books)
- Submitting work completed using AI as your own
- Plagiarism

<u>Category 3</u>

- Cheating on MCAS or other standardized test (DESE/CollegeBoard policy followed)
- Stealing and/or distributing exams
- Taking an exam for someone else
- Using bribery and/or threats to achieve a desired grade

When students exhibit academic dishonesty, consequences are aligned to the behavior. In addition, students retake any graded assessment in a monitored environment. We do not permanently set 1s in the gradebook as the consequence due to the nature and intent of our system: 1s do not necessarily represent a student's proficiency of the material and can inadvertently affect other aspects of being able to grow the grade to show a student's proficiency over the course of the year.

8. Code of Conduct: Discipline Consequences, Policies, Definitions and Procedures
As stated earlier, Salem Academy Charter School does not discriminate on the basis of race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity or expression, disability, or homelessness in the administration of disciplinary policies or procedures. Any person who believes that he or she is the victim of any form of discrimination, or in particular discrimination on the basis of sex or disability, or who believes another person may be such a victim, must report this allegation to school authorities immediately and shall be entitled to prompt resolution of the matter with the full protections of due process.

While Salem Academy prefers to motivate students toward positive behavior through the establishment of a strong school culture and a positive reward system, it must also maintain a clear set of consequences for students who choose not to meet the school's expectations. Because we value each student, and because we seek to provide all of our students with the opportunity to learn and fulfill their individual potential, Salem Academy does not tolerate behaviors that inhibit learning—either one's own or the learning of others.

Examples of possible consequences for breaches of expectations include, but are not limited to, the following: redirections, reflections, loss of privileges, in-school suspension, modified in-school suspension, out-of-school suspension and expulsion. Below are descriptions of various consequences.

Redirection/s
Any time a student does not follow the school's policies or procedures, they will be given a redirection and reminder of how to meet the school expectation. A student who earns multiple redirections in a class period or common space area on a given day may receive a "reflection" assigned during lunch or after school.

Removal from Class
Any student whose behavior consistently disrupts the learning of other student's academic achievement will be subject to an immediate break from class. The student will report to either the Dean of Students or the Assistant Dean of Students, parents/guardians will be notified, and the student will complete a reflective activity prior to returning to class. Only when the student demonstrates the appropriate behavior will that student be allowed to return to class. If a student is sent to the Deans' offices more than once in the same day, additional reflection or consequences may follow at the discretion of the Dean of Students and/or Assistant Dean of Students.

Lunch and After-School Reflections
When a student accrues three redirections or breaches more considerable behavioral expectations, the student will be assigned lunch or after school reflection. For example, if one student is disrespectful to another or a staff member, or a student chooses to skip academic tutoring, then they are required to attend reflection where they will complete a reflection assignment given to them. The student's family will be contacted every time they earn an after-school reflection.

Friday Reflection
When a student breaches even more considerable behavioral expectations, the student will be required to attend Friday reflection from 1:50 - 3:50. The student will complete a reflection activity and then engage in service to the school and/or complete homework.

Behavior Contracts and Behavior Intervention Plans
To assist students for whom standard interventions alone are determined to be unsuccessful, the Dean of Students or designee will hold a meeting with the parents/guardians, students, teachers and/or counselor to develop a behavior contract or intervention plan. All reasonable efforts shall be made to include the parents in the development of the contract, which will address the student's specific behavioral challenges as well as academic needs, but at the very least the parent and/or guardian.

The implementation of a student behavioral contract at Salem Academy does not take the place of, or waive further disciplinary consequences, including reflections, suspensions or possible expulsions, except as dictated by local, state or federal laws.

Threat Assessments and Mental Health Evaluations
It is Salem Academy's right to conduct a threat assessment of a student at any given time especially if a challenging behavior is exhibited. Depending upon the nature of the behavior (ie., a verbal threat, physical assault, harm and threats to self) a threat assessment and mental health evaluation before returning to school will be required.

Loss of Privileges
If a student abuses common space privileges, those privileges may be revoked. For example, if a student is repeatedly late to class because they are stopping at their locker, a student may not be allowed to visit their locker between classes. Another example is if a student is continuously earning reflections, that student may not be allowed to attend a community meeting, pep rally, or non-academic field trip. The Dean of Students and Principals will make these determinations. Removal solely from participation in extracurricular activities or school sponsored events, or both, shall not count as removal in calculating school days as part of an in-school suspension or out-out-school suspension.

Modified In-School Suspension
A student may be given a modified form of in-school suspension in order to provide the student with direct access to the curriculum and regular teachers. In such cases, the student attends all Academic Core classes during the day but sits apart from fellow classmates. During Connections, Choice Block, lunch, hallway passing time, and Extensions activities, the student will be separated and may also be asked to perform a natural consequence related to the breach, such as cleaning graffiti, writing an apology or writing a reflection piece. Clear expectations regarding the conduct of students on modified in-school suspensions are provided to the student. Removal solely from participation in extracurricular activities or school sponsored events, or both, shall not count as removal in calculating school days as part of an in-school suspension or out-out-school suspension.

Lower School PASS Program
The LS PASS Program, an alternative to suspension for students in grades 6-8. This is designed as a program to serve as an early-intervention model for students who are getting suspended for non-violent offenses since those are the students most likely to be struggling which is given for a first-time offense before a suspension is granted. Students reflect on behavior and create positive alternatives to behavior that was demonstrated. This gives students the opportunity to empower their personal agency to create change and is especially useful in enhancing their social-emotional skills.

PASS Program
The PASS Program, an alternative to suspension for students in grades 9-12, operated out of Beverly. PASS is designed as a program to serve as an early-intervention model for students who are getting suspended for non-violent offenses since those are the students most likely to be struggling with substance use disorder, depression, anxiety and trauma. Students receive psychoeducational support, in both group and individually, and students have the opportunity to sign on for additional services on demand with JRI (Justice Restorative Institute which provides outpatient specialty mental health services to disadvantaged, under-served and severely impacted youth and adults) or with a more appropriate referral when needed. Leaders determine when a student is referred to the PASS Program because as an alternative to suspension and/or when alternative supports outside of Salem Academy are needed. Parents/guardians need to sign off when a recommendation to the program is granted.

Emergency Removal
In cases of emergency, the Dean of Students/Assistant Dean of Students may remove a student from school temporarily 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 Dean of Student's/Assistant Dean of Students' 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, during which time the Dean of Students/Assistant Dean of Students shall:

(a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal;

(b) Provide written notice to the student and parent cc'ing the Senior Director of Academics/Principals and Executive Director;

(c) Provide the student an opportunity for a hearing with the Dean of Students/Assistant Dean of Students or (3), as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Dean of Students/Assistant Dean of Students, student, and parent.

(d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

A student cannot be removed from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

In-School Suspension (other than Emergency Removal)
A student who receives an in-school suspension will remain in the school building and will continue to have access to the curriculum, but will be isolated from peers and from regular classroom activities as a result of her or his conduct. An in-school suspension may also result in restorative and/or natural consequences, such as cleaning graffiti, writing an apology or re-taking a test. During the in-school suspension, the students may not attend any other school-related functions or activities without permission granted by the Dean of Students.

The Dean of Students/Assistant Dean of Students is required to inform the student of the disciplinary offense charges and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the incident. On the same day that the in-school suspension is imposed, the Dean of Students/Assistant Dean of Students must make reasonable efforts to notify the parents of the disciplinary offense, the reasons for concluding that the student committed the offense, and the terms of the consequence. The Dean of Students/Assistant Dean of Students shall also invite the parent/guardian in for

a meeting to discuss the student's academic performance and behavior, strategies for engagement and possible responses for certain behaviors. The Dean of Students/Assistant Dean of Students must make at least two reasonable (documented) attempts to do so on the same day as suspension. A written notice should be sent on the day of in-school suspension to the student and parent about the in-school suspension, including the length of the in-school suspension, and inviting the parent in for the meeting if such a meeting has not already occurred. At the discretion of an administrator, a student will remain in in-school suspension until they shows that they can follow Salem Academy behavioral expectations. In some instances, a parent or guardian may be asked to discuss the situation with an administrator before the student is allowed to reenter after the in-school suspension.

In-school suspension is for no more than ten consecutive school days, or no more than ten school days cumulatively for multiple infractions during the school year. In-school suspension shall not be considered a short-term suspension. If a student is placed in in-school suspension for more than ten days, consecutively or cumulatively during a school year, the suspension will become a long-term suspension and long- term suspension procedures will be followed for due process, appeal, and reporting purposes.

Out-of-School Suspension (other than Emergency Removal)
There are two kinds of out-of-school suspensions. A **short-term out-of-school suspension** means the removal of a student from the school premises and regular classroom activities for no more than ten (10) consecutive or cumulative school days. A **long-term out-of-school suspension** means the removal of a student from the school premises and regular classroom for more than ten (10) consecutive or cumulative days.

The Dean of Students/Assistant Dean of Students may not impose a suspension as a consequence for a disciplinary offense without first providing the student and parent with verbal and written notice, and providing the students an opportunity for a hearing on the charge and the parent an opportunity to participate in the hearing.

Students may be suspended as long as necessary to ensure that the conditions justifying the removal have been resolved. Once a student is suspended, they must leave the building immediately and may not be permitted to return to school or a school related function until a parent/guardian, the Dean of Students/Assistant Dean of Students or administrator meets in person or has a phone conference to discuss the issue which led to suspension (this is at the discretion of the Dean of Students).

Students are expected to continue to engage in completing and learning the missed academic material during this time. The student's parents/guardians should make arrangements with school personnel about how best to gather academic work.

Definitions of Disciplinary Offenses Under Massachusetts General Laws Chapter 71, § 37H, 37H½, and 37¾

1. Disciplinary offense under M.G.L. c. 71, § 37H means one or more of the following alleged or determined disciplinary infractions:
    a. possession of a dangerous weapon (including but not limited to, a gun, knife, etc.);
    b. possession of a controlled substance (including, but not limited to, cocaine, marijuana, heroin, misuse of prescription drugs, etc.);
    c. assault on a member of the educational staff.

All of the above are grounds for expulsion from school. Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently. If expulsion is pursued by the Dean of Students, the student and

parent/guardian have the right to an expulsion hearing by the Lower School Principal if a Lower School Student or by the Upper School Principal if an Upper School student. See Senior Director of Academics/Principal's Hearing below.

2. Disciplinary offense/s under M.G.L. c. 71 § 37H½ means one or more of the following alleged or determined disciplinary infractions:
    a. a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if the Dean of Students or other administrator determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

All of the above are grounds for expulsion from school. Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently (see Expulsion Policy). If expulsion is pursued by the Dean of Students, the student and parent/guardian have the right to an expulsion hearing by the Lower School Principal if a Lower School Student or by the Upper School Principal if an Upper School student. See Senior Director of Academics/Principal's Hearing further below.

3. Disciplinary offense under M.G.L. c. 71, § 37H¾- means any alleged or determined disciplinary infraction by a student, <u>except</u> for:
    a. possession of a dangerous weapon;
    b. possession of a controlled substance;
    c. assault on a member of the educational staff; or
    d. a felony charge or felony delinquency complaint or 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, as provided in M.G.L. c. 71, § 37H or 37H½. A disciplinary offense, as defined, is subject to the provisions of M.G.L. c. 71, § 37H¾ and 603 CMR 53.00.

Students who engage in a physical fight, assault, and or "play fighting" and/or "rough housing" will be suspended under § 37H¾ . "Play fighting" and/or "rough housing" creates a hostile environment. Students who possess a "fake" weapon (including a toy gun, plastic knife, etc.) may be suspended under § 37H¾.

Notice of Out-of-School Suspension and Hearings for Disciplinary Offenses

1. Notice and Hearing for disciplinary offenses M.G.L. c. 71, § 37H, 37H½, and 37H¾-
    a. Suspension Notice
        i. Except in the case of an emergency removal or an in-school suspension, the Dean of Students/Assistant Dean of Students may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent/guardian oral and written notice, and providing the student an opportunity for a hearing with the Dean of Students on the charge and the parent an opportunity to participate in such hearing.
        ii. The Dean of Students/Assistant Dean of Students shall provide oral and written notice to the student and the parent/guardian in English and in the primary language of the home if other than English, or in means of communication where appropriate. The notice shall set forth in plain language:
            1. the disciplinary offense;
            2. the basis for the charge;
            3. the potential consequences, including potential length of the student's suspension;
            4. the opportunity for the student to have a hearing with the Dean of Students concerning the proposed suspension, including the opportunity to dispute the

charges and to present students' explanation of the alleged incident, and for the parent to attend the hearing;

5. the date, time, and location of the hearing;
6. the right of the student and the student's parent/guardian to interpreter services at the hearing if needed to participate;
7. if the student may be placed on long-term suspension following the hearing with the Dean of Students:
    a. the rights set forth in the Long-term suspension Dean of Students' Hearing section for long-term suspensions;
    b. the right to appeal the Dean of Students' decision to the Senior Director of Academics (Lower School Principal) for Lower School students and the Upper School Principal for Upper School students.

iii. The Dean of Students/Assistant Dean of Students shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent/guardian present, the Dean of Students/Assistant Dean of Students must be able to document reasonable efforts to include the parent/guardian (at least two phone calls and email/written notice). The Dean of Students is presumed to have made reasonable efforts if the Dean of Students has sent written notice and has documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.

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

b. Dean of Students' Hearing - Short-term Suspension

i. The Dean of Students shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary consequences. If the Dean of Students thinks the consequence may be a long-term suspension, those rights should be afforded.

