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2016 - 2017  
Student Handbook

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All staff contact information is listed on the Salem Academy Website  
[SalemAcademyCS.org/about/faculty-staff/](http://SalemAcademyCS.org/about/faculty-staff/)

## **Notice of Nondiscrimination**

Salem Academy Charter School does not discriminate on the basis of race, color, national origin, ethnicity, creed, sex, sexual orientation, gender identity, marital status, mental or physical disability, political belief or affiliation, age, ancestry, athletic performance, special need, veteran status, genetic information, proficiency in the English language, prior academic achievement, 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 Grievance Procedures

Regarding Discrimination: Sean O'Neil, Executive Director

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This Student Handbook is subject to change throughout the 2016 - 2017 Academic Year

# Introduction

Salem Academy Charter School began in 2002 as a collection of Salem residents—parents, teachers, business leaders, civic leaders, and educational experts—dedicated to solving the challenge of providing high quality educational options to Salem’s diverse middle and high school population. This volunteer founding group was drawn together by a shared commitment to education and a belief that students are best prepared for their futures—both academically and socially—through a rigorous educational program that stresses the importance of community and allows students to apply their learning in context. In February of 2003, the group was awarded a five-year charter by the Commonwealth of Massachusetts and took the next eighteen months to plan and prepare for the opening of the school. Salem Academy opened its doors officially in September 2004 to its first group of 88 sixth- and seventh-grade students. In August 2008, Salem Academy completed its final stage of expansion to serve 300 students and their families in grades six through twelve. In February 2009, the Commonwealth of Massachusetts renewed Salem Academy’s charter for another five years, July 1, 2009 – June 30, 2014. It was during the second renewal period that it was decided to increase enrollment to 372 students. In February of 2014, again the Commonwealth of Massachusetts renewed Salem Academy’s charter for another five years, July 1, 2014—June 30, 2019.

## Philosophy & Mission

### 1. School Mission

The Salem Academy Charter School is a small, independent public school designed to educate the city of Salem’s diverse student population in grades six through twelve. Through a unique integration of college preparatory classes with service to the community, we graduate informed, articulate and proactive individuals of strong character.

Salem Academy Charter School does not discriminate on the basis of race, color, national origin, sex, disability, religion, sexual orientation, or homelessness. All students have equal access to the full range of all educational programs offered by the school.

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 hypothesis 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**

# School Norms

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 central component of Salem Academy's mission is service learning. Our educational design is grounded in a research-based model that integrates rigorous academic learning with service work. Service learning, by definition, 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 and beyond. The school collaborates with civic organizations in order to facilitate these experiences. Thus, students gain opportunities to apply their learning to real-life contexts and the community profits from increased services. The service learning component of our curriculum is guided by three general goals: to promote students' academic success by granting them opportunities to apply their learning to the real-life context of their community; to train students to serve as civic participants and community leaders both today and in the future; and to add resources and capacity to the betterment of Salem's historical, cultural, and natural resources.

## 5. Contract of 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. As such, Salem Academy asks students, families and staff to sign a Contract of Shared Responsibilities. By signing this contract, each member of the Salem Academy community affirms their active support of the school's mission as well as the academic and social foundations on which it is built.



## Contract of Shared Responsibility

The success of Salem Academy depends upon the commitment of all members of our community to work toward the school's mission. As such, students, families, and staff are asked to sign the Contract of Shared Responsibility. By signing this contract, each one of us recognizes the importance of our active support of the school's mission as well as the academic and social foundations on which it is built.

*Mission: Through a unique integration of college-preparatory classes with service to the community, Salem Academy graduates informed, articulate and proactive individuals of strong character.*

<i>Academics</i>	<i>Service Learning</i>	<i>School Norms</i>
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 <b>informed</b> - having mastered fundamental skills and information, <b>articulate</b> - able to conceptualize and communicate their understandings, and <b>proactive</b> - 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 <b>REACH</b> – act in a <b>R</b> esponsible, <b>E</b> mpathetic, <b>A</b> ssertive, <b>C</b> ooperative, and <b>H</b> 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.

I, the undersigned, recognize the value of Salem Academy's mission and approach to academic and social development. I commit to actively support this mission and the foundations upon which is built.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Family Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Staff Member Signature

\_\_\_\_\_  
Date

# Program

## 1. Introduction

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.

## 2. Grade Groupings: Forms

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

<i>First Form</i>	6 <sup>th</sup> grade
<i>Second Form</i>	7 <sup>th</sup> and 8 <sup>th</sup> grades
<i>Third Form</i>	9 <sup>th</sup> and 10 <sup>th</sup> grades
<i>Final Form</i>	11 <sup>th</sup> and 12 <sup>th</sup> grades

Students in the Lower School, grade 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 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.

## 3. Academic Year

Salem Academy has an extended-year schedule that includes 195 days beginning before Labor Day and finishing in July 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 15 calendar days (or three weeks) 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 long summer months with skills, information and the routines of the school.

*Note that on the days during the school year where all students are dismissed at 12:00 p.m., there will be no after-school activities.*

## Important Dates

- 8/11 - 8/16 - New Staff Orientation
- 8/17 - 8/22 - Full Staff Summer Institute
- 8/23 - Student and Parent Orientation\*
- \*All 6 and 9th Graders; NEW 7 and 8th Graders
- 8/24 - First Day of Classes
- 9/2 - Half Day, 12 pm Dismissal
- 9/5 - No School - Labor Day
- 9/30 - Half Day Professional, 12 pm Dismissal
- 10/10 - No School - Columbus Day
- 10/28 - Half Day Professional, 12 pm Dismissal
- 11/11- No School - Veterans' Day
- 11/23 - Half Day, 12 pm Dismissal
- 11/24 - 11/25 Thanksgiving Break
- 12/9 - Half Day Professional, 12 pm Dismissal
- 12/19 - 12/30 - Winter Break
- 1/2 - No School - New Year's Day Observed
- 1/3 - No School - Professional Day
- 1/4 - Classes Resume
- 1/16 - No School - Martin Luther King, Jr. Day
- 1/18 - 1/20 - Upper School Midterm Exams
- 1/25 - No Upper School Classes
- 1/27 - No Lower School Classes
- 2/20 - 2/24 - February Break
- 3/10 - Half Day Professional, 12 pm Dismissal
- 3/21 - 3/23 Grade 10 ELA MCAS
- 4/14 - Half Day, 12 pm Dismissal
- 4/17 - 4/21 - April Break
- 5/16 - 5/17 Grade 10 Math MCAS
- 5/18 - Grade 8 Science MCAS
- 5/19 - Half Day Professional, 12 pm Dismissal
- 5/29 - No School - Memorial Day
- 6/16 - Upper School Graduation
- 6/22 - 6/23, 6/26 - Upper School Final Exams
- 6/30 - Last Day of School, 12 pm Dismissal

## 4. 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 Projects. 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 day “service labs” that are spaced over the course of the year. Students benefit from Reading Periods in the Lower School and Upper School prior to midterm and final exams. Reading Periods are dedicated to review and assessment of previously learned material.