1. The purpose of the hearing with the Dean of Students 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 committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Dean of Students shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Dean of Students should consider in determining whether other remedies and consequences may be appropriate. The Dean of Students shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Dean of Students should consider in determining consequences for the student.
2. Based on the available information, including mitigating circumstances, the Dean of Students shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
3. The Dean of Students shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The

determination shall be in writing and may be in the form of an update to the original written notice.

c. **Dean of Students' Hearing - Long-term Suspension**

i. The Dean of Students shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary consequences. At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

1. 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;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. 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
4. the right to cross-examine witnesses presented by the school district; and
5. the right to request that the hearing be recorded by the Dean of Students, and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

ii. The Dean of Students shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Dean of Students should consider in determining consequences for the student.

iii. Based on the evidence, the Dean of Students shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Dean of Students shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent. If the Dean of Students decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the Dean of Students;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);
5. Inform the student of the right to appeal the Dean of Students' decision to the Senior Director of Academics or Upper School Principal, but only if the Dean of Students has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:
    a. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Senior Director of Academics or Upper School Principal within five calendar days of the

effective date of the long-term suspension; provided that within the five calendar days, the student or parent may request and receive from the Senior Director of Academics or Upper School Principal an extension of time for filing the written notice for up to seven additional calendar days; and that

b. the long-term suspension will remain in effect unless and until the Senior Director of Academics or Upper School Principal decides to reverse the Dean of Students' determination on appeal.

d. Lower or Upper School Principal's Hearing

i. A student who is placed on long-term suspension following a hearing with the Dean of Students shall have the right to appeal the Dean of Students' decision to the Senior Director of Academics if a Lower School student and to the Upper School Principal if an Upper School student.

ii. The student or parent shall file a notice of appeal with the Senior Director of Academics/Principals within five days. If the appeal is not timely filed, the Senior Director of Academics/Principals may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

iii. The Senior Director of Academics/Principals shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the Senior Director of Academics/Principals shall grant the extension.

iv. The Senior Director of Academics/Principals shall make a good faith effort to include the parent in the hearing. The Senior Director of Academics/Principals shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The Senior Director of Academics/Principals shall send written notice to the parent of the date, time, and location of the hearing.

v. The Senior Director of Academics/Principals shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

vi. The student shall have all the rights afforded the student at the Dean of Students' hearing for long-term suspension.

vii. The Senior Director of Academics/Principals shall issue a written decision within five calendar days of the hearing. If the Senior Director of Academics/Principals determines that the student committed the disciplinary offense, the Senior Director of Academics/Principals may impose the same or a lesser consequence than the Dean of Students, but shall not impose a suspension greater than that imposed by the Dean of Students' decision.

viii. The decision of the Senior Director of Academics/Principals shall be the final decision of Salem Academy with regard to the suspension.

Educational Services During Removals, Academic Progress and School-wide Education Service Plan

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

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

If Salem Academy expels a student or suspends a student for more than 10 consecutive school days, Salem Academy will provide the student and the parent or guardian of the student with a list of alternative educational services via mail and/or in person. Upon selection of an alternative educational service by the student and the student's parent or guardian, the school or school district shall facilitate, verify, and document enrollment in the service.

Salem Academy's Education Service Plan for students suspended from 10 or more school days is subject to change, and may include, but is not limited to:

- External tutoring
- Independent study projects for class credit
- Saturday school
- Online/distance learning

Expulsion Policy and Procedure

The school may choose to remove a student immediately from the traditional school setting if her or his continued presence poses a danger to persons or property, or significantly disrupts the educational practices of the school. MA General Laws (M.G.L. c. 71, §37H, §37H1/2) states that the Senior Director of Academics/Principals and/or Executive Director has the authority to expel students without Board involvement for the following behavioral infractions:

- Possessing a dangerous weapon including but not limited to a knife or a gun;
- Possessing a controlled substance as defined in M.G.L. c. 94C including but not limited to illegal drugs (e.g. marijuana) and prescription medication;
- Assaulting educational personnel; or
- a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if the Senior Director of Academics determines that the student's continued presence in school would have a detrimental effect on the general welfare of the school.

This expulsion policy governs procedures relating to conduct that may result in expulsion. Students who are expelled under this section are entitled to receive educational services during the period of suspension or expulsion under Salem Academy's Education Service Plan, which is described below. If the student withdraws from the Salem Academy and/or moves to another school during the period of expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

<u>Notice for Students and Parents Facing Expulsion for Possession of Dangerous Weapon or Controlled Substances, or Assault on Educational Staff (under G.L. c. 71, s. 37H)</u>

Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous instrument, including, but not limited to, a gun or a knife, may be subject to expulsion from the school by the Principal. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school by the Principal. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the School by the Principal. Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the Senior Director of Academics/Principals with his or her parents or guardian. Prior to the hearing and prior to the expulsion taking effect, the student shall receive written notice of the student's right to a hearing with the principal. The notice shall include the date, time, and location of the hearing. The student's parent or guardian will be present at the hearing. At the hearing, the student may have representation at his or her own expense, the opportunity to present evidence and witnesses at said hearing before the Senior Director of Academics/Principals, and the right to confront and cross examine witnesses presented by the school. After said hearing, the Senior Director of Academics/Principals may, in her discretion, decide to suspend rather than expel a student who has been determined by the Senior Director of Academics/Principals to have committed the misconduct detailed above. Before the expulsion takes effect, the student shall receive written notice of the charges and of the reasons and evidence for expulsion. If the Senior Director of Academics/Principals decides to expel the student after the hearing, the principal shall give written notification at the hearing to student and parent of student of the right to appeal, the process for appealing the expulsion and of the opportunity to receive educational services. The expulsion shall remain in effect prior to any appeal hearing conducted by the Executive Director.

Any student who has been expelled pursuant to GL c. 71 §37H shall have the right to appeal to the Executive Director. The expelled student shall have ten days from the date of the expulsion in which to notify the Executive Director of his or her appeal. The superintendent shall hold a hearing with the student and the student's parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, the right to counsel and the right to confront and cross examine witnesses presented by the school. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

The Executive Director shall have the authority to overturn or alter the decision of the Senior Director of Academics/Principals, including recommending an alternate educational program for the student. The Executive Director shall render a decision on the appeal within five calendar days of the hearing. That decision shall be the final decision of the school district with regard to the expulsion.

Notice for Students and Parents Facing Suspension or Expulsion Relating to Criminal or Felony Delinquency Changes, Findings, or Admission (G.L. c. 71, s. 37H ½)

This section applies to student misconduct that may result in suspension or expulsion arising out of student criminal or felony delinquency charges, findings, or admissions.

Expulsion Following Felony Adjudication or Admission

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

Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the Principal with his or her parents or guardian. Prior to the hearing and prior to the expulsion taking effect, the student shall receive written notice of the student's right to a hearing with the principal. The notice shall include the date, time, and location of the hearing. The student's parent or guardian will be present at the hearing. At the hearing, the student may have representation at his or her own expense, the opportunity to present evidence and witnesses at said hearing before the Principal, and the right to confront and cross examine witnesses presented by the school. After said hearing, the Principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have committed the misconduct detailed above. Before the expulsion takes effect, the student shall receive written notice of the charges and of the reasons and evidence for expulsion. If the principal decides to expel the student after the hearing, the principal shall give written notification at the hearing to student and parent of student of the right to appeal, the process for appealing the expulsion and of the opportunity to receive educational services. The expulsion shall remain in effect prior to any appeal hearing conducted by the Executive Director.

Any student who has been expelled from School pursuant to GL c. 71 §37H ½ shall have the right to appeal to the Executive Director. The student shall notify the Executive Director, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The Executive Director shall hold a hearing with the student and the student's parent within three calendar days of the request. At the hearing, the student shall have the right to present oral and written testimony on his or her behalf, the right to counsel, and the right to confront and cross examine witnesses presented by the school. The Executive Director shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The Executive Director shall render a decision on the appeal within five calendar days of the hearing. The Executive Director's decision shall be the final decision of the school with regard to the expulsion.

Educational Services After Expulsion and School-Wide Education Services Plan

Salem Academy has developed a school-wide Education Service Plan for all students who are expelled from school. The school shall ensure these students have an opportunity to make academic progress during the period of expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

Salem Academy's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, independent study, and video conferencing.

If Salem Academy expels a student, Salem Academy is required to provide the student and the parent of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent, the school shall facilitate, verify, and document enrollment in the service.

Service Options for expelled students:

- External tutoring
- Independent study projects for class credit
- Online/distance learning
- Alternative setting school

Discipline of Students With Special Needs

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to the due process protections afforded to all students under applicable federal and state laws, the IDEA, Section 504 and relevant regulations require that additional provisions may be made for students who have been found

eligible for special education services or who the school knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline. The following procedures apply to the discipline of students with disabilities:

(1) The Individualized Education Plan (IEP) for every student eligible for special education and related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether and how the code should be modified to address the student's individual needs.
(2) Before a student with a disability can be excluded from the school for more than ten (10) school days in a given school year or subjected to a pattern of removal constituting a "change of placement," the IEP Team (which may include the building administrators, the parent(s) and relevant members) will meet in a so-called "Manifestation Determination" meeting to determine the relationship between the student's disability and the behavior. The purpose of the Manifestation Determination meeting is to determine whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability, OR whether the conduct in question was the direct result of the school's failure to implement the student's IEP.
(3) If the IEP Team determines that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students, as set forth in this handbook, but will continue to provide a free appropriate public education to the student. The student's IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, where appropriate, conduct a functional behavioral assessment. When appropriate, consideration in reviewing a behavior intervention plan or performing a functional behavioral analysis will also be given to students eligible for a 504 plan.
(4) If the IEP Team determines that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP Team develops, and the parent's consent to, a new placement or unless the School obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The IEP Team shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment.
(5) If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the School may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days without the need for parental consent for this change in placement.

With respect to removal of students on an IEP from a public school, Massachusetts General Laws Chapter 71B, section 3 dictates:
"No school committee shall refuse a school age child with a disability admission to or continued attendance in public school without the prior written approval of the department, and without complying with state and federal requirements for disciplining students with disabilities, where applicable. During the pendency of administrative or judicial proceedings, a court of competent jurisdiction shall have the authority to change a child's educational placement, including removing the child from school, in any circumstances when the school committee shows that the child's behavior poses a substantial likelihood of injury to himself or others; provided, however, that the foregoing shall not be construed to abrogate any authority concerning discipline for such a child which is available to a school committee under said regulations and procedures or any other law. No child who is so refused or removed shall be denied an alternative form of education approved by the department, as provided for in section 10, through a tutoring program at home, through enrollment in an institution operated by a state agency, or through any other program which is approved for the child by the department."

Suspected Disability: Student Not Yet Determined to be Eligible for Special Education
In the case of a student not yet determined to be eligible for special education but prior to disciplinary action the district had knowledge that the student may be a student with a disability, the school will provide the same procedural protections afforded a special education student until and unless the student is subsequently determined not to be eligible.

Salem Academy Charter School may be considered to have prior knowledge if:

a. The parent had expressed concern in writing; or
b. The parent had requested an evaluation; or
c. Staff had expressed directly to the special education coordinator 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 the 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.

When any student has received suspensions that have reached nine cumulative or consecutive days, the Dean of Students will immediately refer the case to the Coordinator of Special Education and to the Student Services Team for review to determine whether there exists any knowledge of a suspected disability. If so, a special education evaluation will be conducted in an expedited manner to determine eligibility and a Manifestation Determination meeting will be held.

If a request is made for a special education evaluation of a child for whom the district does not have prior knowledge of a suspected disability during the time period in which the child is subjected to disciplinary measures, the evaluation will be conducted in an expedited manner.

Student Searches

In order to maintain the security of all its students, Salem Academy staff reserve the right to conduct searches of its students and their property when there is reasonable suspicion to do so. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search. School desks and lockers, which are assigned to students for their use, remain the property of Salem Academy, and students should, therefore, have no expectation of privacy in these areas.

Bus Behavior

Salem Academy's Code of Conduct applies to school bus transportation as well.Students who take the school bus are expected to act responsibly and respectfully at all times. All school rules apply on the bus. Certain additional rules will apply to the bus. Salem Academy reserves the right to assign seats to students. Failing to be in an assigned seat, putting hands out of the bus, throwing things, using inappropriate language, not obeying the bus driver, are all infractions, as well as those listed in part the Code of Conduct. More serious behavior (i.e. fighting) will be investigated and consequences will be given out just as if the incident happened on school grounds. Consequences may include the loss of bus privilege for a defined period of time. The consequence will not go into effect until another mode of transportation is secured. Other consequences (e.g., detentions, suspensions) apply as well.

Families are strongly encouraged to reinforce the importance of proper bus behavior and the potential consequences for bad behavior.

Consequences for misconduct by Special Education students riding on transportation provided by their Individual Education Plan will be dealt with on a case by case basis.

Civil Rights, Harassment, Bullying, Threats, Hazing

Harassment
Harassment is a form of discrimination. Salem Academy Charter School is committed to maintaining a work and educational environment free from all forms of harassing conduct (mental, physical, sexual and/or verbal abuse). All employees, students, parties contracted to perform work for SACS, and other members of the school community are expected to conduct themselves in an appropriate manner with respect, dignity, courtesy, and fair treatment for all individuals in the school community. If a student observes an incident involving harassment, it is their responsibility to report the incident to a Salem Academy staff member. Anyone reporting an incident has the right to have their identity remain anonymous. Students may also report an incident of harassment by writing an anonymous letter to the staff. Each member of the school community has a responsibility to ensure that harassment does not occur.

Harassment on the basis of any Protected Characteristic is illegal, and will not be tolerated.

Discrimination on the basis of sex – including sexual harassment and discrimination on the bases of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity – is prohibited by Title IX of the Education Amendments of 1972 ("Title IX") and by SACS's Title IX Policy and Grievance Procedures (the "Title IX Policy"). In addition, retaliation against an individual for the purpose of interfering with any right or privilege secured by Title IX or the Title IX Policy or because the individual has reported information, made a complaint, or participated or refused to participate in any manner in any investigation, proceeding, or informal resolution under the Title IX Policy is strictly prohibited. For more information about Title IX, including how to report concerns of sex discrimination, how to file a complaint, and other ways that SACS may address concerns of sex discrimination, please review the Title IX Policy, included as Appendix C of this Handbook and located at https://www.salemacademycs.org/about/compliance. In addition, questions may be directed to a Title IX Coordinator, identified on page 3 of this Handbook and in Section IV of the Title IX Policy.

Bullying
Salem Academy Charter School will not tolerate bullying of any kind, under any circumstances. In the fall of 2010, the school engaged in a process that included representative stakeholders throughout the school community to develop a Bullying Prevention and Intervention Policy for the school, and the Board of Trustees voted in December of 2010 to adopt the policy effective January 1, 2011. The full text of the policy and the process by which it was created is included in the Appendix B of this Handbook.

Threats
It is expected that no student would make threats against individuals, groups or the school. Threats of any nature will be taken seriously and may be reported to the proper authorities, as required by law. In addition, Salem Academy reserves the right to impose a consequence up to and including expulsion from the school.

Hazing
In accordance with, An Act Prohibiting the Practice of Hazing, MGL Chapter 269, Sections 17-19, hazing within a public or private institution is illegal. Any student found by the Salem Academy Administration to be an organizer or participant in hazing shall be reported to the proper authorities and is subject to suspension or

expulsion from school consistent with the law and disciplinary policies and procedures of the school. Pertinent information relating to this law that must be distributed to students and guardians annually, including the definition of hazing, is outlined below:

Section 17 - Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18 - Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19 - Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution’s recognition or endorsement of said unaffiliated student groups, teams or organizations.

Assault
Students should note that the definition of "assault" includes not only harmful or offensive contact, but also threatening such contact. Please contact the Dean of Students with any questions or concerns regarding the discipline policy of Salem Academy.

Complaint Policy and Procedures

Salem Academy values open and proactive communication amongst and between the members of the school community, including parents, students, faculty, staff, administration and the Board. Issues that are not dealt with directly can become destructive to the school community and, therefore, detrimental to the learning process of our students. As adults we must model for our students a willingness to address conflict directly. As such, Salem Academy’s procedures (outlined below) for settling differences are designed to support prompt and equitable resolution of disagreements at the lowest possible faculty or administrative level.