## **5. Academic Core**

Academic Core classes fall into five subject areas: English language arts, history and social studies, science, mathematics and language. 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, and mathematics. English and mathematics classes meet for 77 minute blocks each day (on Fridays for 46 minutes). Extended classes allow students time to master basic literacy and numeracy skills, prepare for MCAS assessments, and go in depth into topics of interests and need so that all students are challenged at their performance level. Students are placed in mathematics classes based on performance and grade level. English placement is determined by reading performance. Students who need structured reading support are placed in English language arts classes with support built into them through the language program. History and science classes meet for approximately 55 minutes each day. Students in the Lower School take introductory Spanish classes, English learning support classes, or structured academic support classes called Learning Center. Placement in Spanish classes is determined by student academic performance and language needs.

Students in Third and Final Forms take classes in each of the five Academic Core subjects. They have the opportunity to enroll in honors and/or Advanced Placement courses or to take college preparatory level courses. All of the 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. Students are placed in mathematics courses based on their performance and levels.

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

## **6. Reading Period**

Reading Period is named for the tradition at rigorous universities of affording students time between classes and at the end of the term to “read” in preparation for their exams or final papers. At the university level, this time is used for independent work and reflection.

Students in Third and Final forms use this time for structured review of course material and demonstration of knowledge. Reading period falls directly prior to midterm and final exams. In the Lower School, teachers use this period at the end of each quarter to review coursework, review student performance and determine individual and full-class needs.

## 7. Service Projects

A central component of Salem Academy's mission is service learning. Service learning provides an opportunity for students to apply their academic learning to fieldwork in service to Salem and the greater community. The school collaborates with civic organizations in order to facilitate these experiences.

The service learning component of our curriculum is guided by three general goals: to promote students' academic success by granting them opportunities to apply their learning to real-life context of their community; to train to serve as civic participants and community leaders both today and in the future; and to add resources and capacity to the betterment of Salem's (as well as the greater community's) historical, cultural, and natural resources.

### **First Form** (see Appendix A on page 55 for Form definitions)

In the First Form, all incoming students begin the year with a project called "What is service?" which orients them to service learning at Salem Academy. They learn what service is, how they can be of service, and about different types of service. The students learn about Salem Academy's Five Step Process so that they are able to apply this framework in later projects. In First Form, projects address a particular area of need. Teachers elect a general topic and facilitate students in identifying a specific project and implementing it through the Five Step Process. Teachers identify 3 to 5 academic benchmarks to highlight from grade-level coursework or related to grade-level coursework which support the group's service. These are in addition to common service learning benchmarks.

### **Second Form**

In the Second Form, the primary goal of service learning is to integrate academics with service in the community. Each grade level team of teachers decides on one guiding question or theme and one or two essential benchmarks from each subject area on which to focus service learning activities. The team also decides on the portfolio contents (e.g. five paragraph essay, data table/graph/analysis, experiment and results, research summary) that will be used to demonstrate benchmark proficiency. The general theme is integrated into all academics classes. The essential benchmarks are taught in classes and subsequently applied in service learning activities.

During the first quarter, students are prepared for service learning by reviewing what is service/service-learning and why it is important. They are provided with experiences (guest speakers, direct service, etc.) related to the theme or guiding question with the purpose of identifying possible issues to be addressed by service learning activities (identify, research, reflect). Teachers determine the evidence of essential benchmarks proficiency (e.g. criteria, rubric, models/samples) and teach the essential benchmarks in their academic classes.

During the second and third quarter, based in issues identified during the first quarter, students engage in service learning activities (research, plan, act, reflect) that help to develop and to demonstrate proficiency with the essential benchmarks and provide meaningful service to the community. Students compile their evidence and their relationship to society.

### **Third Form**

As students get older, the primary goal of service learning is to integrate academics with service in the community. In Third Form (grades 9 and 10), students select from short course (one quarter in length) offerings on issues in the community (e.g., nutrition, literacy) and engage in an intensive study of each issue, practicing the research, writing and planning skills that they will need for their Final Form thesis and project. Teachers work independently to craft short courses for students.

### **Final Form**

In final form, the primary focus of service learning is to apply academic skills and knowledge students have learned at Salem Academy to successfully complete an independent service learning project. With help from faculty advisors over the two years of Final Form, each student independently will identify a community issue, research the issue, create and carry out a plan that will provide service to address the issue and, finally, reflect on the project and the impact it made.

### **Final Form- 11<sup>th</sup> graders**

Eleventh graders choose an area of focus for service. They apply the academic skills and the knowledge that they have learned at Salem Academy to research and write their Final Form Service Thesis. They write the thesis during the first half of the school year. In the third quarter of the year, they create their service plan for implementation over the course of the next year.

*See the Service Thesis Handbook for more information about the required elements of the Final Form Service Thesis.*

### **Final Form- 12<sup>th</sup> graders**

Seniors in Final Form follow up their research and planning in grade eleven with service in the community. Grade 12 students are expected to spend a prescribed number of hours engaged in service. Their service hours are logged with their faculty director and documented. Students must engage in direct or indirect service and advocacy and show leadership in serving for their cause.

*See the Service Thesis Handbook for more information about the required elements of the Senior Service Thesis.*

## **8. Academic Day**

The school day starts at 8:30 a.m. to accommodate adolescents' need for additional hours of sleep, and lasts until 4:00 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 six-period day that begins with Connections block (described below) and includes a lunch break. First and Second Forms also have a recess break. Students take an elective, called Choice Block (described below) that meets during one of the six periods of the day. On Fridays, academic core classes are shortened and the school day ends at 2 p.m. Once a week, all students attend Community Meeting where they come together with their peers and staff for recognitions, discussions, announcements, and presentations.

# Salem Academy Daily Schedule

## Upper School

Monday – Thursday Schedule

Period	Start	Duration	End
1	8:30 AM	0:56	9:26 AM
32	9:30 AM	0:56	10:26 AM
	10:30 AM	0:56	11:26 AM
4	11:30 AM	0:56	12:26 PM
Lunch	12:30 PM	0:20	12:50 PM
5	12:54 PM	0:56	1:50 PM
6	1:54 PM	0:56	2:50 PM
C	2:54 PM	0:12	3:06 PM
Support Blk	3:10 PM	0:50	4:00 PM

US Choice Block:  
9/10 - Period 6  
11/12 - Period 4

Friday Schedule

Period	Start	Duration	End
C	8:30 AM	0:17	8:47 AM
1	8:49 AM	0:46	9:35 AM
2	9:37 AM	0:46	10:23 AM
4	10:25 AM	0:46	11:11 AM
3	11:13 AM	0:46	11:59 AM
Lunch A*	12:01 PM	0:20	12:21 PM
6A*	12:23 PM	0:46	1:09 PM
6B**	12:01 PM	0:46	12:47 PM
Lunch B**	12:49 PM	0:20	1:09 PM
J	1:11 PM	0:49	2:00 PM

\*\*Grades 9/10

\*Grades 11/12

## Lower School

Monday – Thursday Schedule

Period	Start	Duration	End
C	8:30 AM	0:10	8:40 AM
1	8:43 AM	1:17	10:00 AM
2	10:03 AM	0:55	10:58 AM
Lunch A	11:01 AM	0:20	11:21 AM
3A	11:24 AM	1:17	12:41 PM
Lunch B	11:23 AM	0:20	11:43 AM
3B	11:47 AM	1:17	12:41 PM
4	12:44 PM	0:55	1:39 PM
5	1:42 PM	1:17	2:59 PM
6	3:02 AM	0:58	4:00 PM