These procedures regulate how parents and students are expected to express complaints about faculty, staff or administrators, and they regulate how faculty and staff are expected to express complaints about other members of the professional community, including peers, supervisors, or the administration.

All members of the school community have a right to be heard and assured the opportunity for an orderly presentation and review of complaints and concerns without fear of reprisal. The administration and Board both expect that conflict will be addressed and proactively dealt with following the fewest steps of the procedures below. However, should prompt resolution not be obtained at the lowest faculty or administrative level, each member of the school community is afforded appropriate due process.

Explicit and direct complaint procedures are necessary to uphold the integrity of the organization. Streamlined procedures with the fewest possible points of contact enhance positive, prompt conflict resolution. Salem Academy is committed to ensuring that the following procedures are followed and will assist parents, as needed, creating written complaints in English or Spanish:

Address Issue with Those Directly Involved

The complainant brings the situation or concern to the attention of those directly involved. If a parent or student has a concern, this dictates that they must begin a dialogue with the classroom teacher or administrator with whom the conflict exists. Likewise, if a faculty member has a conflict with another faculty member or with a member of the administrative team, they must bring the concern to the attention of those involved.

Should a parent, student, or faculty member fail to begin the process at the lowest possible level, and instead come directly to the Executive Director or Senior Director of Academics, they will be re-directed to address the issue directly with those involved. Should a faculty member fail to begin the process at the lowest possible level, and instead go directly to a Board member or to the Board Chair with a concern about a senior administrator, the Board member will redirect the complainant to the administrator and/or the executive director.

Address Issue With Appropriate Administrator/Supervisor

If satisfactory resolution is not realized after a direct conversation between the conflicted parties, the situation must be brought to the attention of the supervising administrator. The supervising administrator and the conflicted parties will address the situation and develop goals for conflict resolution. The administrator will monitor this process until resolution is realized.

Address Issue with the Senior Director of Academics

If the complaint remains unresolved after step two, a second mediation meeting can be arranged with the Executive Director present.

Submit Written complaint to the Executive Director

If the complainant is not satisfied with the response received via steps two or three, the complainant should submit a formal written complaint to the Executive Director. This written complaint should: 1) describe the incident, decision or practice that gave rise to the complaint; 2) cite the agreement, policy, or procedure that has been violated and/or rationale for concern; 3) describe what conflict resolution strategies were attempted via preliminary steps; and 4) explain what corrective action is being requested.

All complaints must follow step four.

It is the Executive Director’s responsibility to manage the ultimate resolution of conflicts between and amongst parents, students, faculty, staff, and administrators, except those that pertain to the Executive Director themself. Should a complainant feel that they was not treated equitably, or that their concern did not receive

the attention it deserved throughout the complaint process, they is free to submit a new complaint about the Executive Director's dealings with the procedure. Such a complaint would need to follow these procedures sequentially, beginning again with step one.

Provide Written Complaint to the Board

After the Executive Director has been given two weeks to respond to this formal complaint, the complainant and Executive Director will meet to bring the matter to closure. If the complainant is still not satisfied, they should bring the matter to the attention of the Board only if it pertains to the Executive Director or to the Executive Director's execution of school-wide policy or procedure. The written complaint should be delivered to the Board Chair and the Executive Committee. The Board Chair and the Executive Committee will review the information and decide how to proceed. They will respond to the complainant within 30 days. They will ensure that the proper steps were taken before deciding on their next steps. Complaints should not be brought to the Board as a matter of public comment. The Board will not hear matters that do not follow this complaint process.

It is important to the integrity of our school that complaints be handled in an informed, direct, fair and equitable manner. The administration and board share responsibility in ensuring the integrity of the vision and its implementation through the system of due process described in this complaint policy. Any concern or complaint must be examined through the lens of the mission of the school. The Board does not involve itself in management issues of the school.

Complaint Procedure Support
Recognizing the complaint procedures described above, the following personnel are able to explain the complaint procedures for the 2024 -2025 school year to any parents or students who have questions or need assistance creating a written report.
Parent Liaison: Leni De Los Santos

Operational Policies

1. Advertising on School Grounds

All materials posted or distributed on school grounds must be submitted to the front office for formal approval by the Executive Director or Senior Director of Academics or their designee before posting or distributing. This policy applies to students, staff, parents and community members. Any unapproved materials will be removed or confiscated. Only materials pertaining to student activities or the school will be considered for approval.

2. Bus Transportation

Transportation to Salem Academy is provided by the Salem Public Schools, subject to eligibility and fee guidelines. Any student in the 6th grade who lives at least 2 miles from the school is eligible for free transportation. The school bus will pick students up Monday through Friday in time to arrive at school by 8:30 a.m. At the end of the day, the bus will pick up students at the school at 3:45 p.m. Operators of school buses are restricted from idling the bus on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department.

3. Child Abuse Reporting

Massachusetts law specifically requires school officials and employees to report known or suspected cases of child abuse (including emotional, physical or sexual abuse) or neglect and circumstances which might reasonably result in abuse or neglect. As a mandated reporting agency, it is our obligation to report any reasonable suspicions. It is not the responsibility of school employees or officials to contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. Nor is it the responsibility of

school officials or employees to prove that the child has been abused or neglected. Failure to report promptly may result in civil and/or criminal liability. A person who reports child abuse or neglect in good faith is immune from civil or criminal liability.

4. Weather Related Closures and Delays

Salem Academy will follow all weather related school closures and delays made by Salem Public Schools. Broadcasts are usually made by 6:00 a.m. on WHDH, WBZ, WCVB and FOX and periodically thereafter until 9:00 a.m. Salem Academy will also call all families and school personnel with an automated voice recording indicating school closure. The closure will also be posted on the website and on our Facebook page. When Salem Academy is closed, all school-sponsored activities, including the before and after school programs are canceled.

Salem Academy is able to close if there is a building issue, or safety issue at our campus. If it becomes necessary for the welfare of our students to close school during the day or to announce an early school dismissal, an automated voice recording will be sent to all families. We will also send a text and an email. We will also post on Facebook, and our school Website. We ask families to prepare for this possibility in advance by keeping all contact information accurate and up-to-date throughout the school year.

5. Student Reporting between Home & School

Student Information System

Salem Academy has invested time and resources to develop a customized information management system that is coherent with our philosophy. **Rediker** is the system we are using. Parents receive training on this system as needed. At the Back to School night, staff are available to help parents learn to navigate the program. We believe that our system enhances our school's success by allowing us to record, share, maintain, analyze and report student, teacher and school data to all school constituents in real-time. If a parent needs more support, please reach out to the principal of your school.

Rediker addresses the most important record management functions needed by administrators, teachers, parents and students to track and assess student performance. Families can readily access information regarding:

- Student and family information
- Student schedule
- Class standards and benchmarks
- Student academic progress
- Class assignments
- Missed homework
- School attendance records
- Discipline records

Sign in and password information will be sent to families during the first weeks of school. Thereafter, please contact the school with questions. Families can use computers and/or computers in the school upon request in order to access the system. Having access to daily updates on their student empowers families to be proactively involved in their child's education; the system gives families the information they need to support long-range educational planning as well as daily homework completion. Through ongoing virtual communication with parents and guardians, the school hopes to mediate the traditional frustration parents feel when they have to wait to view assessments of their child's progress until report cards or parent-teacher conferences when it may be, in fact, past the point of effective intervention.

Parent-Teacher-Student Conferences

Parent-teacher conferences provide needed opportunities for parents/guardians, students and teachers to exchange useful information about the educational and social progress of students. At conferences, Connections teachers will review student progress and note any areas of special concern. By attending conferences, parents/guardians and students have the opportunity to assist in catching and correcting any academic or behavioral problems early in the school year so that they do not accumulate to have a negative

impact on a student's overall performance. By attending conferences, parents/guardians send a clear signal to their students that school is important and that they are willing to partner with the school to further their child's education.

Conferences are held three times a year. Please visit our website for additional information such as dates and times.

Individual Meetings with Faculty Members

Outside of the regularly-scheduled Parent-Teacher-Student conferences, faculty would be happy to schedule a meeting with you for a designated day and time. Please email or call in advance to arrange such a meeting. Please note that, due to the number of students each teacher works with each day, teachers may not be available for unscheduled conversations with parents/ guardians.

Individual Meetings with Administrators

If you wish to contact an administrator or set up a meeting, email is recommended. Salem Academy's administrative team is available between 8:30 a.m. and 3:45 p.m. Monday through Friday. The administrative staff is happy to meet with parents/guardians, but please call ahead to make an appointment. Please also understand that while you may find faculty and administrators in the building in the early mornings, late afternoons/evenings or even on the weekends, their presence does not indicate their availability to parents/guardians or students without an appointment. Faculty and administrators often utilize these non-administrative hours to catch up on focused work and are often not available for impromptu meetings during these hours.

Telephone Use and Messages

To facilitate home/school communication, phones are located in every classroom. All staff members have voicemail accounts that can be accessed by calling the school's main number at 978.744.2105. Should a parent/guardian request a message be delivered to a student, they must be aware that this should be for emergencies only and only through the front desk.

Student Planners

Student planners are issued free of charge to all Salem Academy students and are used to record homework assignments and to serve as a vehicle for daily home-school communication. Students are expected to have their planners with them each day and in every class. Exceptions to the rule can be made depending upon the class (e.g. team sports).

This planner is provided to teach students valuable lifelong organizational skills. The planners also provide parents with information about class assignments. Parents are encouraged to contact the teacher if there is a question about the use of the planner. Students will be charged a $5 replacement fee for a lost planner.

Homework Folder

Salem Academy has provided each Lower School student with a designated Green Folder to use as one of the home/school communication vehicles. Each day this folder is sent home with items such as homework, announcements, permission slips and sign-up sheets.

Green folders have two clearly labeled sides. Parents/guardians should empty and read the contents from the "Stay at Home" side of the folder. Parents/guardians should read, sign, and return any documents on the "Return to School" side with the folder on the following school day.

It is incumbent upon students to bring the folder home each day, and it is incumbent upon parents/guardians to expect and ask for the folders. If a student does not bring the folder home, it is up to the student and their family to acquire the information from the Connections teacher. By not reviewing in detail the updates contained in the folder, parents/guardians may miss valuable information, such as school trips and upcoming events. Salem Academy cannot take responsibility for information missed due to lost, misplaced or forgotten folders. Students will be responsible for replacing lost folders.

6. Communications

Email

Salem Academy has adopted email as the primary method of keeping our community members in the know. This platform will allow the school to increase the quality, timeliness, and frequency of our communications with the widest audience possible. If you have any questions or need assistance with this process please contact the Communications Coordinator.

School Website

Our website will continue this year to be the communication hub for all information of interest to the SACS Community. We've made efforts to streamline this information and added a new dedicated website for Upper School and Lower School where parents and other community members can stay current on all happenings surrounding the school. We also post our weekly newsletter, Navigator News for parents to access, in addition to emailing it to each family.

Automated Phone Calls and Text Messages

Salem Academy leverages automated voice messages to families in order to relay important information and provide reminders of upcoming deadlines. These messages are sent to parents/ guardians via the primary telephone contact information they have provided at the beginning of each year. SACS will offer text messages as an addition form of communications to those who provide us with mobile numbers as their primary contact information. The role text messages will play in our communications is still unfolding, but we expect this to become one of our community's favorite ways of getting important updates. In the case your phone contact information changes at any point, please alert the front office so that we can update our records.

Social Media

Salem Academy actively participates on Facebook and Instagram to serve as a communication channel to help support the ones listed above. It's important that we share all the great things happening here at the school in places where our community members already spend their time online. We often find that there are great stories, snippets of information, and photos that are best shared on social media. We wouldn't want you to miss anything so please follow us on Facebook and join the conversation surrounding the school.

7. SACS Trademarks Usage

Salem Academy athletic teams, clubs, groups etc. must obtain approval directly from the Executive Director, Dean of Students, Communications Manager or their designee to use Salem Academy trademarked names, marks, logos, seals, and/or symbols on any commercial venture or distributed goods. These goods include but are not limited to:

- T-Shirts, hats and other forms of apparel.
- Promotional items, giveaways, giftware, etc.

Salem Academy Charter School's trademark agreement exists to protect the names and identifying marks of the school and authorize the use of the school's indicia, names, seal, slogans and logos (marks) on high quality and tasteful merchandise and services. The Communication/Marketing/PR office holds the responsibility of maintaining, licensing, and protecting the Salem Academy marks as well as actively enforcing the unauthorized use of marks, names and logos on and off the campus.

8. Use of Student Photos

Salem Academy Charter School provides the community with news, photos, and videos of our students throughout the year. Your student may be included in photographs and videos that are shared externally with, but not limited to, the local news and online channels. Our use of student photos is determined through our media policy which is in line with the FERPA rules, which are below.

9. SACS Media Policy

In accordance with the Family Education Rights and Privacy Act (FERPA) all Salem Academy families have the option to opt out of having their basic information shared within and outside of the school.The FERPA rules require that you have the opportunity to opt out or deny permission for us to publish that information. It includes the yearbook, as well as school newsletters, press releases. etc. The Directory Information Opt-Out form will be mailed home during each summer before the next school year. If we do not receive the Opt-Out form back, Salem Academy may use and share basic directory related information, including, student names, address, grade level, photos, activities, and awards.

10. Personal Electronic Device and Cell Phone Policy

Overview

In response to the recently passed Massachusetts Senate bill S.2561, “An Act to promote student learning and mental health,” which mandates all public school districts to adopt cell phone-free policies by fall 2026 to enhance focus, mental health, and classroom engagement, Salem Academy Charter School has updated our personal electronic device policy for the 2026-27 school year.

The legislation allows exceptions for medical needs, disabilities, IEP accommodations, and off-campus travel, while ensuring families can communicate in emergencies.

Personal Electronic Devices

For the purposes of this policy, a personal electronic device is any privately owned, portable electronic item capable of sending, receiving, storing, or accessing data, images, audio, or video, whether through cellular networks, Wi-Fi, Bluetooth, or other wireless connections. This includes, but is not limited to: cell phones, smartphones, smartwatches or other wearable devices with messaging or communication functions, tablets, e-readers, portable gaming systems, music players with communication capabilities, and digital cameras. Devices issued by the school for educational purposes are not considered personal electronic devices under this definition, but remain subject to the school’s acceptable use and technology policies.

Personal Electronic Device Use

Lower School (Grades 6-8)

Personal electronic devices must be turned **off** and stored in lockers from arrival to dismissal. The only exception to this is early arrival in the cafeteria where students may use personal electronic devices before school.