Friday Schedule

Period	Start	Duration	End
C	8:30 AM	0:17	8:47 AM
1	8:49 AM	0:46	9:35 AM
2	9:37 AM	0:46	10:23 AM
3	10:25 AM	0:46	11:11 AM
Lunch A	11:13 AM	0:20	11:33 AM
4A	11:35 AM	0:46	12:21 PM
4B	11:13 AM	0:46	11:59 PM
Lunch B	12:01 PM	0:20	12:21 PM
5	12:23 PM	0:46	1:09 PM
6	1:11 PM	0:49	2:00 PM

LS Choice Block:

6 – Period 6  
7 – Period 4  
8 – Period 2

LS Recess (M-Th)

Period 1 9:38 – 10:00  
Period 3 11:00 – 11:22  
Period 5 2:37 – 2:59

## **Support Block**

Salem Academy introduced Bonus Block (now called Support Block) classes for Upper School students in the 2010- 2011 school year. These classes are designed to meet the needs of our students within Salem Academy's extended school day. Support Blocks provide dedicated time during the school day for tutoring, Advanced Placement courses, service learning, quiet study time, and other student support services.



## Schedule

### Salem Academy Daily Schedule 2015-2016 Upper School

Monday – Thursday Schedule

Period	Start	Duration	End
<b>C</b>	8:30 AM	0:10	8:40 AM
<b>1</b>	8:43 AM	1:17	10:00 AM
<b>2</b>	10:03 AM	0:55	10:58 AM
<b>3</b>	11:01 AM	1:17	12:18 PM
<b>Lunch</b>	12:21 PM	0:20	12:41 PM
<b>4</b>	12:44 PM	0:55	1:39 PM
<b>5</b>	1:42 PM	1:17	2:59 PM
<b>6</b>	3:02 PM	0:58	4:00 PM

Friday Schedule

Period	Start	Duration	End
<b>C</b>	8:30 AM	0:17	8:47 AM
<b>1</b>	8:49 AM	0:46	9:35 AM
<b>2</b>	9:37 AM	0:46	10:23 AM
<b>3</b>	10:25 AM	0:46	11:11 AM
<b>4</b>	11:13 AM	0:46	11:59 AM
<b>Lunch A*</b>	12:01 PM	0:20	12:21 PM
<b>5A*</b>	12:23 PM	0:46	1:09 PM
<b>5B**</b>	12:01 PM	0:46	12:47 PM
<b>Lunch B**</b>	12:49 PM	0:20	1:09 PM
<b>6</b>	1:11 PM	0:49	2:00 PM

\*\*Grades 9/10

\*Grades 11/12

### Lower School

Monday – Thursday Schedule

Period	Start	Duration	End
<b>C</b>	8:30 AM	0:10	8:40 AM
<b>1</b>	8:43 AM	1:17	10:00 AM
<b>2</b>	10:03 AM	0:55	10:58 AM
<b>Lunch A</b>	11:01 AM	0:20	11:21 AM
<b>3A</b>	11:24 AM	1:17	12:41 PM
<b>Lunch B</b>	11:23 AM	0:20	11:43 AM
<b>3B</b>	11:47 AM	1:17	12:41 PM
<b>4</b>	12:44 PM	0:55	1:39 PM
<b>5</b>	1:42 PM	1:17	2:59 PM
<b>6</b>	3:02 AM	0:58	4:00 PM

Friday Schedule

Period	Start	Duration	End
<b>C</b>	8:30 AM	0:17	8:47 AM
<b>1</b>	8:49 AM	0:46	9:35 AM
<b>2</b>	9:37 AM	0:46	10:23 AM
<b>3</b>	10:25 AM	0:46	11:11 AM
<b>Lunch A</b>	11:13 AM	0:20	11:33 AM
<b>4A</b>	11:35 AM	0:46	12:21 PM
<b>4B</b>	11:13 AM	0:46	11:59 PM
<b>Lunch B</b>	12:01 PM	0:20	12:21 PM
<b>5</b>	12:23 PM	0:46	1:09 PM
<b>6</b>	1:11 PM	0:49	2:00 PM

US Bonus Block Class:  
Tuesday – Period 1  
Wednesday – Period 3  
Thursday – Period 5

US Choice Block:  
9/10 – Period 3  
11/12 – Period 5

LS Choice Block:  
6 – Period 6  
7 – Period 4  
8 – Period 2

LS Recess (M-Th)  
Period 1 9:38 – 10:00  
Period 3 11:00 – 11:22  
Period 5 2:37 – 2:59

Support Block meets four times a week during Salem Academy's last block of the day. These classes are each 50 minutes.

## Programming

During Bonus Block, Salem Academy offers various supports for students. Groupings for these supports is based on enrollment in a given course (e.g., Algebra, Advanced Placement courses), grade level (e.g., service learning, Grade 9 Seminar), or by need (e.g. tutoring, counseling).

- Tutoring- Each Upper School teacher provides tutoring during four periods each week. Upper School dedicates at least 50 minutes to tutoring during the school day. Tutoring groups are determined by need based on students' class performance and background knowledge. Students will not receive tutoring based solely on their class grades. Teachers or students may feel that tutoring is necessary even with a passing grade. Conversely, quiet study may support certain students with non-passing grades better than tutoring. Tutoring groups are flexible and will change throughout the year.
- Advanced Placement Courses- These classes will meet periodically during support block for extra study sessions.
- First quarter Grade Nine Seminar- Occasionally a seminar will be run in one of the 50 minute blocks. This is dedicated to supporting grade 9 students in their transition from middle to high school. The seminar focuses on improving students' ability to learn, think and communicate.
- Support Services- Support Block provides time during the day for our school-based and outside support team to develop students' skills through direct services in reading, speech/language, counseling, meeting IEP goals, etc.
- Academic Prep- Support Block provides time for students to have extended, quiet, support study time within the school day if they are not being supported through the other programming offered during Support Block.

## **9. Connections**

Connections provides a daily opportunity for teachers and students to begin to establish trusting relationships while exploring issues related to social attitudes and behavior. Each day, students meet in groups with the same faculty member. This provides a daily 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.

Connections Block allows for time to discuss pertinent issues relating to individuals, the school, or the community. In addition, 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.

## **10. 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. Students select Choice Block options each semester/quarter in Physical Education and Health (e.g. dance and nutrition), Fine Arts (e.g. art and music). Salem Academy students are required to take different choice block classes throughout the year. Lower School and Upper School students take four. First and Second Form students take art, physical education, and music each year. Second Form students are also required to take health each year. For Third and Final Form distribution requirements, please see the Graduation Requirements attached.

## 11. Extensions Block

The school is committed to providing opportunities for enrichment to students when classes are not in session in order to ensure the safety of our students and to offer additional learning experiences. To this end, the school offers activities for students both on and off-campus, run by outside organizations or contracted staff. Students are only required to participate in these programs when their parents/guardians sign them up for such activities.

- A. After-School Extensions: School ends at 4:00 p.m. each day and Extensions activities are available until 5:30 pm. These activities may include clubs, sports, music programs, drama productions, art classes, or other offerings. The Learning Common is available to Upper School students for computer use or homework from 4:00 – 5:30. Note that families are required to pick their children up from school no later than 5:30 p.m. each day.
- B. Required After-School Extensions: Salem Academy requires tutoring during after-school Extensions for Lower School students who are not meeting grade level performance standards. Parents will be notified at the beginning and midpoint of each semester/quarter if/when their child is required to attend tutoring. Academic tutoring takes place once per week in each core academic class from 4:15 – 5:00.