Upper School (Grades 9-12)

Instructional Time: Personal electronic devices must be turned **off** and stored in lockers **or** stored in Cell phones must be turned **off** and stored in designated technology lockers from arrival to dismissal. Upper School students may use cell phones only before the start of the school day at 8:30. Seniors with Senior Privileges may use personal electronic devices when off campus during study hall blocks. In addition, personal electronic devices **may not** be used in the hallways or restrooms.

Emergencies: For urgent communication, caregivers should contact the Main Office (978) 744-2105. Students experiencing an emergency should notify a staff member immediately.

Consequences for Policy Breach

Faculty and staff are responsible for consistently enforcing this policy. All infractions will be documented and handled in accordance with the school’s discipline procedures. After three offenses, repeated violations may

lead to the device being confiscated and held in the main office, with retrieval required by a parent or guardian. Refusal to turn in a device will lead to additional disciplinary action.

1st Offense:

- Device is confiscated, turned into Dean's Office; behavior logged in DeansList.
- Student retrieves the device at the end of the day.

2nd Offense:
- Device is confiscated, turned into Dean's Office; behavior logged in DeansList.
- Student retrieves the device at the end of the day.
- Caregiver is notified directly.

3rd Offense:
- Device is confiscated, turned into Dean's Office; behavior logged in DeansList.
- Student retrieves the device at the end of the day.
- Caregiver-Student-Dean conference to create Personal Electronic Device contract.

After the third offense, repeated violations may result in escalated disciplinary actions, including but not limited to loss of privileges, behavior contracts, and other interventions deemed appropriate by administration to foster positive behavior and maintain a focused, distraction-free learning environment.

Special Circumstances and Accommodations
This policy allows limited exceptions for students with medical needs, disabilities, IEP or 504 plan accommodations, and for off-campus travel.

Any use of personal devices (phones, headphones) for instructional purposes must be explicitly planned in advance and approved by the administration.

11. Artificial Intelligence (AI) Policy

Educational Purpose:
Students may only use AI tools for an assignment if they receive permission from their teacher to do so.

Teachers may determine the educational purposes for which their students may use AI. Educational purposes may include, but are not limited to:
- Brainstorming and refining ideas
- Finding information on a topic
- Drafting an outline to organize thoughts
- Checking grammar and style

Ethical Conduct and Academic Integrity:
Students are expected to use AI technologies ethically and in compliance with Salem Academy's Code of Conduct, Academic Dishonesty Policy, Technology Use Policy, Bullying Prevention and Intervention Plan, and Title IX Policy. AI shall not be used to engage in plagiarism, cheating, or any form of dishonesty in academic work. Use of AI to generate answers, to complete assignments without proper citation, or to pass off AI-generated content as one's own is considered plagiarism. AI work may not be submitted in the place of student work.

Students found in violation of this policy may face disciplinary consequences including, but not limited to, restriction of access to AI resources, educational interventions, or other measures in accordance with the school's student discipline policies and Code of Conduct.

Privacy and Data Protection:
Students must be cautious when interacting with AI tools that require personal information. Many AI tools use information gathered through prompts and may create privacy and security issues if you enter personal information. Sharing sensitive or personal information (for example, a person's full name, address, contact information, health information, picture, etc.) without proper authorization or oversight from a teacher or parent/guardian is prohibited.

Respectful Interaction:
Students are expected to comply with school rules and behavioral expectations when using AI tools. Abusive, bullying, or disrespectful conduct through AI platforms is unacceptable and AI shall not be used to engage in conduct that constitutes discrimination or harassment, including sexual harassment. Students found in violation of this policy may face disciplinary consequences in accordance with the school's Code of Conduct, Title IX Policy, Bullying Prevention and Intervention Plan, and any other applicable student discipline policies.

Safety and Security:
Students must not use AI to access, create, or disseminate harmful, pornographic, or otherwise inappropriate content. They should immediately report to school authorities any security breaches, suspicious activities, or exposure to inappropriate content encountered during AI use.

Best Practices:

- Speak with your teacher before using AI tools to understand the purpose of an assignment and how AI should/should not be used.
- When using AI tools for school, keep a record of the prompt you used (including the tool/program/application used and the date and text of your prompt) as well as the output from the tool. This will help your teacher to understand how AI was used and distinguish between your work and the AI-generated material.
- Give proper credit to AI-generated content, following guidelines provided by your teacher.
- Fact-check and proofread all AI-generated content for accuracy, bias, or potentially dangerous content.
- Use AI tools to support, and not replace, your learning.

For additional information and resources regarding responsible AI use, please contact the Main Office.

12. Enrollment Policy

Salem Academy admits students on a space-available basis in the following order, as required by law:

1. Siblings of currently attending students who reside in Salem.
2. Siblings of currently attending students who reside in other Massachusetts cities or towns.
3. Students who currently reside in Salem.
4. Students who currently reside in another Massachusetts city or town.

If the number of applicants exceeds the number of available slots, a lottery is held at the school to determine enrollment and waiting lists for each grade.

Salem Academy Charter School is a free, public school open to all residents of Massachusetts. The enrollment lottery for the 2024-2025 school year is Wednesday, March 5, 2025 at 6:00 pm. The deadline for lottery

enrollment forms is Wednesday, February 26, 2025. Charter school law mandates that this lottery be random, giving preference only to those students who are residents of Salem or who have siblings attending the school (as stated above). To be eligible for admission to the school, applicants must fill out a lottery enrollment form. The school accepts enrollment forms between October and March 1 of the year preceding the intended enrollment.

13. Family Education Rights and Privacy Act

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Education Rights and Privacy Act of 1974 (FERPA). FERPA applies to all schools that receive federal education funds, including Salem Academy. Non-compliance can result in the loss of those funds.

Confidential education records include student registration forms, contact information, graded papers, academic records (including report cards), discipline files, social security numbers linked to names and student information displayed on a computer screen. All school employees and school volunteers are required to keep student information secure and confidential, and to protect the rights of students.

The essence of this act is that:

- Parents/guardians have the right to inspect and review their own child's educational records (any records from which the student can be individually identified), to the exclusion of third parties. Students also have this right when they reach age 18. Salem Academy has committed to responding to parental requests for student information only when they have been put in writing, and then within 72 hours.
- When copies of student records are requested, Salem Academy retains the right to charge families an administrative fee of $1.00 per photocopied page to cover the expense of time and resources involved in providing such records.
- Parents/guardians and eligible students have the right to request that a school correct records believed to be inaccurate or misleading.
- Parents/guardians have the right to file with the U.S. Department of Education a complaint concerning alleged failures by Salem Academy to comply with the requirements of the act.

Institutions and their employees may not disclose information about students, nor permit inspection of student records without the parent or student's written permission unless such action is covered by certain exceptions as stipulated in the Act.

Practically speaking, FERPA prohibits all employees from discussing confidential student information with third parties, including parents and guardians. For instance, should two students engage in a disciplinary act together, the school is prohibited from naming or discussing the other involved student in conversations with parents/guardians. Similarly, should a parent request an explanation of a discipline or academic event that did not involve their child, but which transpired in their child's classroom, the school is not permitted to disclose any names or details of events, nor disclose the resultant consequences.

Please understand that school officials—teachers, administrators, staff, Board members, and volunteers—must all comply with the expectations of FERPA and therefore may not discuss any student other than your own with you at any time or for any reason.

One exception the law allows is "directory information," which includes such things as name, address, grade level, and photo. Salem Academy sent home an "Opt-Out" letter in the summer mailing if you do not want your student's information included.

14. Field Trips

Salem Academy makes use of community and regional resources to enhance its curriculum. Classroom teachers plan field trips that support students' understanding of key academic and cultural concepts and to fulfill our mission of providing service to the community.

Students are expected to attend field trips as they are expected to participate in all other academic activities. Field trips are not optional attendance activities, and Salem Academy is not responsible for providing individualized instruction to students who are unable to attend. Instead, such students will be supervised in another classroom while doing independent work. Parents/guardians must sign a permission slip and submit fees prior to a student's participation in a field trip. Salem Academy will never deny participation to a student based on funding. Families for whom the field trip fee is prohibitive should speak directly with their child's Connections teacher or a school administrator.

Students must be in school dress code and uphold all school-wide behavioral expectations while on Salem Academy sponsored field trips, including while being transported to these activities. The school will apply its discipline policy consistently while students are on the field trip (including during bus transportation).

15. Food Services

Salem Academy Charter School participates in the National School Lunch Program (NSLP) and contracts with an outside company called Revolution Food which provides individually packaged meals. The monthly menus and individual meals are overseen by a Registered Dietitian who ensures the strict nutrition standards of NSLP are followed.

Due to permanent universal free school meals for K-12, breakfast, lunch and afterschool snacks will be free for all students.

Students also have the option of bringing lunch from home. Parents are asked to pack healthy foods and to avoid carbonated soft drinks and energy drinks. Good nutrition will help your children benefit the most from their afternoon classes. Students are discouraged from sharing/swapping food items from home. Parents are also asked to refrain from bringing fast food to their child during lunch, and students may not order out for delivery at school.

Civil Rights and Discrimination Complaint Policy

Policy and Procedure

Salem Academy values open and proactive communication amongst and between the members of the school community, including parents, students, faculty, staff, administration and the Board. If you feel your rights- civil rights have been violated within the School Lunch Program, use this policy and procedure to make complaint. If you have general complaints, please see Complaint Policy and Procedure.

Explicit and direct complaint procedures are necessary to uphold the integrity of the organization. Streamlined procedures with the fewest possible points of contact enhance positive, prompt conflict resolution. Salem Academy is committed to ensuring that the following procedures are followed and will assist parents, as needed, creating written complaints in English or Spanish:

Submit Written Complaint

Written complaints should be filed using the USDA's Program Complaint Form found on Salem Academy Charter School's website. Instructions for how to fill out the form are included in that attachment and may also be found at: https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint.

Forms should be submitted to the Nutrition Director who will process and reach out about the complaint form within two weeks of receipt. If the individual does not feel comfortable sending the complaint to the Nutrition Director, the complaint may be sent to the Executive Director.

Should a complainant feel that they were not not treated equitably, or that their concern did not receive the attention it deserved throughout the complaint process, they are free to submit a new complaint about the Nutrition Director's or Executive Director's dealings with the procedure to the Board. They will respond to the complainant within 30 days. They will ensure that the proper steps were taken before deciding on their next steps. Complaints should not be brought to the Board as a matter of public comment. The Board will not hear matters that do not follow this complaint process.

It is important to the integrity of our school that complaints be handled in an informed, direct, fair and equitable manner. The administration and board share responsibility in ensuring the integrity of the vision and its implementation through the system of due process described in this complaint policy. Any concern or complaint must be examined through the lens of the mission of the school. The Board does not involve itself in management issues of the school.

Recognizing the complaint procedures described above, the following personnel are able to explain the complaint procedures to any parents or students who have questions or need assistance creating a written report.

Parent Liaison: Leni De Los Santos

Menu Feedback

Student experience is a valued and important part of the food services program here at Salem Academy. Verbal and written feedback regarding the food quality, taste, and choices is always welcome. A suggestions and feedback box is located in the cafeteria which can be accessed during mealtimes but suggestions can also be sent via email to ksgambellone@salemacademycs.org. Feedback will be taken into consideration and every effort will be made to implement any suggestions, but, due to the nature of NSLP nutrition guidelines, the Food Service Director may not be able to accommodate every request.

Feedback and Suggestions are best when they are constructive in nature. When making a complaint, please include how you would make it better. For example, instead of writing "I hate the taco salad," write "I would like it if sour cream were included with the taco salad."

Non-Discrimination Statement
In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint , and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. mail: U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, D.C. 20250-9410;
2. fax: (202) 690-7442; or
3. email: program.intake@usda.gov.

This institution is an equal opportunity provider.

16. Internet Use/ Chromebook Program

Technology Department Contact Information

If at any point a student needs assistance of any kind with their Chromebook, internet, or technology an email should be sent to studenttechhelp@salemacademycs.org and our tech team will be happy to assist. If a students chromebook is damaged, an email should be sent immediately to ensure that support is provided in a timely manner.

Chromebook Program Guide

Program Goal

The goal of the 1:1 Chromebook program at in the Upper School at Salem Academy Charter School is to create a learning environment that is consistent with advances in technology and facilitates resource sharing, critical thinking, innovation, research, creativity, communication, collaboration, increased productivity and mobile learning. This program helps Salem Academy to ensure that our students graduate with the technology skills necessary to be successful in their futures.

What is a Chromebook?

A Chromebook is a computer running Google Chrome OS as its operating system. Chromebooks are designed to be used while connected to the Internet and support applications like Google Docs that reside on the Web, rather than traditional PC applications like Microsoft Office and Photoshop that reside on the machine itself. This allows the Chromebook to be sold at a much lower price point than traditional laptops.

Receiving and Maintaining Your Chromebook

Chromebooks will be distributed at the start of 9th grade years by the IT department. Grades 6-8 are on a cart style system where depending on the class they will receive access to chromebooks. All other students are responsible for maintaining and keeping track of their Chromebook from year to year. If a student enrolls from Salem Academy and any point, they must return their chromebook and charger. If they fail to do so they will be charged. Any student who graduates in 12th grade from Salem Academy will have the option to keep their

Chromebook as they move on to other things. Because students are expected to use the same Chromebook from 9-12th grade, it is important that students treat the device with respect. While insurance is provided on all devices, not all damages are covered and may result in a personal charge (further details are noted below).

Insurance

All SACS students will have device insurance. This insurance is a renewed each year fee and covers the costs of any accidental damages that may occur to the Chromebook. This does NOT cover chargers. The insurance requires that the students assigned Chromebook be sent out for damages to be fixed. While the Chromebook is being fixed, students will be issued a loaner Chromebook. If the loaner Chromebook is damaged in the time frame that it is assigned to the student, that student will be responsible for paying any/all damages that occur. Insurance will not cover damages that occur on loaner devices.

While in student possession, SACS maintains ownership of the device until graduation. If requested, students may be required to turn in their Chromebooks for maintenance or inspection. Any student who transfers, withdraws, or is expelled from Salem Academy Charter School prior to graduation will be required to return their Chromebook and charger upon termination of enrollment. The Chromebook must be in good working order when returned. If the Chromebook and accessories are not returned, the parent/guardian will be held responsible for payment in full. Any damage that the Chromebook has prior to being assigned to the student has been logged and documented. Payment for damages, that are not covered by insurances may include but are not limited to:

- Screen Damage
- Removing or Damaging Chromebook Components, including labels
- Scratches, Cracks, or Cosmetic Damage to Shell
- Missing or Damaged Keys
- Camera Damage
- Loss or Damage of Charger
- Losing your Chromebook

Chargers

Every Chromebook comes with only one charger. Students are issued only ONE charger. If that charger is lost, damaged, or stolen, even in accidental situations, that student is responsible for purchasing a replacement charger. Chargers may be purchased from the technology department but are often more expensive. If you studenttechhelp@salemacademycs.org we can provide you with an Amazon link to the appropriate charger to correspond with your students chromebook to purchase.