Additionally, after-school Extensions includes Homework Center for students who have not completed all homework assignments each day and detention for students who have received a consequence for not following the behavioral expectations outlined by Salem Academy (see Section IV for further details). In both cases, parents will be notified by telephone that the student is required to attend Homework Center and/or detention. Homework Center and detention are held each day after school from 4:05 – 5:00 p.m. Please note that the order of priority for each of these required after-school extensions activities is mandatory tutoring first, followed by Homework Center and detention. Should a student be asked to attend tutoring and Homework Center and/or detention, then the student should attend tutoring on that day and then serve, Homework Center and/or detention on the following day/s.

## 12. 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) 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 “knowledgeable” 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 s/he has already learned, simply because s/he 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.

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

### **13. 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.

## **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 every one 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 wellbeing 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.

### **3. 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 95% across all of their classes, with no single grade beneath a 90%. 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.

##### **Significant Academic Achievement**

Those students who achieve an average of 90% across classes, with no classes below an 80%, earn a Significant Academic Achievement Award at the end of the year.

##### **Academic Achievement**

Those students who earn a minimum of an 80% across classes, with no classes below a 70%, earn an Academic Achievement 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

##### **Connections Block**

Connections Block is the first environment that students are in most days of the week. Connections has a twofold purpose: to support students in achieving academic success, and to facilitate the building of relationships within each Connection group and the school as a whole. We support all of our students by making sure that students are prepared for the day, reflecting on students' academic progress, and helping



students plan and prepare for college. We ensure that all of our students feel connected to their peers and school community by engaging them in team building activities and meaningful discussion.

### **Dress Code**

Salem Academy's dress code is intended to set a standard of neat, professional-looking, and appropriate dress for a school with high expectations where students should learn to present themselves responsibly.

#### Try this on:

- No blue jeans, pajamas, sweatpants, or athletic pants
- No outerwear inside the building (i.e. raincoats, windbreakers, and bulky winter jackets)
- No head coverings (unless for a religious reason or medical reason)
- Form-fitting garments such as spandex or leggings may only be worn under another layer of clothing which falls into the dress code
- All clothing must be appropriate in fit (too loose, too tight, and or skin exposure) and appearance (no camouflage, no large text/graphics on garments bigger than a few inches)
- No athletic sandals or flip flops

Connections: students must be in dress code before leaving Connections room.

*Clarification regarding clothing can be obtained prior to wearing it to school by Salem Academy administrators. Students in violation of this policy will be subject to disciplinary action determined by Salem Academy staff.*

### **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. Along the way to helping 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 First Form 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. At the end of the day, students submit their REACH Tickets to their Connections teacher who keeps track of the daily and weekly totals. Students who receive REACH Tickets may earn individual rewards within their Connections groups. Every two weeks, each form will count their collective REACH Tickets. Forms that earn a sufficient number of REACH Tickets will be eligible for certain rewards.

#### **Classroom Merits**

Each academic core teacher also has a class-specific merits system. Although they vary by class, all merits systems are designed to formally recognize positive academic behavior and to encourage all students to strive for excellence. Classroom merits are given as a way to acknowledge student accomplishments, both big and small. Students who earn classroom merits may be eligible to earn special privileges.

## **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.

## **Perfect Attendance Awards**

This recognition is given to students with perfect attendance during a quarter. Students must be present and on time each day during the quarter to receive this award. A special honor will be given to those students who maintain perfect attendance for all three quarters.

## **Academic Awards**

At the end of each quarters, and at the end of the year, students who demonstrated exceptional academic success are officially recognized during our Community Meeting. Students who earn an average of 80% and above, and 90% and above, receive Salem Academy certificates. Students who finish the year with an average of 95% and above are invited to a special recognition brunch attended by their families and teachers.

## **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 up to two representatives elected from each 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, and may not have committed any major infractions, as defined in the Code of Conduct.

## **5. Attendance Policy**

Attendance is vital for student learning. For this reason, Salem Academy encourages families to ensure that students are in school every day unless an illness, emergency or religious observation interferes. Students may miss no more than 15 days each year. Parents will be notified in writing if a student misses more than an average of 5 days each term. A student may not receive credit for courses if s/he misses more than 15 days in one year. Students are also expected to arrive to school on time every day. Three times tardy will be recorded as the equivalent of one day of absence from school.

### **A. Early Dismissal**

If a student needs to be dismissed before the end of the school day, s/he must have a signed note from his/her guardian and s/he must sign out with the Administrative Coordinator.

## **B. Excused Absences and Tardiness**

On days when a student is absent due to illness, emergency, or religious observance, parents and guardians are asked to notify the school's Administrative Coordinator 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 multiple days due to illness, parents should send a note from the child's doctor to school. Teachers will work with students on any make-up work that is required when the absence is due to an unforeseen event (such as an illness or emergency). When the absence is due to a planned event, it is incumbent upon students to request permission in advance and complete any work they may miss.

## **C. Unexcused Absences and Tardiness**

In the event that a student who has not been excused by his/her parent does not arrive at school on time, the family will be contacted. In such cases, the student will be responsible for after-school time and making up any missed assignments. Salem Academy requests that there be no unnecessary absences of any kind from any part of the school program, especially just before or just after a regularly scheduled vacation. Parents are urged to coordinate trips with school vacations to avoid placing an unfair burden on their children and on the teachers; such absences are considered unexcused.

## **D. 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, and after giving birth 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. Discipline Policy and Procedures**

Salem Academy Charter School does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, 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: demerit, detention, loss of privileges, in-school suspension, modified in-school suspension/separation, out-of-school suspension and expulsion. Below are descriptions of various consequences.

## **Demerit**

Any time a student does not follow the school's policies or procedures, s/he may earn a demerit. Demerits are given for different reasons at different grade levels. For example, demerits can be given if a student comes to class late, is not prepared, or is disruptive. Demerits are not meant to be punitive or threatening. They are simple reminders that a student is not meeting some of the expectations outlined above. A student who earns three demerits in a class period or common space area on a given day will receive detention.

## **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 the Dean of Students, a call will be made home, 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 Dean of Students more than once in the same day, additional consequences may follow at the discretion of the Dean of Students.

## **Detention**

When a student accrues three demerits or chooses to breach more considerable behavioral expectations, the student will be assigned detention. For example, if one student is disrespectful to another or a staff member, or a student chooses to skip academic tutoring, then s/he is required to attend detention where s/he will complete a reflection assignment given to them. The student's family will be contacted every time s/he earns an after-school detention. **First/Second Form** students will serve detention during recess. First and Second Form students may also earn after-school detentions if their misbehavior is serious enough to warrant such a consequence. **Third/Final Form** students will serve detention after school from 4:05 – 5:00.

## **Friday Detention**

When a student chooses to breach even more considerable behavioral expectations, the student will be required to attend Friday detention from 2:05 – 4:00. For example, if a student earns more detentions that s/he can serve in a given week, then s/he is required to attend Friday detention where s/he will complete a reflection activity and then engage in service to the school and/or complete homework.