At School

School issued Chromebooks are the only device that students are allowed to use while at school. Students are not permitted to bring any personal device or access the network on a personal device under any circumstances.

The Chromebook is intended for use at school each and every day. In addition to teacher expectations for Chromebook use, students may be asked to access school messages, announcements, calendars, handbooks, and grades using their Chromebooks. Students are responsible for bringing their Chromebooks to all classes, unless specifically advised not to do so by their teacher. While in class, students are expected to comply with all school rules, policies, and teacher directives when using their Chromebooks. Salem Academy reserves the right to limit or prevent access to any sites as it sees fit.

If a student leaves the Chromebook at home, they are responsible for getting the coursework completed as if the Chromebook were present. In the event that a student forgets their Chromebook, it will be documented. If a student consistently forgets the Chromebook, consequences may be issued and home

school plan may be put in place. Chromebooks will be loaned out on a first come first serve basis and are limited in number. It is not a guarantee that a Chromebook will be available for a student to use if theirs is left at home. Chromebooks will not be loaned out after 2nd period. Chargers will never be loaned out.

At Home

Students are encouraged to use their Chromebooks at home and other locations outside of school. A Wi-Fi Internet connection will be required for the majority of Chromebook use. However, some applications can be used while not connected to the Internet. Students are bound by the Salem Academy Charter School Acceptable Use Policy and all rules of this Guide regardless of where they use their Chromebooks and the source of the Internet connection. If students do not have internet access at home please speak with a counselor, administrator, or the technology specialist to receive information regarding reduced cost internet pr access to a hot spot.

Printing

At School: many assignments will be submitted digitally. A printing station in the Learning Common will be available to students when it is necessary to print.

At Home: The Chromebook will not support a physical printer connection. Instead, users may print to their home printers using the Google Cloud Print service. A wireless home network is required for this. Please visit http://support.google.com/cloudprint for more details.

Managing Your Files and Saving Your Work

Students are required to save files to their Google Drive account. Saving to Google Drive will make the file accessible from any computer with internet access.

- The District will not be responsible for the loss or deletion of any student work.

Taking Care of Your Chromebook

Students are responsible for the general care of the Chromebook they have been issued. Chromebooks that are broken or fail to work properly must be immediately reported to the technology specialist. If a student fails to report damage in a timely manner and is unable to complete work, students will be held responsible for serving any consequences associated with incomplete work.

Chromebooks will be distributed with a name label adhered to the front of the Chromebook and the charger. These labels are never to be removed. Removing these labels will result in an after school reflection or restorative consequence. If the label accidentally falls off, students must notify their teacher immediately in order to receive a new label.

Cleaning and Screen Care

It is recommended that students regularly sanitize their Chromebook to help prevent illness. It is important to only use sanitation options that the school has available to students in order to prevent damage to the Chromebook. Students can see the technology specialist during lunch to sanitize their Chromebook.

The Chromebook can be damaged if subjected to heavy objects, rough treatment, certain cleaning solvents, and other liquids. When transporting your Chromebook from class to class, to and from home, or anywhere else be sure to secure it in a bag to protect it from the weather. Also, avoid placing it in a bag with other heavy books or sports equipment. The student is responsible for the care and maintenance of their Chromebook, regardless of other people's actions.

General Precautions

- No food or drink should be placed next to the Chromebook.

- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
- Heavy objects should never be placed on top of the Chromebook.
- The Chromebook should never be exposed to extreme temperatures or direct sunlight for extended periods of time.
- The Chromebook should never be carried with the screen open.
- Students should never disassemble their Chromebook and attempt their own repairs.

Charging

- The Chromebook must be brought to school each day in fully charged condition.
- Each Chromebook will include an AC adapter. This adapter should be used to charge the Chromebook at home.
- In emergencies, students will be permitted to charge their Chromebook in the classroom at the teacher's discretion.
- Students are not to use their Chromebooks to charge cell phones or other mobile devices while in school.

Name Tags

- All Chromebooks will be labeled with a name tag.
- Name tags are not to be modified, removed, or tampered with in any way. Doing so will result in an after school detention.

Storing Your Chromebook

- When students are not monitoring their Chromebooks, they should be stored in their lockers with the locks securely fastened. Nothing should be placed on top of the Chromebook when stored in the locker.
- The Chromebook should never be stored in a vehicle.
- Students are responsible for securely storing their Chromebook during extra-curricular activities and events.
- Under no circumstances should the Chromebook be stored in unsupervised areas. Unsupervised areas might include: school grounds, the cafeteria, unlocked classrooms, learning commons, locker rooms, dressing rooms, hallways, bathrooms, in a car, or any other area that is not securely locked or in which there is no supervision.
- Unsupervised Chromebooks will be confiscated by staff.
- The school is not responsible for the safekeeping and protection of Chromebooks.

Software and Security

All Chromebooks are supplied with the latest build of Google Chrome Operating System (Chrome OS) and many other applications useful in an educational environment. The Chrome OS will automatically install updates when the computer is shutdown and restarted. The school does employ a centralized management system that is utilized to change security settings, update software, and add or remove applications. Students are prohibited from disabling, modifying, circumventing or altering management settings or content filters. If students are found to be tampering with any management software, consequences may include but are not limited to temporary loss of privileges, permanent loss of privileges, or consequences as outlined in the Student Handbook.

Content Filter

The school utilizes an internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). At home, internet activity will be filtered to a limited extent, but ultimately it is the responsibility of the student and parent to make sure appropriate websites are visited.

Every student at Salem Academy, both Lower and Upper school, is assigned a ONE Chromebook and ONE charger that they are responsible for. Students must bring their Chromebooks to school fully charged everyday. The following expectations apply to all students.

No Expectation of Privacy

Students have no expectation of confidentiality or privacy with respect to the usage or content of a school-issued Chromebook and email address, regardless of whether that use is for district-related or personal purposes, other than as specifically provided by law. The District may, without prior notice or consent, log, supervise, access, view, monitor, and record use of student Chromebooks.

Chromebooks are subject to confiscation at any time and without prior notice. At no time will webcams be used to monitor students. By using a Chromebook, students agree to such access, monitoring, and recording of their use.

Network Expectations

Users are responsible for acceptable behavior on the school's computer network just as they are in a classroom or at other school activities. Students are responsible for engaging in acceptable usage and adhering to good network citizenship. Students should not engage in any behavior using computers or the school network which are unacceptable in school (e.g., illegal, inappropriate). Salem Academy Charter School will take reasonable precautions to ensure the security and appropriate use of the computer networks. However, it is not possible to monitor ALL Internet sites or student activity on the network. Therefore each student is responsible for acting in a responsible manner.

It is important for each student to understand that use of the school's computer network is a privilege. The computer equipment and all software files are the property of Salem Academy Charter School. Anything accessed or stored in student accounts is available to teachers and administrators.

Salem Academy's internet security filters are active and still apply when using a school issued Chromebook at home. Student internet use is being monitored for illegal activity, use of proxies or circumventing firewalls, cyberbullying and harassment, self harm, and non educational uses. Because the Chromebook is a school issued device, we are responsible for ensuring student safety while using the device as noted in the Children's Internet Protection Act.

Responsible Use

- At school, students may use the school's computer network for school work only.
- Before and after the normal school day, students may use the school's computer network for entertainment (appropriate games, searching appropriate websites, etc.).
- Before and after the normal school day, students using the computers for class work have priority over students who are using the computers for entertainment.
- Students may store their personal files within their google drive account where they will have continuous access from these files from both home and school.
- Log out of the computer when you leave.
- Students should charger their Chromebook every night and come to school fully prepared with a charged device.
- Students should never let other students/family members borrow or use their Chromebook or charger for any reason.

Irresponsible Use

- Sharing your password
- Leaving Chromebooks open while not in your possession
- Using someone else's account

- Using someone else's Chromebook
- Storing inappropriate content
- Using your account to bully or harass others
- Accessing, distributing and storing inappropriate or illegal content
- Wasting resources, such as overusing printing or overusing bandwidth. This also includes spamming through email and google drive.
- Taking or damaging technology equipment or files (This includes but is not limited to deleting programs or files that do not belong to you, changing other's passwords, and changing computer or file setting to cause problems for others).
- Plagiarizing: "taking ideas or writings from another person and offering them as your own." Cutting and pasting ideas into a document is very easy to do. Be sure to put information you gather in YOUR OWN WORDS, and give credit to the creator/author(s) of the article, idea, or image.
- Abusing Copyright: According to the international copyright laws, "Fair Use" means that a student may freely use any information that they legally find on the information networks as long as they do so only for school. Students should never copy copyrighted items for others.
- Buying or selling items using the school network or devices
- Searching how to or breaking through the school firewall and security systems
- Using social media or digital devices to reference Salem Academy Charter School, staff, or students in inappropriate, harassing, or inflammatory ways.
- Not bring your device to school daily.

Consequences may be given for any of the above bulleted items as well as anything deemed inappropriate by the administration and the code of conduct.

The Acceptable Use Policy was developed to ensure the safety of all users and the ability to engage with learning. All Internet users should read it carefully and understand it. It is important that students and families understand that any violation of the Acceptable Use Policy may result in the loss of Internet/device privileges as well as other disciplinary or legal action.

17. Locker Policy

Each student who attends Salem Academy will be issued a locker for student use in storing hats, coats, books, and other academic-related material. Students are strongly encouraged to use the school-issued locks and not to share their combination with anyone. All students and parents/guardians must understand that lockers are the property of the school, made available for the use and convenience of students. School administrators and teachers have authority to search student lockers, any personal effects found within lockers, and places of concealment within those personal effects. Students will be held accountable for the contents of their lockers and the contents of their personal effects. Any contraband or evidence of a crime found as a result of a locker search will be turned over to the appropriate authorities. Students and parents/guardians are hereby informed as prior and ample notice of the Salem Academy's student locker policy.
Students are to adhere to the following guidelines:

i. Only school issued locks are to be used. All unauthorized locks will be removed immediately upon detection, and the locker and its contents immediately searched by administrators.
ii. Students who forget their locker assignments or combination must request the information personally from the Administrative Coordinator (front desk).
iii. Students are not to share lockers, unless authorized by administrators.
iv. Administrators may require periodic inspection of lockers by school personnel. Contraband and evidence of a crime is to be inventoried and turned over to the appropriate public safety agency.
v. Administrators will conduct inspections of student lockers when it has been reasonably determined that a safety or security problem exists, or that there is reasonable suspicion to believe that the student has in his or her locker evidence tending to show either a violation of

the law or a violation of school rules. Personal effects are to be inventoried and reasonable efforts made to return property to its owner. Contraband and evidence of a crime is to be inventoried and turned over to the appropriate public safety agency.

vi. Students whose lockers contain contraband or evidence of a crime will be subject to the provisions of the Code of Conduct and to the applicable criminal statutes.

vii. Students should lock their lockers with the lock provided by the school. Salem Academy is not responsible for anything that is stolen from an unlocked locker.

18. Lost and Found

Lost clothing, notebooks, and other items will be gathered in a lost and found cabinet, in the back entry way. Textbooks will be returned to the classroom teacher. Valuable items will be kept in the Dean's office and identification will be required for their return. Unclaimed lost and found items are given to charity each quarter/semester. The Dean of Students, the Executive Director or Senior Director of Academics will dispose of unclaimed items at their sole discretion, typically at the end of the quarters and before each vacation. Students will typically be notified of the upcoming disposal of lost and found items prior to disposal.

19. Missed Work and Assessments

Students are granted one class day per day of absence to make up missed work. Families taking extended absences, although discouraged, may request work in advance but it is up to the teacher's discretion if they will be able to meet this request.

Upon return from an absence, it is the student or parent/guardian's responsibility to collect assignments from the appropriate academic teachers. The student should request all missed assignments, class work and assessments.

If a student misses an assessment during their absence, it is the student's responsibility to schedule a day and time to make up missed tests and quizzes.

20. Student Money

Money Collection

Parents may be turning money into the school for a variety of reasons and it is important to understand to whom money should be turned in so that it gets credited to the appropriate student.

- Field trip money should be put in an envelope with the student's name and turned into the Connections teacher.
- Lunch money should be put in an envelope with the Meal Order form and the student's name, and then turned into the Food Service Coordinator.
- All other money—for school clothing, school events—should be turned into the front office staff. Please do not leave money sitting on the front desk. Instead, turn the money into a staff person and always get a receipt for payment.
- When submitting a check for payment, please include the student's name and a brief note describing what the check is for in the memo section of the check.

Student Account Withdrawal

Instructions for making a withdrawal from a student account:

1. Student must go to the front desk and request to get a blank student check/voucher.
2. Student should fill out the check in its entirety AND sign it!
   (Name, Connections, Grade, Event, Date, Amount, etc)

3. A front desk staff member will verify that there is money in the account and they will sign the check/voucher and make a photocopy of it.
4. A front desk staff member will then record the amount withdrawn on the student account spreadsheet and give the check/voucher back to the student.
5. The student then brings the check/voucher to the supervising teacher in charge of collecting money for the event. The teacher then signs the check and submits it with the deposit.

21. Health Services

Nurse's Office

The role of the school health office is to ensure access to primary health support for our students. During the school day, Salem Academy students have access to the school nurse for services including first aid, illness assessment, medication administration (see below), and medical crisis intervention. In cases that require more extensive medical attention, parents will be notified and may be required to pick up the student.

It is imperative that the health and safety of all Salem Academy students is protected at all times, and the school nurse works to provide a healthy environment for all. Therefore, there may be times when it is in the best interest of the child to keep them at home.

Students should not attend school if:

- The student has a temperature over 100° Fahrenheit (they must be fever free **without** the use of fever reducing medication for 24 hours before returning to school)
- Antibiotics are prescribed for any condition (the student may return after taking the antibiotics for at least 24 hours)
- The student is vomiting or has diarrhea. The student may return after 12 hours after symptom resolution and is able to tolerate a normal diet
- The student has an undiagnosed rash or diagnosed communicable disease
- The student has severe cold symptoms
- The student is diagnosed with a serious communicable disease i.e.: chicken pox, impetigo, scabies, and pertussis

COVID-19 Guidance:

- COVID-19 is now being treated like **<u>any respiratory illness</u>** (like Flu and RSV)
    - Students may return to school once:
        - They have been fever free for at least 24 hours without the use of fever reducing medications; AND
        - Other symptoms are improving
    - Best practice would include the following for at least the first 5 days after resuming normal activities:
        - Wearing a mask when you are indoors around other people
        - Washing hands often with soap and warm water. If soap and water are not available, use hand sanitizer with at least 60% alcohol.

Likewise, if any of the above conditions are discovered during the school day, the child will be sent home.

Please contact the school nurse and provide physician documentation for school attendance after treatment for communicable diseases. Contact the front desk any time your child is absent due to illness.