## **Behavior Contracts and Remedial Discipline Plans**

To assist students for whom standard interventions are determined to be unsuccessful, the administration will hold a meeting with the parents/guardians, student, teachers and counselor to develop a behavior contract. All reasonable effort 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. Parents/guardians, students, teachers and other involved parties will be asked to sign the contract.

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

## **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 s/he is stopping at his/her locker, a student may not be allowed to visit his/her locker between classes.

### **Modified In-School Suspension/Separation**

A student may be given a modified form of in-school suspension in order to provide said student with direct access to the curriculum and classroom teacher. In such cases, the school will report the suspension and the reasons for it to the student's parent or guardian. In this modified version of an in-school suspension, the student attends all Academic Core classes during the day but sits apart from fellow classmates. During Connections, Choice Block, 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 given. **Please note that school administrators may choose to consult with the Board of Trustees concerning further disciplinary action for students who receive five combined in-school and out-of-school suspensions in an academic year.**

### **In-School Suspension**

A student who receives an in-school suspension will remain in the building and will continue to have access to the curriculum, but will be isolated from classmates and peers. An in-school suspension may also result in natural consequences, such as cleaning graffiti, writing an apology or re-taking a test. A parent or guardian will be required to discuss the situation with an administrator before the student's re-admittance to class. A student will remain in in-school suspension until s/he shows that s/he can follow Salem Academy behavioral expectations. **Please note that school administrators may choose to consult with the Board of Trustees concerning further disciplinary action for students who receive five combined in-school and out-of-school suspensions in an academic year.**

### **Out-of-School Suspension**

A student may be removed immediately from the school if her or his continued presence poses either a danger to persons or property, or significantly disrupts the educational practices of the school. Students may be suspended as long as necessary to ensure that the conditions justifying the removal have been resolved. If a student is suspended, s/he must leave the building immediately with a parent or guardian and may not be permitted to return to school until a parent/guardian, school staff and the student have met together to discuss the issue which led to suspension. Students are expected to continue to engage in school work to the extent possible. The student's parents can come to the school to pick up work for their child. **Please note that school administrators may choose to consult with the Board of Trustees concerning further disciplinary action for students who receive five combined in-school and out-of-school suspensions in an academic year.**

### **Expulsion Policy**

A student may be removed immediately from the traditional school setting if her or his continued presence poses either a danger to persons or property, or significantly disrupts the educational practices of the school. MA Law (M.G.L. c. 71, §37H, §37H1/2,) states that the Head of School 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
- Being convicted of a felony

In addition, the Head of School has the authority to recommend the expulsion of students to the Board of Trustees for behavioral infractions including the following:

- Repeated and fundamental disregard of school policies and procedures
- Possession, use, or distribution of alcohol
- Assault (i.e. threatening assault, hitting, kicking, slapping, pushing) against fellow students or other non-educational personnel
- Theft or destruction (or attempted theft or destruction) of personal or school property including arson
- Harassment and violations of civil rights

## **Due Process for Disciplinary Removals and Services During Removals**

Student disciplinary offenses resulting in removal from the classroom (i.e., suspensions and expulsions) are subject to due process procedures, including notices, hearings, appeals, and educational services during removals. The following sections provide you with information about these rights.

Please note that students have the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense, at any and all hearings concerning student discipline. If you wish to bring an attorney to any hearing or meeting at the school, please inform Salem Academy Charter School immediately. If you fail to inform the school prior to bringing an attorney to a hearing, and Salem Academy attorney is not present, then Salem Academy will exercise its right to cancel and reschedule the meeting to ensure that its attorney can attend. This rescheduling may delay the hearing or meeting, and if so, your child's disciplinary removal will be extended until a decision is rendered following the rescheduled hearing or meeting. Salem Academy hereby notifies you that it may have its legal counsel present at any hearings and meetings involving student discipline.

### **A. NOTICE OF STUDENT AND PARENT RIGHTS UNDER G.L. c. 71 §37H**

This Notice of Student and Parent Rights applies to student misconduct that involves weapons, drugs, assault on school staff.

Specifically, any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife, may be subject to expulsion from the school by the Head of School. 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 Head of School. 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 or school district by the Head of School.

Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the principal. The Principal will provide written notice to the student of the charges and of the reasons and evidence for expulsion before the expulsion takes place. The Principal will also provide written notice to the student of the student's right to a hearing with the Principal before the expulsion takes effect, including date, time, and location of the hearing and that the student's parent or guardian shall be present at the hearing. At the hearing, the student may have representation at his or her own expense, along with the opportunity to present evidence and witnesses at said hearing before the principal. 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.

Any student who has been expelled from a school district 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 appeal. The Executive Director shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. The student has the right to counsel, at his or

her own expense, at a hearing before the Executive Director. 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.

Students who are expelled under §37H are entitled to receive educational services during the period of expulsion under Salem Academy's Education Service Plan, which is described below in Section D. If the student withdraws from the charter school and/or moves to another school district 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.

## **B. NOTICE OF RIGHTS UNDER G.L. c. 71 §37H½**

This Notice of Student and Parent Rights applies to student misconduct that involves student criminal or felony delinquency charges, findings, or admissions.

### **Expulsion Following Criminal or Felony Delinquency Complaint**

Upon the issuance of a criminal or felony delinquency complaint against a student, the Head of School of a school may expel such student if he or she determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student is entitled to receive written notification of the charges and the reasons for such expulsion prior to the expulsion taking effect. The student shall also receive written notification of his or her right to appeal and the process for appealing such expulsion; provided, however, that such expulsion shall remain in effect prior to any appeal hearing conducted by the Executive Director.

The student shall have the right to appeal the expulsion 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 suspension. The Executive Director shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, shall have the right to counsel, and shall have 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 Head of School, 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 Salem Academy with regard to the expulsion.

### **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 Head of School may expel said student if the Head of School 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 or her 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.

The student shall have the right to appeal the expulsion 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 expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, shall have the right to counsel, and shall have 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 in writing. 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 Salem Academy with regard to the expulsion.

Students who are expelled under §37H½ are entitled to receive educational services during the period of suspension or expulsion under Salem Academy's Education Service Plan, which is described below in Section D. If the student withdraws from the charter school and/or moves to another school district 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.

#### **D. SERVICES DURING REMOVALS AND SCHOOL-WIDE EDUCATION SERVICE PLAN**

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

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. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

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

If Salem Academy expels a student or suspends a student for more than 10 consecutive school days, Salem Academy is required to provide the student and the parent or guardian 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 or guardian, the school or school district shall facilitate and verify enrollment in the service.

### **Due Process for Disciplinary Removals and Services During Removals**

Student disciplinary offenses resulting in removal from the classroom (i.e., suspensions) are subject to due process procedures, including notices, hearings, appeals, and educational services during removals. The following sections provide you with information about these rights.

Please note that students have the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense, at any and all hearings concerning student discipline. If you wish to bring an attorney to any hearing or meeting at the school, please inform Salem Academy Charter School immediately. If you fail to inform the school prior to bringing an attorney to a hearing, and Salem Academy attorney is not present, then Salem Academy will exercise its right to cancel and reschedule the meeting to ensure that its attorney can attend. This rescheduling may delay the hearing or meeting, and if so, your child's disciplinary removal will be extended until a decision is rendered following the rescheduled hearing or meeting. Salem Academy hereby notifies you that it may have its legal counsel present at any hearings and meetings involving student discipline.

#### **A. NOTICE OF STUDENT AND PARENT RIGHTS UNDER G.L. c. 71 §37H**

This Notice of Student and Parent Rights applies to student misconduct that involves weapons, drugs, assault on school staff.



Specifically, any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife, 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 or school district by the principal.

Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the principal. At the hearing, the student may have representation at his or her own expense, along with the opportunity to present evidence and witnesses at said hearing before the principal. 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.

Any student who has been expelled from a school district 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 appeal. The student has the right to counsel, at his or her own expense, at a hearing before the Executive Director. 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.

Students who are suspended or expelled under §37H are entitled to receive educational services during the period of suspension or expulsion under Salem Academy's Education Service Plan, which is described below in Section D. If the student withdraws from the charter school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

#### **B. NOTICE OF RIGHTS UNDER G.L. c. 71 §37H½**

This Notice of Student and Parent Rights applies to student misconduct that involves student criminal or felony delinquency charges, findings, or admissions.

#### **Suspension Following Criminal or Felony Delinquency Complaint**

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

The student shall have the right to appeal the suspension 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 suspension. The Executive Director shall hold a hearing with the student and the student's parent within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The 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 Salem Academy with regard to the suspension.

### **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 of a school in which the student is enrolled may expel said student if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for 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.

The student shall have the right to appeal the expulsion 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 expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Executive Director shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The 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 Salem Academy with regard to the expulsion.

Students who are suspended or expelled under §37H½ are entitled to receive educational services during the period of suspension or expulsion under Salem Academy's Education Service Plan, which is described below in Section D. If the student withdraws from the charter school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

### **C. NOTICE OF STUDENT AND PARENT RIGHTS UNDER G.L. c. 71 §37H¾**

This section governs all student offenses that may be subject to short- or long-term suspensions that *do not* involve dangerous weapons, controlled substances, assault on school staff, felony or felony delinquency

charges, and/or felony delinquency findings or admissions, all of which are governed by G.L. C.71 §§37H and 37H½, as detailed above.

In every case of student misconduct for which suspension may be imposed, the principal is required to exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. The following document outlines student and parent rights when the principal is considering and/or decides to implement a removal from school as a consequence for student misconduct.

Students who are suspended under §37H¾ are entitled to receive educational services during the period of suspension or expulsion under Salem Academy’s Education Service Plan, which is described below in Section D. If the student withdraws from the charter school and/or moves to another school district during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district’s education service plan.

#### **Notice of Suspension and Hearing under §37H¾**

Unless the principal determines that an emergency removal is required (*see* Emergency Removals section below) or decides to implement an in-school suspension of ten or fewer consecutive days (and no more than 10 cumulative days per school year) (*see* In-School Suspension section below), the principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent with verbal and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

The principal is required to provide this verbal and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice must set forth the following information:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the principal, the student’s short and long term suspension hearing rights and the right to appeal the principal's decision to the Executive Director (*see* Hearing Rights section below).

The principal is required to make and document reasonable efforts to notify the parent verbally of the opportunity to attend the hearing. The principal is presumed to have made reasonable efforts, and therefore may conduct a hearing without the parent present, if the principal has sent written notice (by hand delivery,

first-class mail, certified mail, email, or any other method of delivery agreed to by the principal and parent) and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.

### **Emergency Removal**

A principal has the authority to remove a student from school temporarily when a student is charged with a disciplinary offense and the principal determines that the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal is required to notify the Executive Director immediately in writing of an emergency removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal is required to:

- (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, and the Hearing Rights outlined below;
- (b) Provide written notice to the student and parent;
- (c) Provide the student an opportunity for a hearing with the principal that complies with the rights outlined below in the Hearing Rights section, 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 principal, 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.

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

### **Hearing Rights**

#### ***Principal's Hearing under §37H¾: Short-term Suspension***

Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less.

The purpose of the hearing with the principal is for the principal to hear and consider information regarding the alleged incident; provide the student an opportunity to dispute the charges and explain the circumstances of the alleged incident; and determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal is required to discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and parent both shall have an opportunity to present and offer information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate. Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The principal is required to provide written notification to 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.

Please note that if the student is in grades pre-K through 3, the principal is required to send a copy of the written determination to the Executive Director and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

### ***Principal's Hearing under §37H<sup>3</sup>/<sub>4</sub>: Long-term Suspension***

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

The purpose of the long-term suspension hearing is the same as the purpose of a short-term suspension hearing. At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights during a long-term suspension hearing:

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;
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 principal, and to receive a copy of the audio recording 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.

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

Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal 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 any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;

2. Set out the key facts and conclusions reached by the principal;
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;
5. Inform the student of the right to appeal the principal's decision to the Executive Director or designee (only if the principal 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 Executive Director within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Executive Director an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
  - b) the long-term suspension will remain in effect unless and until the Executive Director decides to reverse the principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the Executive Director and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

### **Executive Director's Hearing under §37H<sup>3/4</sup>**

A student who is placed on long-term suspension following a hearing with the principal has the right to appeal the principal's decision to the Executive Director.

In order to appeal the principal's decision to impose a long-term suspension, the student or parent must file a notice of appeal with the Executive Director within five calendar days of the effective date of the long-term suspension (in the alternative, within five calendar days of the effective date of the long-term suspension the parent may request and receive from the Executive Director an extension of time for filing the written notice for up to seven additional calendar days). If the appeal is not timely filed, the Executive Director may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Executive Director 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 Executive Director shall grant the extension.

The Executive Director must make a good faith effort to include the parent in the hearing, and will be presumed to have made a good faith effort if he or she has attempted to find a day and time for the hearing that would allow the parent and Executive Director to participate. The Executive Director shall send written notice to the parent of the date, time, and location of the hearing.

The Executive Director will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. An audio recording of the hearing will be made, a copy of which shall be provided to the student or parent upon request.

The student and parent shall have all the rights afforded them at the principal's hearing for long-term suspension, as detailed above in the sections entitled Principal's Hearing under §37H¾: Short-term Suspension and Principal's Hearing under §37H¾: Long-term Suspension.

The Executive Director shall issue a written decision within five calendar days of the hearing. If the Executive Director determines that the student committed the disciplinary offense, the Executive Director may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The decision of the Executive Director shall be the final decision of the school.

### **In-School Suspension under §37H¾**

The principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The principal is required to inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal must inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

On the same day that the principal decides to impose an in-school suspension, the principal must make reasonable efforts to verbally notify the parent of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of verbally informing the parent of the in-school suspension.

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

### **Removal from Privileges and Extracurricular Activities**

The principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. A removal from privileges and/or extracurricular activities is not subject to the procedures set forth herein.

### **Education Services and Academic Progress under §37H¾**

Students serving an in-school suspension, short-term suspension, long-term suspension, or expulsion have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

Student who are expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide Education Service Plan.

#### **D. SERVICES DURING REMOVALS AND SCHOOL-WIDE EDUCATION SERVICE PLAN**

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

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. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

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

If Salem Academy expels a student or suspends a student for more than 10 consecutive school days, Salem Academy is required to provide the student and the parent or guardian 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 or guardian, the school or school district shall facilitate and verify enrollment in the service.

## **8. 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.

The district (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. District 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.