Medication Administration

The school health office must have a written order from a Licensed Health Care Provider with the student's name, the name of the medication, dosage, time and route of administration for all medications administered during the school day. A written consent form signed by the parent or guardian that provides contact information is also required. Medications are to be delivered directly to the school nurse by the parent or guardian. No medication should be carried by students, excluding epipens, asthma inhalers, insulin delivery systems and enzyme supplements. These may be carried only with documentation from the health care provider and the approval of the school nurse.

Salem Academy has standing orders for the following medications:

- Acetaminophen
- Ibuprofen
- Benadryl
- Cough drops
- Hydrocortisone
- Bacitracin
- Orajel
- Tums
- Calamine Lotion
- Sting relief

These are included on the permission to treat form and must be signed by a parent or guardian each school year. They are kept on file in the nurse's office, and serve as consent for administration.

Physical Examinations and Immunization Records

A physical examination conducted by a licensed healthcare practitioner is required upon admission into Salem Academy Charter School, and each student is required to have a physical on file dated within the last three years. Please note, a physical examination is mandatory every year if the student participates in after school sports.

All students must also have proof of current immunizations on file. Audits are regularly conducted to ensure students are up-to-date on state vaccinations requirements.

Counselors and Counseling Services

Salem Academy Charter School employs three full-time adjustment counselors, one for the Lower School grades, 6, 7, and 8, one in grades 9 and 10, and one in grades 11 and 12. Students and parents are encouraged to consult with the counselors and should feel free to avail themselves of the support services the counselors can provide. This may include providing guidance, short-term interventions, short-term individual counseling, group work, or referrals for therapy or other treatment provider(s) outside of school. Additionally, if there is a situation in which a family is experiencing a traumatic event, life crisis, or significant loss parents/guardians and students are encouraged to contact the counselors in order to set up necessary supports or interventions.

22. Office Notification

Please notify the office of any and all changes of information regarding your child's address, phone number, emergency number and parent work numbers as soon as possible. It is vital that the office keeps this information up to date and your prompt notification regarding any changes is sincerely appreciated.

23. Personal Property
The school attempts to create an environment that prevents personal items from being lost or stolen. Students bring personal belongings at their own risk. The best protection against loss or theft is to clearly mark all clothing and equipment with the student's name and keep it in an assigned locker, locked.

In order to maintain the security of all its students, Salem Academy Charter School administrators reserve the right to conduct searches of students and their property. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible and that students and their families are informed of the circumstances surrounding and results of the search. School lockers, which are assigned to students for their use, remain the property of Salem Academy Charter School, and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time (see Locker Policy and Student Search Policy).

24. Pick-Up/Drop-Off Policies & Procedures
Students are transported to and from Salem Academy in a variety of ways, including family cars, city buses, public school buses, taxis, ride sharing services, bicycles, and walking. Transportation to and from Salem Academy is neither the responsibility of the school nor Salem Public Schools; instead, it is the responsibility of the parents/guardians.

Due to limited parking in front of the building as well as the need to ensure the safe supervision of all Salem Academy students, the following drop-off and pick-up plan has been developed:
Drop-Off
In order to drop students off each morning, parents are asked to drive down Lynch Street toward the back of the building, turn left from Lynch Street, then turn right into the parking lot that parallels the building. Stop before the yellow crosswalk to let students out. After students are on the sidewalk, turn right back onto Lynch Street. Parents may not leave students unattended before staff supervision arrives, at 8:15. Parents drop students in the front of the building no earlier than 8:25am. Students arriving late however, after 8:30, should be dropped off at the front door.

Due to safety issues and traffic concerns, students are asked to come inside the building upon arrival to school and to stay inside the building until dismissal. Students who walk home after school each day should not loiter in or around school property after school.

Pick-Up
Dismissal begins at 3:45 p.m. Monday through Thursday and at 1:45 p.m. on Friday. Lower School students exit from the corner door at the end of Lynch Street. Upper School students exit from the double doors facing the Health Center. Parents picking up Lower School students may use the same pattern as the morning drop off. Parents who arrive early may park in the visitors' lot paralleling the school or in the Lynch Street lot opposite the school. Parents of Upper School students may wait in the Health Center parking lot. When leaving the school, please exit down Lynch Street to Congress Street. Please use extreme caution. Students may walk out to meet families at this time. A staff member will be present to assist students in crossing. All students should cross Lynch Street in the crosswalk. At 3:50pm, any Lower School student who is still waiting for their ride will be asked to come back into the cafeteria and wait until their ride arrives at the front office. Under no circumstance should students be in the parking lot or on Lynch Street past 4:00pm.

Operators of school busses and personal motor vehicles, including students, faculty, staff, and visitors, are prohibited from idling such vehicles on school grounds, consistent with MGL section 16 of chapter 90 and regulations adopted pursuant thereto.

Early Dismissal
If you must pick up your child before the 3:45 p.m. dismissal time, you are required to sign them out in the front office. Office staff will call the classroom and request your child to be sent to the office. Salem Academy urges that your child participates in the full day of classes, as last minute directions and review of the day's assignments are often given during the classroom's preparation for dismissal. All attempts should be made to schedule medical appointments outside of school hours. Regular early dismissals are not allowed.

Student Bus Passes
Salem Public Schools offer fee-based bus services to most Salem residents (depending upon proximity from home to school). Information concerning the Salem bus pass application can be obtained by visiting Salem Public Schools transportation website: https://www.salemk12.org/families/transportation.

Parking
Students with cars should park in public parking places on local streets, or in the lot located behind the Lynch Street Parking garage. A detailed email outlining the Student Parking policy will be emailed to Juniors and Seniors at the beginning of the school year. Students will be required to register their vehicle in order to use the parking lot.

Shetland Park / Prime Group does not make parking spaces available to students in the garage or in the main lot of the park, the Salem Academy gym parking lot is also not available for student use.

Parents and visitors who are visiting the school briefly may park in front of the main entrance or in the visitors' spaces reserved against the Lynch Street side of the building. For lengthy visits, parents are encouraged to park directly behind the school in the Lynch Street parking lot and then walk around the building to the front entrance.

25. Restricted Areas & School Boundaries
The staff kitchens, copy room, teachers' room, staff desks and desk drawers and adult restrooms are considered "restricted areas" in that they are for the sole use of Salem Academy faculty and staff. Students are asked to refrain from entering these areas. Additionally, students should enter classrooms that are being directly supervised by a staff member, unless previous arrangements have been made. Should a student arrive to a classroom and not find the teacher at the door, the student is asked to wait outside the classroom until the teacher arrives.

To promote a safe school environment, students should remain in the building during school unless they are dismissed by a Salem Academy administrator. Students on their way to Choice Block activities or service-learning projects that require them to leave the building should meet the Salem Academy staff member in charge of supervision in the designated classroom. Students should also generally remain in the section of the building in which their Form has classes unless they have a class outside of their area or they are given permission by a staff or faculty member.

26. Safety Procedures
Emergency Closings
At times, emergencies such as severe weather can disrupt school operations. In extreme cases, these circumstances may require the closing of the facility. In the event that such an emergency occurs during non-working hours, we will conform to the emergency closing schedule posted by the Salem Public Schools over local radio and/or television stations. Salem Academy does not make up snow days/emergency closings unless the number of those days exceeds five.

Fire Drills
Instructions for Fire Drills are posted in each classroom. All students are to move quietly and in a single file line to their assigned outside area. Lines are to remain straight to facilitate attendance while students are outside and students are to wait to re-enter the building until properly notified by their teacher.

ALICE Policy
The threat of an active shooter attack is rare but very real. The City of Salem and all its schools use the ALICE method. We believe that individuals should be prepared for active shooter events and empowered to make their own life-saving decisions. Once empowered to make their own life-saving decisions, individuals must be trained in proactive active shooter response options, rather than a passive, mandated, one-size-fits-all response. At a minimum, we host two ALICE drills a year for staff and students.

False Alarms
A student who deliberately initiates a false alarm will be referred to the proper authorities for prosecution under the law. In addition, school administrators will impose a penalty of suspension and take other action deemed necessary to prevent a recurrence of false alarms.

Building Security
The school day officially begins at 8:30 a.m. Students arriving at school after 8:15 a.m. when the doors are officially open will be greeted by Salem Academy staff members outside the building. Video cameras are inside and outside each of our three buildings on our Salem Academy campus. Salem Academy staff will review and use the recordings at their discretion. There is also a security guard for all of Shetland Park who is on duty each day to provide additional supervision. Students should enter through the corner door of the school at the very end of Lynch Street. **Supervision is provided for students beginning at 7:30 a.m. through the early arrival program** (email kmorris@salemacademycs.org for information). Parents/guardians are asked to make every effort to have their children arrive after this time.

Students are dismissed each day at 3:45 p.m. Monday through Thursday and 1:45 p.m. on Fridays, except for those students who attend after-school activities. All students should leave the school and the surrounding premises as soon as they are dismissed from school. Students are not allowed to leave school and return unless with permission from a staff member or if returning for a night event. Students are not permitted to leave the school premises and return to take the school bus home. Supervision is not provided for students after they are dismissed each day; so parents of students who do not ride the bus are asked to make every effort to pick up their children on time.

Minor Accidents
Any accident requiring a visit to the nurse is recorded in the student's permanent electronic health record. Copies of this documentation may be provided to the Senior Director of Academics, Principals, and/or parents/guardians depending on the extent and nature of the injury. Parents/guardians are always notified of any first aid measures that have been provided.

Major Accidents
In the case of an emergency or major accident, the following procedures will be followed:

I. If Emergency (911) Services are required:
   A. The school nurse carries out immediate first aid and sends a staff member to call 911 if it is deemed necessary. An additional staff member takes care of any other students or persons by safely moving them away from the scene of the incident.
   B. In cases when a second staff member calls 911, he or she returns to and stays with the school nurse who is administering care.

C. A staff member (the second, third, or other) contacts the parents/guardians to inform them of their child's condition/situation

II. If Emergency (911) Services are not required, but further medical evaluation is needed:

A. Parents/guardians will be called immediately and alerted that they need to pick up their student for further medical care.

III. In cases where the parents/guardians or the designated emergency contact cannot be reached, or where immediate medical attention is needed, the school will contact a local emergency unit to treat and transport the student to the hospital. In such cases, the school nurse/staff member will accompany the student and stay until a parent/guardian or designated person arrives.

Emergency Evacuations

If an emergency is not immediately time sensitive, parents or guardians are called to retrieve their children. If students need to be removed from the property for safety reasons, they will be accompanied by teachers to the reunification point that is determined by Salem Emergency Services at the time of the incident. Parents will be informed by robot call, social media or by the Salem Emergency Services. Should these plans not be feasible, the Executive Director will request the local fire and police stations to assist the school in sheltering the students and in reaching parents or guardians to make arrangements for them to retrieve their children.

27. Special Education

Salem Academy provides services to students who are on Individualized Education Programs (IEPs). The services outlined in an IEP are determined by a student's IEP Team. If a student without an IEP is having persistent difficulty with school work, the instructional team will intervene using the Teacher Assistance Team (TAT) process described below and will maintain communication with caregivers/parents. School staff or caregivers/parents, may request a formal evaluation at any time: testing cannot be conducted without prior written consent from a parent/guardian. A Special Education evaluation, called a psychoeducational evaluation, concludes with an eligibility determination: a student may or may not be eligible for an IEP. In order to be eligible for an IEP, a student must have a disability and that disability must be impacting their educational progress, as well as require specialized instruction and services to ensure effective progress.. Regardless of eligibility, the school will take recommendations provided by the evaluator(s) to inform educational planning.

28. Teacher Assistance Teams/ Student Interventions

Staff and faculty are not permitted to diagnose students with specific behavioral or academic concerns, including for instance ADHD, nor are they permitted to make diagnostic suggestions to parents. Should a staff member or a parent have significant concern about a student's school performance, they may be referred to Salem Academy's Teacher Assistance Team (TAT). Salem Academy's TAT system promotes early identification and intervention for students experiencing behavioral and/or academic struggles at school in the least restrictive manner possible.

The TAT will investigate the student's situation, drawing from samples of academic work, academic records, standardized test scores (e.g. MCAS), discipline records, documentation of initial interventions tried by teachers, attendance records, and other relevant materials. Based on their investigation, the TAT will then develop an action plan to support the student. In order to comply with federal law that mandates that students' needs be serviced in the least restrictive educational setting possible, the action plan will typically be implemented for a minimum of 30 days within the general education environment. Following the implementation of the action plan, the TAT will determine if the interventions have been successful. It will then decide to continue the interventions, try other general education interventions, or make a referral for special education testing.

29. Technology Use

Use of the Salem Academy computer network and other resources is a privilege that will be extended to individuals who observe the expectations of acceptable use as outlined below. Failure to follow these rules may result in loss of computer network privileges, reflection or other such consequences.

- Use the network only for activities that support education and research.
- Use the network in a considerate and polite manner at all times, particularly when communicating on the Internet.
- Use the network for legal purposes only. Illegal activities include tampering with the computer hardware or software, unauthorized entry into computers, or vandalism or destruction of computer files. Such activity is considered a crime under state and federal law.
- Respect the copyright laws and rules regarding software, information, and attribution of authorship.
- Keep your passwords and accounts private and respect the privacy of those of others.

30. Telephone Use

Students are not permitted to use Salem Academy phones for social purposes. The school asks that all students and their families make after-school arrangements prior to school each day. We ask this in order to protect instructional time from disruptions, and to minimize the workload for our front office. Should a student need to make a call home for an extenuating circumstance, they may ask permission to use the front office phone. Students should not use their personal cell phones to make or receive calls in the school building for any reason without permission.

31. Textbooks, Classroom Library Books, and School Supplies

All basic texts are on loan to students for their use during their unit of study or during the school year. Students are reminded that all textbooks have a written number in them and students must turn in the book with the corresponding drug number at the end of the school year. Fines will be levied against students who either lose textbooks or return textbooks that show excessive damage as a result of use from that school year. Textbooks are to be kept clean and handled carefully. All texts should be covered to protect them. Classroom library books and other instructional materials will be handled in the same manner. Salem Academy will make every reasonable effort to obtain the book or payment.

Each summer, Salem Academy produces a school supply list that details needed supplies for the upcoming school year. Should a family need assistance in procuring school supplies, please contact the front office for assistance.

32. Prohibited Substances

A. Tobacco and Nicotine Use

The use of any tobacco products within the school building, the school facilities, school grounds, or school vans or buses by any individual are prohibited (examples include but aren't limited to cigarettes, cigars, pipes, e-cigarettes, vapor sticks, vapes, etc.).Shetland Prime Group Industrial Park is a smoke-free environment.

B. Marijuana, Oil-based THC, Alcohol Use, Prescription drugs, and Nonprescription drugs

No one may use, possess, manufacture, distribute, dispense, or sell alcoholic products or any controlled substance or illegal drug on the school property.

Students who violate A or B above will be subject to discipline as set forth in the Code of Conduct and Due

Process sections of this Handbook.