## **9. Long-Term Consequences for Students with Special Needs**

All students are expected to follow Salem Academy's Code of Conduct unless otherwise determined by the Team and written in the student's Individual Education Plan.

In the case of a student with a disability, a suspension of more than 10 days (or a suspension that would, with previous suspensions that year, total more than ten days) or expulsion (which is viewed as a change of placement) requires an emergency Team meeting. The purpose of this Team meeting is to make a manifestation determination. Relevant members of the Team shall review all relevant information in the student's file, including the IEP, teacher observations, and any information provided by the parents to determine if the conduct in question is caused by or had a direct and substantial relationship to the child's disability or was the direct result of the LEA's failure to implement the IEP. If any of those circumstances are found, long-term suspension or expulsion may not be imposed. The IEP Team must determine if there is a relationship between the school discipline policy violation and the student's disability in order to make decisions about the consequence for the misconduct as well as the student's continuing educational and behavioral needs. If the behavior in question is not a manifestation of the student's disability, the student may be disciplined under the general conduct code of the school. The IEP Team considers all relevant information, including evaluation/diagnostic results, observations of the student, and the student's IEP and placement.

The Team must determine:

- Is the IEP appropriate, including the BIP?
- Is the IEP implemented as written, including appropriate behavior management procedures?
- Did the disability prevent the student from understanding the impact and consequences of the behavior in question?
- Did the disability prevent the student from controlling the behavior in question?

In summary, the behavior is not a manifestation of the disability if the Team determines that:

1. The current IEP and placement are appropriate
2. The student has the ability to understand the consequences of the behavior
3. The student has the ability to control the behavior

With respect to removal of students on an I.E.P. 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.”

## **10. Civil Rights, Harassment, Bullying, Threats, Hazing**

### **A. Harassment**

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 his/her responsibility to report the incident to a Salem Academy staff member. Anyone reporting an incident has the right to have his/her 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 race, color, national origin, age, gender, sexual orientation, religion, or disability is illegal, and will not be tolerated.

Sexual harassment is unwanted attention directed towards a person because of his/her gender. Sexual harassment, regardless of the gender of the harasser, even if the harasser and the pupil being harassed are members of the same gender is prohibited. Sexual harassment includes, but is not limited to, deliberate and unwelcome:

- Whistling, catcalls or offensive noises

- Stares or obscene gestures
- Sexual and / or suggestive remarks; jokes about a person's appearance, or derogatory sexual terms
- Displaying offensive photographs, illustrations, or sex-related objects
- Blocking a person's movement
- Touching, brushing, pinching, patting
- Pulling or lifting of clothing
- Pressure for dates, sex, or information about personal sexual experiences

Sexual harassment may constitute child abuse under Massachusetts Law C119 ss 51a. Salem Academy Charter School will comply with the Massachusetts Law in reporting suspected cases of child abuse to the Department of Children and Families.

Individuals who believe they are the subject of sexual or other kinds of harassment, on or off school grounds, should report the conduct to a school administrator, counselor, nurse, or other trusted adult. The adult must report the complaint to the appropriate Head of School expeditiously. Staff who witness harassment are required to report the incident, even if the victim of harassment does not express disapproval or file a complaint. The respective Heads of School, or designee, will begin the complaint process. A student may choose an adult to accompany and assist him/her throughout the complaint process.

All reports of harassment will be investigated and resolved promptly and in as impartial and confidential manner as possible. The investigation will begin within a 24-hour period prior to receiving the allegation, excluding weekends and/or holidays where school is not in session. Any individual who is found, after appropriate investigation, to have engaged in sexual or other forms of harassment will be subject to disciplinary action up to and including expulsion. No individual will be subject to any form of coercion, intimidation, retaliation, interference, or discrimination for filing a report of harassment. On the other hand, blatantly false accusations will not be tolerated.

## **B. 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.

## **C. 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.

## **D. 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.

## **E. 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.

## **11. Grievance 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 pertain to grievances of varied natures; they regulate how parents and students are expected to express grievances about faculty, staff or administrators, and they regulate how faculty and staff are expected to express grievances 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 guaranteed both substantive and procedural due process.

Explicit and direct grievance 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:

### **1. Address Issue with Those Directly Involved**

The grievant 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, s/he 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 Head of School, s/he will re-direct the grievant 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 re-direct the grievant to the administrator.

### **2. 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.

### **3. Address Issue with the Head of School**

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

### **4. Submit Written Grievance to the Executive Director**

If the grievant is not satisfied with the response received via steps two or three, the grievant should submit a formal written grievance to the Executive Director. This written grievance should: 1) describe the incident, decision or practice that gave rise to the complaint; 2) cite the contract, 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 grievances, including those about the Executive Director, 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, excepting those that pertain to Executive Director him/herself. Should a grievant feel that s/he was not treated equitably, or that his/her concern did not receive the attention it deserved throughout the grievance process, s/he is free to submit a new grievance about the Executive Director's dealings with the grievance procedure. Such a grievance would need to follow these procedures sequentially, beginning again with step one.

### **5. Provide Written Grievance to the Board**

After the administrator has been given one week to respond to this formal grievance, the grievant should bring the matter to the attention of the Board, only if the matter has not been satisfactorily resolved or only if it pertains to the Executive Director or to the Executive Director's execution of school-wide policy or procedure. The written grievance should be delivered to the Board Chair at least one week prior to the next scheduled Board meeting. The Board Chair will review with the individual the above process and ensure that the proper steps were taken before adding the issue to a meeting agenda. Grievances should not be brought to the Board as a matter of public comment as this does not give the Board sufficient time to consider the issue(s) and address them through the collective governance process. The Board will not hear matters that do not follow this grievance process.

It is important to the integrity of our school that grievances 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 grievance policy. Any concern or grievance must be examined through the lens of the mission of the school. The final forum for conflict resolution, after a grievant has followed the steps outlined above, will be at the level of the Board of Trustees.

### **F. Grievance Procedure Coordinators**

Recognizing the grievance procedures described above, the following personnel are the coordinators of grievance procedures for the 2015-2016 school year:

Nurse	Samantha Sharpe
Lower School Adjustment Counselor	Sarah Roy
Upper school Adjustment Counselor	Elisabeth Reickert

Dean of Students	Chyna Onembo
Head of School/Principal of Lower School	Stephanie Callahan
Principal of Upper School	Sean Gass
Executive Director	Sean O'Neil
Chair, Board of Trustees	Peter Copelas

# 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 Head of School 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 6<sup>th</sup> 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 4:00 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 the three major news networks 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. When Salem Academy is closed, all school-sponsored activities, including the before and after school program, are canceled.

If it becomes necessary for the welfare of our students to close school during the day or to delay a school dismissal, an automated voice recording will be sent to all families. 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**

### **Learning Management System – Rediker**

Salem Academy has invested time and resources to develop a customized information management system that is coherent with our philosophy. We believe that our system enhances our school's drive to success by allowing us to record, maintain, analyze and report student, teacher and school data across many axes and in real-time.

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
- Homework assignments
- 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 home computers and/or computers in the school computer lab 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 4:00 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 only be for emergencies.

### **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.

### **Friday "Blue Folders"**

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

Friday folders have two clearly labeled sides. Each week, 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 information home each week and it is incumbent upon parents/guardians to expect and ask for the folders each week. If a student does not bring the folder home, it is up to the student and his/her family to acquire the information from the Connections teacher the following week. By not reviewing in detail the updates contained in each Friday 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.