33. Visitors

Salem Academy invites families and the public to visit our school. In order to ensure the safety of the learning environment, we ask that all visitors request appointments when appropriate; we also require that all visitors report to the main office and register in our Visitor Management System. Salem Academy reserves the right to deny entry to anyone whose presence might endanger the safety of our students and staff or disrupt the learning environment. Finally, we ask that student visitors come to school and remain in dress code for the duration of their visit. Parameters for students who would like to shadow Salem Academy students include:

- Family should be considering enrollment at Salem Academy
- Family should provide one week notice
- Visits should not take place during the last week of classes
- Visitors should adhere to Salem Academy's dress code
- Visitors should bring a permission note from their parents on the day of the visit

34. Family Engagement & Volunteering

At Salem Academy, we believe students succeed when families and the school work together. We welcome all families to participate in school events, share insights about their children, and collaborate in decisions that support learning and well-being. Through clear communication, inclusive practices, and shared resources, we aim to build strong partnerships that help every student thrive.

By enrolling a child at Salem Academy, parents/guardians have chosen to participate in a unique educational experience that actively involves parents and students. Our school was established based on the belief that parents/guardians are an important element in a child's education and that parental/guardian involvement is necessary for the success of the school.

Parents and/or guardians of Salem Academy students are asked to volunteer their time and/or effort each year. Opportunities exist to fulfill volunteer hours either at school, on field trips, during Service-Learning, and at home. Please contact the SFC to express your general interest. All volunteers must complete a CORI background check, and may be required to submit a SAFIS fingerprint background check. All required forms will be provided by the school.

35. Withdrawals/Transfers

Should a student desire to withdraw from Salem Academy, withdrawal forms must be completed and filed with the school office in order for the school to release academic records. In addition, the school will not release academic records until all fines have been paid and all school books and property checked out to the student have been returned.

Please note, after withdrawing your child from Salem Academy, re-admittance is possible only by re-enrolling them the the enrollment lottery. Once a student's seat has been forfeited, there is no guarantee that the student and/or any siblings not already enrolled at Salem Academy will be re-admitted.

Community Members

1. School Personnel

A complete list of Salem Academy Trustees, faculty, and other personnel is made available to families at the beginning of the school year and is found on our website.

2. Board of Trustees

The Salem Academy Board of Trustees is the legal governing body of the school. The Board is accountable to the Massachusetts Department of Elementary and Secondary Education and ensures that the school's academic program is successful, that the school is faithful to the terms of its charter, and that it is organizationally viable. With these ends in mind, the Board is responsible for determining the school's mission and vision; managing its property and assets; recruiting, supporting, and evaluating the Executive Director; continually developing the Board; setting effective policies; and, ensuring the school's legal compliance and fiscal health.

3. The School, Family and Community Parent Advisory Group

The mission of the School, Family and Community (SFC) Team is to "foster and establish true and active partnerships between school personnel, families and community organizations to help ensure the success of Salem Academy in educating all of its students. It seeks to apply the energies, talents and resources of all partners to the challenges of Salem Academy. The SFC undertakes the continuous planning and support of school personnel, families and community members to meet these goals."

As members of the Salem Academy community, all families are members of the SFC Team; the organization is open to every parent, foster parent or legal guardian of any currently enrolled or accepted student at Salem Academy Charter School. Faculty and staff members currently employed by Salem Academy Charter School are considered members of the SFC as well. Every meeting of the SFC is open to its members, as well as general public attendance. However, only members are eligible for voting on SFC issues and concerns.

Functionally, the SFC team seeks input from families, school personnel and community members. The greater Salem Academy community elects SFC moderators each year who, in turn, hold monthly meetings and are responsible for organizing events concerned with:

- Communication - Facilitating communication between the school, families, and community members. Previously, the SFC has raised issues of concern for discussion with school administrators, published the school newsletter and hosted community forums.

- Volunteerism - Providing information and opportunities for families and community members to volunteer at the school or assist in other ways. The SFC has created and maintained the school volunteer database and identified opportunities for families to participate at school in meaningful ways.

- Academic Enrichment and Support - Providing information to families with regard to assisting the academic development of students. The SFC has promoted various means for enriching and supporting students academically, including sponsorship of after-school enrichment classes and running the school's Title 1 and Parent Advisory Committees.

- Fundraising - Creating and maintaining opportunities for families and community members to participate in fundraising for the school and making recommendations for how to best allocate those resources. The SFC has held several fundraisers (e.g. silent auctions, Yankee Candle, and the calendar fundraiser) in order to support events at Salem Academy, such as the end of year Recognition Ceremonies and Field Day.

- Family Workshops - Providing information and discussion opportunities for families with regard to supporting the academic and social development of students. In the past, the SFC has sponsored seminars on grading at Salem Academy, an adolescent body image workshop, and an internet safety seminar in cooperation with the Salem police department.

- Community Involvement - Supporting the involvement of the community of Salem in the education of Salem Academy students. SFC members have assisted with service-learning projects, sponsored the school's participation in the annual Haunted Happenings parade, lobbied the city for school crosswalks and safety signs and advocated on the school's behalf with city government officials.

4. The Special Education Parent Advisory Council (SEPAC)
The mission of the Salem Academy Charter School Parent Advisory Council is to work for understanding of respect for, and support of all children with special needs in the community. To that end, the PAC will work to:

A. Promote a network of parents of children with special needs, and provide the forum to share information.
B. Advise the Special Education Coordinator and the Board of Trustees on operations and development of special education programs, parent and teacher training needs, and help to develop policy;
C. Promote communication between Salem Academy PAC members, local, state, and national organizations, councils, and groups;
D. Promote communication and programs within the community to encourage understanding, acceptance, and inclusion, and;
E. Provide informational forums to parents, educators, students, and professionals.

5. English Learners Parent Advisory Council (ELPAC):
All parents/guardians of current or former Multilingual Learners (English Language Learners) at Salem Academy are welcome to join the ELPAC. The ELPAC will meet several times throughout the year. The purpose of the ELPAC is to:

A. Bring together families of multilingual learners at Salem Academy.
B. Promote strong partnerships between the school and the families of multilingual learners.
C. Collect feedback from parents and provide recommendations to SACS about how to improve our English language development program.
D. Help us support students to learn English and succeed in school while keeping their unique cultural and linguistic identities.

Appendix A

Glossary of Terms

Assessment	At Salem Academy, students are assessed on their academic achievement. This assessment or "grading" is not done in a traditional manner. Instead of assigning grades from "A" to "F" in a course, Salem Academy assesses students (on a scale of 1 to 4) based on their academic progress toward specific objectives within each course.
Choice/ Choice Block	Students select choice block classes each quarter in Health, Physical Education (e.g., basketball, swimming), College Class, Fine Arts (e.g., painting, ensemble), and Performing Arts.

Connections	Salem Academy's version of homeroom, Connections includes structured activities to establish and explore school norms and to investigate themes related to civics within the school and outside of it.
Extensions/ Extensions Block	Extensions is the term used at Salem Academy for before or after school enrichment activities. Students are not required to participate in these programs, but rather encouraged to.
Form	In addition to traditional grades, Salem Academy groups students into four Forms. First Form is sixth grade students; Second Form is composed of seventh and eighth grade students; Third Form has ninth and tenth grade students; and Final Form has eleventh and twelfth grade students.
Mission	.Salem Academy Charter School's mission is to educate the City of Salem's diverse student population. Through a unique integration of college preparatory classes with service to the community, the school graduates informed, articulate and proactive individuals of strong character.
REACH	The culture of Salem Academy is built on shared norms. All school community members are expected to **REACH** – act in a **R**esponsible, **E**mpathetic, **A**ssertive, **C**ooperative, and **H**onest manner.
Service Learning	Service Learning combines meaningful service in the community, a curriculum with high academic standards and structured reflection. At Salem Academy, Service Learning provides an opportunity for students to apply their academic learning to fieldwork and internships in service to the Salem community.
SFC	Salem Academy's version of a PTA/PTO, the SFC – or School, Family, and Community Team is charged with fostering and establishing true and active partnerships between school personnel, families, and community organizations to help assure the success of Salem Academy in educating all of its students.
SEPAC	Special Education Parent Advisory Council- works for understanding of respect for, and support of all children with special needs in the community.

Appendix B

Bullying Prevention and Intervention Plan

TABLE OF CONTENTS

I. DEFINITIONS
II. LEADERSHIP
III. TRAINING AND PROFESSIONAL DEVELOPMENT
IV. ACADEMIC AND NON-ACADEMIC RESOURCES AND SERVICES
V. REPORTING AND RESPONDING TO BULLYING AND RETALIATION
VI. COLLABORATION WITH FAMILIES
VII. RELATIONSHIP TO OTHER LAWS

VIII. PROBLEM RESOLUTION SYSTEM

BULLYING AND RETALIATION INCIDENT REPORTING FORM

Salem Academy Charter School ("SACS"), in partnership with parents, guardians, and the community, and in keeping with SACS's core value of respect for human differences, believes that a positive, safe, and civil environment in the school is necessary for students to learn and achieve. Bullying disrupts a student's ability to learn by preventing that student's full engagement with his or her education. Moreover, bullying compromises a school's ability to educate its students in a safe environment. Therefore, SACS prohibits bullying. This plan applies to students and members of school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, and paraprofessionals.

Acts of bullying, which include cyberbullying, and retaliation, are prohibited:

1. On school grounds and property immediately adjacent to school grounds; at a school-sponsored or school-related activity, function, or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by the school district; and

2. At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by SACS, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of the school.

3. Retaliation against any person associated with a report of bullying or the investigation thereof shall be prohibited, as is falsely accusing another as a means of harassment or bullying.

Definitions

A. "Respondent" means a student or staff member, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional, who engages in bullying, cyberbullying, or retaliation towards a student.

B. "Aggressor" means a student or staff member who engages in bullying, cyberbullying, or retaliation towards a student.

C. "Target" means a student against whom bullying or retaliation has been perpetrated.

D. "Bullying" for the purposes of the requirements related to Chapter 92 of the Acts of 2010 legislation means the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:
   1. Directly or indirectly causes physical or emotional harm to the target or damage to the target's property;
   2. Places the target in reasonable fear of harm to themself, or of damages to the target's property;
   3. Creates hostile learning and/or social environment at school for the target;
   4. Infringes on the rights of the target at school; or
   5. Materially and substantially disrupts the education process or the orderly operation of the school.

E. "Retaliation" means any form of intimidation, harassment, or reprisal against any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

F. “Cyberbullying” means bullying through the use of technology or any electronic device such as telephones, cell phones, computers, and the Internet. This includes email, text messages, and internet postings on any app or platform. See M.G.L. c. 71, sec. 37O for the legal definition of cyberbullying.

G. “Hostile Environment” is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

Leadership

H. SACS acknowledges the importance of updating its Bullying Prevention and Intervention Plan (the “Plan”) at all levels. As required, the Plan will be submitted to the Massachusetts Department of Elementary and Secondary Education (“DESE”) and posted on the school system website. Moreover, the Plan will be reviewed annually and updated as needed, as mandated by M.G.L. c. 71, § 37O.

I. Priority Statements

1. SACS expects that all members of the school community will treat each other with respect. The school is committed to providing all students with a safe learning environment that is free from all forms of unkindness, including bullying and cyberbullying. The SACS is committed to preventing and eliminating all forms of bullying and other harmful and disruptive behavior that can impede the learning process.
2. SACS understands that certain students may be more vulnerable to becoming targets of bullying, harassment, or teasing based on actual or perceived characteristics, including but not limited to race, color, religion, ancestry, national origin, sex, socioeconomic status, housing status, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. SACS will take specific steps to create a safe, supportive environment for vulnerable populations in the SACS community and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.
3. SACS will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. SACS will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation and take timely action to end that behavior and restore any target’s sense of safety. SACS will support this communication in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.
4. This Plan serves SACS as a comprehensive approach to addressing bullying and cyberbullying, and SACS is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, SACS has established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Senior Director of Academics, Managing Director of Student Services, Upper School Principal, Lower School Principal, and Dean of Students are responsible for the implementation and oversight of this Plan.

J. Planning and Oversight

1. The Senior Administration Team members are responsible for the implementation and oversight of this Plan.
2. The Dean of Students will receive, investigate, record, and track incident reports that include information related to targets and respondents.
3. The Student Services Team will be responsible for collecting and analyzing school-wide data on bullying to assess the present problems and to measure outcomes.

4. The Student Services Team will plan supports that respond to the needs of the targets and respondents.
5. The Student Services Team will choose and oversee the implementation of the curricula that SACS will use.
6. The Student Services Team, in consultation with the Administrative Team, will develop new or revised policies and protocols under the Plan, including an Internet safety policy, and designate key staff to be in charge of implementation of them.
7. The Dean of Students, with the support of the Administrative Team, will amend the student and personnel handbooks and codes of conduct as needed according to the Plan.
8. The Student Services Team, in coordination with the Administrative Team, will lead the parent or family engagement efforts and draft parent information materials.
9. Every year, the Student Services Team, in consultation with the Administrative Team, reviews and updates the Plan as needed. The Plan will be approved by the Board of Trustees.

Training and Professional Development

K. SACS will meet the requirements under M.G.L. c.71, S 37037O, to provide ongoing professional development for all staff.

L. Annual Staff Training on the Plan

1. Annual training for all SACS staff on the Plan will include staff duties under the Plan, an overview of the steps that The Senior Director of Academics, Managing Director of Student Services, Upper School Principal, Lower School Principal, and Dean of Students will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired unless they can demonstrate participation in an acceptable and comparable program within the last two years.

M. Ongoing Professional Development

1. The goal of professional development is to establish a common understanding of the tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O. The content of professional development will be informed by research and will include:
   (1) Developmentally appropriate strategies to prevent and respond to bullying;
   (2) Developmentally appropriate strategies for immediate, effective interventions to stop and respond to bullying incidents.
   (3) Information regarding the complex interaction and power differential that can take place between and among respondents, targets, and witnesses to the bullying;
   (4) Research findings on bullying including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment.
   (5) Information on the incidence and nature of cyberbullying; and
   (6) Internet and electronic device safety as they relate to cyberbullying.

2. Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development. Additional areas identified by the school for professional development may include:
   (1) Promoting and modeling the use of respectful language;
   (2) Fostering an understanding of and respect for diversity and difference;

(3) Building relationships and communicating with families;
(4) Managing classroom behaviors constructively;
(5) Using positive behavioral intervention strategies;
(6) Applying constructive disciplinary practices;
(7) Teaching students skills including positive communication, anger management, and empathy for others;
(8) Engaging students in school or classroom planning decision-making; and
(9) Maintaining safe and caring classrooms for all students.
(10) Written Notice to Staff
(a) SACS will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school personnel handbook and the code of conduct.

Academic and Non-academic Resources and Services

N. Evaluating Curriculum
1. The Senior Director of Academics, Managing Director of Student Services, Upper School Principal, Lower School Principal, and Dean of Students, with input from appropriate stakeholders, engages in regular review and assessment of the adequacy of current programs. This may include the following:
(1) Review of current policies and procedures;
(2) Review of available data on the prevalence and characteristics of bullying and behavioral incidents;
(3) Assessment of available resources, including curricula, training programs, and behavioral health services;
(4) Reading current and relevant articles and research on the best methodology to prevent and intervene to address bullying and cyberbullying:
(5) Research and review of “field-tested” and research-based anti-bullying curricula and instructional guides.
(6) Review of the Massachusetts Comprehensive Health and Wellness Curriculum Frameworks to provide a working curriculum context for anti-bullying curriculum and
(7) Assessments on initial and periodic needs, by surveying students, staff, parents, and guardians on school climate and school safety issues.

O. Identifying Resources
1. The Senior Director of Academics and/or designee, with input from appropriate stakeholders, will identify counseling and other service resources currently available to targets, respondents, and their families.
2. SACS will identify current staffing and programs that support creating a positive school environment by focusing on early interventions and intensive services. Recommendations of additional resources, supports, and/or action items will be made relative to any service gaps identified by the review process. Administrators, the Student Services Team, and other educators and support providers may participate in identifying resources and areas of need.

P. Specific Bullying Prevention Approaches
1. Bullying prevention curricula will be informed by current research that, among other things, emphasizes the following approaches:
(1) Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
(2) Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;

(3) Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
(4) Enhancing students' skills for engaging in healthy relationships and respectful communication and
(5) Engaging students in a safe, supportive school environment that respects diversity and difference.
(6) Initiatives will also teach students about the student-related sections of the Plan. SACS will review the Plan specifically as it relates to how students report instances of bullying at the beginning of each academic year.

Q. General Teaching Approaches that Support Bullying Prevention Efforts
1. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of the SACS bullying intervention and prevention initiatives:
(1) Setting clear expectations for students and establishing school and classroom routines;
(2) Creating safe school and classroom environments for all students, including, but not limited to, students with disabilities, lesbian, gay, bisexual, and transgender students, and students experiencing homelessness;
(3) Using appropriate and positive responses and reinforcement, even when students require discipline;
(4) Encouraging adults to develop positive relations with students;
(5) Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors.
(6) Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
(7) Using technology safely and
(8) Supporting students' interest and participation in nonacademic and extracurricular activities, particularly in their areas of strength.

Reporting and Responding to Bullying and Retaliation

R. General Guidelines for Reporting and Responding
1. All SACS employees will utilize the following guidelines in dealing with reported or observed bullying or retaliation situations:
2. Staff will not ignore bullying. Respondents count on adults to ignore bullying behaviors, and this allows them to continue bullying activities.
3. Staff will intervene immediately.
4. Staff will separate alleged Respondent(s) and target(s). Staff will remain neutral and calm in dealing with alleged bullying situations. The tone that staff take with students during the investigation can affect their ability to defuse the bullying.
5. Staff will reassure the reporter(s) and target(s) that they have done the right thing by reporting.
6. Staff will make sure that target(s) and witness(es) know that they will be protected from retaliation.
7. Staff will seek to empower the Respondent(s) to change by reminding the Respondent(s) that they have the power to stop the bullying. We will teach strategies to assist respondent(s) to stop.
8. Staff will maintain confidentiality, but information on bullying must be reported to the Dean of Students.
9. Staff will be objective in note taking.
10. Staff will be timely.

S. Reporting Bullying or Retaliation
1. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing.

Staff members will report immediately to The Senior Director of Academics, Managing Director of Student Services, Upper School Principal, Lower School Principal, and Dean of Students any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents, guardians, or other individuals may be made anonymously, although no formal disciplinary action will be taken solely based on an anonymous report. SACS will make a variety of reporting resources available to the school community, including, but not limited to, a Bullying Incident Report Form (see Appendix A), a dedicated mailing address, and an email address.

2. Use of a Bullying Incident Report Form is not required as a condition of making a report. However, SACS will provide access to a Bullying Incident Report Form as follows:
   (1) Include a copy of the Bullying Incident Report Form in the beginning of the year packets for students and parents or guardians;
   (2) Make the form available in the main office of each school and other locations determined by the Executive Director and
   (3) Post the form on the SACS website.

3. The Bullying Incident Report Form will be made available in the most prevalent language(s) or origin of students and parents or guardians.

4. At the beginning of each school year, the Dean of Students will provide the school community, including staff, students, and parents and guardians with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the school building-level administrators (Executive Director, Senior Director of Academics, Managing Director of Student Services, Upper School Principal, Lower School Principal, and Dean of Students), will be incorporated in student and staff handbooks and in information about the Plan that is made available to parents or guardians.

5. Reporting by Staff
   (1) A staff member will report immediately to the Dean of Students or Assistant Dean of Students when one witnesses or becomes aware of conduct that may be bullying or retaliation. If the Dean of Students is the respondent, the report should immediately be made to the Executive Director. If the Executive Director is the respondent, the report should be made to the Chair of the SACS Board of Trustees. The requirement to report to the Dean of Students or Assistant Dean of Students does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or system policies and procedures for behavior management and discipline.

6. Reporting by Students, Parents, Guardians, and Others
   (1) SACS expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Dean of Students or Assistant Dean of Students. Reports may be made anonymously, but no disciplinary action will be taken against an alleged respondent solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report and discuss an incident of bullying with a staff member or with the Dean of Students or Assistant Dean of Students.
   (2) If the report is about a staff member, the same process is followed. The report may be made to the Senior Director of Academics, Managing Director of Student Services, Upper School Principal, Lower School Principal, or Executive Director as well. If the Executive Director is the respondent, the report should be made to the Chair of the SACS Board of Trustees.

T. Responding to a Report of Bullying or Retaliation

1. Safety
   (1) Before fully investigating the allegations of bullying or retaliation, the Dean of Students or Assistant Dean of Students will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the respondent in the classroom, at lunch, or on a transportation vehicle; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and respondent's access to the target. The Dean of Students or Assistant Dean of Students will take additional steps to promote safety during the course of and after the investigation, as necessary.
   (2) The Dean of Students or Assistant Dean of Students will implement appropriate strategies for protecting from bullying or retaliation a student who: has reported bullying or retaliation; has witnessed bullying or retaliation; provides information during an investigation; or has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others
   (1) Notice to Parents or Guardians
      (a) Upon completion of an investigation of a report of alleged bullying or retaliation, the parents of the respondent(s) and the target(s) will be informed of the results of the investigation, whether the allegations were found to be substantiated, whether a violation of SACS policy was found, and (to the extent consistent with federal and state law) whether disciplinary action has or will consistent with federal and state law) whether disciplinary action has or will be taken and whether or what steps will be taken to prevent retaliation or further actions of bullying.
   (2) Notice to Another School or District
      (a) If the reported incident involves students from more than one school district, charter school, nonpublic school, approved private special education day or residential school, or collaborative school, the Dean of Students or Assistant Dean of Students who was informed first of the incident will promptly notify by telephone the Dean of Students or Principal of the other school(s) of the incident so that each school may take appropriate action. All communication will be in accordance with state and Federal privacy laws and regulations and 603 CMR 49.00.

3. Notice to Law Enforcement
   (1) At any point after receiving a report of bullying or retaliation, including after an investigation, the Dean of Students or Assistant Dean of Students has a reasonable basis to believe that criminal charges may be pursued against the respondent, the Dean of Students or Assistant Dean of Students will notify the local law enforcement agency.
   (2) Notice will be consistent with the requirements of 603 CMR 49.00, SACS policy, and agreed-upon standard practice with the Salem Police Department. Also, if an incident occurs on school grounds and involves a former student under the age of 21, who is no longer enrolled in school, the Dean of Students or Assistant Dean of Students shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the respondent.

U. Investigation

1. Procedures for investigating reports of bullying and retaliation will be consistent with SACS policies and procedures for investigations. If necessary, the Dean of Students or Assistant Dean of Students will consult with legal counsel about the investigation. The Dean of Students or Assistant Dean of

Students will maintain a written record of the investigation, including preserving all email and text communication.

2. The Dean of Students or Assistant Dean of Students shall promptly investigate a report of bullying or retaliation, giving consideration to all the circumstances at hand, including guidelines for responding to a report of bullying or retaliation. The guidelines will be adapted as necessary to respond appropriately to the report.
3. Pre-investigation
   (1) Even before fully investigating allegations of bullying or retaliation, SACS personnel will consider whether there is a need to take immediate steps to support the alleged target and/or protect the alleged target from further potential incidents of concern (See Section C (1) above). In taking any such action, however, the rights of both the alleged target and the alleged respondent will be considered.

V. Interviews
1. Once the allegations of the target are established, the investigator will gather other evidence, which often involves interviews of the alleged respondent and/or other witnesses. The investigator will remind the alleged respondent and witnesses about the importance of the investigation, the obligation to be truthful, and that retaliation against persons whom they believe might have reported the incidents or cooperated with the investigation is strictly prohibited and will result in disciplinary action.
2. Interviews may be conducted by the Dean of Students, the Assistant Dean of Students or their designee(s), and in consultation with the school counselor or school psychologist, as appropriate. To the extent practicable and given their obligation to investigate and address the matter, the Dean of Students or designee will maintain confidentiality during the investigative process. The Dean of Students or designee will maintain a written record of the investigation, including information detailing the investigation steps, findings, basis, and response. The records of the investigation will be maintained in accordance with federal and state privacy laws, including the Family Educational Rights and Privacy Act ("FERPA"), 603 CMR 23.00, and 603 CMR 49.00. If necessary, the principal or designee will consult with legal counsel about the investigation.

W. Determination(s)
1. The Dean of Students or Assistant Dean of Students will make a determination based on all the facts and circumstances. If, after an investigation, bullying or retaliation is substantiated, the Dean of Students or Assistant Dean of Students will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted from participating in school or benefiting from school activities. The Dean of Students or Assistant Dean of Students will:
   (1) Determine what remedial action is required, if any, and
   (2) Determine what responsive action and/or disciplinary action is necessary.
   (3) The Dean of Students or Assistant Dean of Students will promptly inform the parents or guardians of both respondent(s) and target(s) of the results of the investigation, consistent with applicable state and Federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Dean of Students or Assistant Dean of Students cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of to report violations. In addition, the Dean of Students or Assistant Dean of Students may consult with appropriate staff to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

(4) The Dean of Students/ or the Assistant Dean of Students shall inform the parent or guardian of the target about DESE's Problem Resolution System and the process for accessing that system, regardless of the outcome of the bullying determination. See Section VIII.
(5) The Dean of Students or the Assistant Dean of Students shall maintain a file of all reports of bullying and retaliation, along with the appropriate investigative materials.
(6) The SACS Student Handbook describes the due process appeals policy guaranteed to all students.

X. Responses to Bullying
1. Teaching Appropriate Behavior Through Skills Building
(1) Upon the Dean of Students or Assistant Dean of Students determining that bullying or retaliation has occurred, he/she will use a range of responses that balance the need for accountability with the need to teach appropriate behavior (M.G.L. c. 71, § 37037O(d)(v)). Skill-building approaches that the Dean of Students or Assistant Dean of Students may consider include:
(a) Providing relevant educational activities for individual students or groups of students in consultation with counselors and other appropriate school personnel;
(b) Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
(c) Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills-building activities at home; and
(d) Adopting behavioral plans to include a focus on developing specific social skills.

2. Taking Disciplinary Action
(1) If the Dean of Students or Assistant Dean of Students decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Dean of Students or Assistant Dean of Students, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the plan and with the school code of conduct. Discipline procedures for students with disabilities are governed by the Federal Individuals with Disabilities Education Improvement Act, which will be considered in conjunction with state laws regarding student discipline.
(2) If the Dean of Students or Assistant Dean of Students determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action or equivalent to that for acts of bullying or retaliation.

3. Promoting Safety for the Target and Others
(1) The Dean of Students or Assistant Dean of Students will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. Specific examples of responses to promote safety are included in "Policies and Procedures for Reporting and Responding to Bullying and Retaliation,' Section C1.
(2) Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Dean of Students or Assistant Dean of Students will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Dean of Students or Assistant Dean of Students will work with appropriate staff to implement them immediately.

Y. Responding to a Report of Bullying by SACS Staff
1. SACS recognizes that in some situations an instance of bullying could be reported where the respondent is a staff member. In such events, SACS will ensure the situation is properly investigated and that all of the witnesses can speak truthfully without fear of consequences.

Retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action, up to and including termination of employment. In the event that there is a situation where a student or staff member reports an incident of bullying by a staff member, then the investigation procedures listed above will apply. Additional safety measures may be appropriate where the respondent is a staff member and the alleged target is a student due to the power differential between staff and students.

2. The Executive Director or designee will conduct a thorough investigation and can rely on the support of the Managing Director of Operations and HR for guidance on potential action steps related to an individual's performance or employment. With the support of the Managing Director of Operations and HR, the individual in charge of investigating will communicate action steps with students, staff and families as is legally permissible.

Collaboration with Families

Z. Parent Education and Resources
   1. SACS, in collaboration with the School Family Community team (SFC), Special Education Parent Advisory Council (PAC), and others, will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by each school.

AA. Notification Requirements
   1. Each year, the Dean of Students or Assistant Dean of Students will notify parents and guardians of enrolled students about the bullying prevention and intervention curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. SACS will send parents and guardians written notice each year about the student-related sections of the Plan and the school's Internet safety policy.
   2. All notices and information will be made available in the language(s) most prevalent among parents and guardians. The school system will post the Plan and related information on its website.

Relationship with Other Laws

BB. Consistent with state and Federal laws and the policies of SACS, SACS does not discriminate on the basis of race, color, sex, religion, national origin, creed, gender identity, ethnicity, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in English language or a foreign language, prior academic achievement, or sexual orientation. Nothing in the Plan prevents SACS from taking action to remediate discrimination or harassment based on a personal membership in a legally protected category under local, state, or Federal law, or SACS policies. All students are afforded the same protection under the Plan regardless of their status under the law.

CC. In addition, nothing in the Plan is designed or intended to limit the authority of the school. SACS to take disciplinary action or other action under M.G.L. c 71, §§ 37H or 37H1/2, other applicable laws in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Problem Resolution System

DD. Chapter 86 of the Acts of 2014 amended Section 37O of Chapter 71 of the General Laws to include (g) (v): The Plan shall inform parents or guardians of the target about DESE's Problem Resolution System ("PRS") and the process for seeking assistance or filing a claim through the PRS. This information will be made available in both hard copy and electronic formats.

EE. Any parent wishing to file a claim/concern or seeking assistance outside of the SACS may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That

information can be found at: http://www.doe.mass.edu/pqa,http://www.doe.mass.edu/prs, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available in the Executive Director's office.

BULLYING AND RETALIATION INCIDENT REPORTING FORM