## **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. For the 2016-17 school year it is expected that all community members that wish to receive outgoing school correspondence subscribe to our email list using the opt-in form located on the homepage of our [website](#). After subscribing you'll receive an email asking you to confirm your subscription. If

you have any questions or need assistance with this process please contact Erik Sayce directly at [esayce@salemacademycs.org](mailto:esayce@salemacademycs.org).

### **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 news section where parents and other existing community members can stay current on all happenings surrounding the school.

### **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 communities 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](#), to serve as a fun communication channel to help support the ones listed above. It's important that we share all 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 and join the conversation surrounding the school.

### **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. It is important that you understand and agree to the following regarding the capture and use of your student's image:

### **SACS Media Policy 2016 - 2017**

By signing this student handbook I hereby grant to Salem Academy Charter School and any licensees, agents, and assignees thereof (collectively, "Photographer") the perpetual, irrevocable, global and unrestricted right to use, reproduce, publish and copyright (collectively, "Use") my student's picture, likeness, and voice (collectively, "Image") in any media for publicity, art, advertising, trade, or for any other lawful purpose.

I understand that my student's Image may be substantially edited, altered, or modified. I hereby waive any right to inspect or approve Photographer's Use of my Image in any media.

I grant Photographer the right to market and sell copies of my Image. I also waive any right to royalties or other compensation related to Photographer's Use of my Image.

I release Photographer and any legal representatives and assigns thereof from any claims in connection with the Use of my Image. I intend for this agreement to bind all of my heirs, assignees, personal representatives, and members of my family.

I am the legal guardian of the student, I am at least 18 years old, have read and understand this agreement and am competent to execute it.

## **7. Electronic Device Use**

Personal electronic devices serve many uses that pose both challenges and benefits to the classroom. Because of this we have adopted a policy that allows the use of personal devices in school with usage of devices by the discretion of teachers and staff. Whether it's use of a calculator app or checking the weather, there are many real world education opportunities for students and teachers to leverage with these devices. However it is a necessity that presence of these device are never to pose a distraction to the learning environment. Use of personal devices is seen as a privilege and requires that the device remains silent at all time during the school day; when in the building, electronic devices may be used at the discretion of Salem Academy staff.; all use of devices must adhere to the safe technology practice and procedures documented by the school in this handbook. Lower School students must lock their devices in their lockers unless directed otherwise by a staff member. In the event that a student violates any of these policies, Salem Academy faculty and staff will confiscate the device until the end of the day. Should the student choose to violate this expectation for a second time, the device will be confiscated and a parent conference will be called before the item is returned to the student.

## **8. 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 2016-2017 school year is Wednesday, March 9, 2016 at 6:00 pm. The deadline for lottery enrollment forms is 5:00 pm, Tuesday, March 1, 2016. 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 September 1<sup>st</sup> and March 1<sup>st</sup> of the year preceding the intended enrollment.

## **9. 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 his/her child, but which transpired in his/her 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 and telephone number. This information is provided in the Salem Academy Student Directory for all families who state in writing that they wanted to be included in the directory.

## **10. 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).

## **10. Food Services**

Salem Academy offers an optional breakfast as well as a hot and cold lunch program for students. All meals are provided by Revolution Foods. Salem Academy works with registered dietitians at Revolution Foods to create menus that align with the National School Lunch Program nutrition standards. Offering for each week are posted on the [Daily Announcements Board](#).

Free and Reduced Meal Program & Meal Application Forms:

Salem Academy Charter School offers a Free and Reduced Lunch Program to qualifying families. Each household must complete a Meal Application Form each year and return the application to the school for processing. The Food Service Director will process the application and return written documentation to each household confirming their student's meal status. Salem Academy recognizes that circumstances can change throughout the school year, and so the Meal Application Form is available to any family at any time of the year. Applications for free and reduced price meals are sent home before the beginning of school. Families should return the application or application letter stating whether or not they are applying for free or reduced priced meals. Students who received free or reduced price meals last year here or at their previous schools will continue to be eligible for 30 days from the first day of school, but must re-apply for the remainder of the year. Salem Academy Charter School provides breakfast and lunch each day for students who order meals in advance. In addition, cartons of milk are provided for students who bring their own lunches. Breakfast is free for all students for the 2015-16 school year. There will be a \$3.25 charge for lunch including milk or \$.50 for milk alone, except for students who qualify for free and reduced lunch. All meals need to be paid for in advance.

Paying for school lunches can be done by cash, check, or through the website [myschoolaccount.com](http://myschoolaccount.com) with your credit/debit card or with your bank account information. More information on this website for easy payments will be sent home.

Students also have the option of bringing lunch from home. Microwaves are available in the cafeteria for warming up food. 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.

## **12. Homework Club**

Salem Academy students are expected to complete and return all assigned homework on time and to the specified quality standards. It is a student's responsibility to manage all procedures related to homework (keeping weekly plans, writing assignments in student planner and turning homework in).

Homework Club is a silent, supervised classroom provided after school for students who struggle to complete homework on a daily basis.

## **13. Internet Use**

### **Acceptable Use**

Student guidelines for acceptable network and computer usage:

Computers and the Internet are a critical part of the education process. Salem Academy Charter School is committed to providing a safe place to store information and to provide safe Internet access to our school community.

### **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 insure 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.

### **ACCEPTABLE USE**

- During the school day, 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 web sites, 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.

### **UNACCEPTABLE USE:**

- Never tell another person your password with exception of staff upon request.
- Never use a computer that is logged in with someone else's account.
- Never use another person's account.

- Never store inappropriate information on your school account.
- Never use your personal or school email accounts to tease or intimidate others.
- Do not access inappropriate website or blocked content.
- Do not intentionally waste resources such as overusing printing or the network drives.
- Do not install personal or downloaded software onto school computers.
- Do not take or damage 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).
- Plagiarism: is "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.
- Copyright: According to the international copyright laws, "Fair Use" means that a student may freely use any information that s/he legally finds on the information networks as long as he/she does so only for school. Students should never copy copyrighted items for others.

The Acceptable Use Policy was developed to ensure the safety of all users. 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 privileges as well as other disciplinary or legal action.

## 14. Locker Policy

Each student who attends Salem Academy will be issued a locker for his/her 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 Dean of Students, the Head of School or the Executive Director.
- ii. Students who forget their locker assignments or combination must request the information personally from the Administrative Coordinator.
- iii. Students are not to share lockers, unless authorized by the Head of School or another administrator.
- iv. The Dean of Students and/or Head of School 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. The Dean of Students, Head of School or Executive Director 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.

## **15. 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 Head of School 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.

## **16. 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 his/her absence, it is the student's responsibility to schedule a day and a time to make up these missed tests and quizzes.

## **17. 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 front office. All lunch money envelopes will then be turned into the administrative staff person who is responsible for maintaining the lunch records.
- 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 on the check.

## **18. Health Services**

### **A. Nurse's Office**

The role of the school health office is to ensure access to primary health care through medical record keeping, provide mandated screening and immunization monitoring, prevent illness and disability, and provide a method of detection and correction of health problems. During the school day, Salem Academy students have access to the school nurse for limited 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 him/her at home.

Students should not attend school if:

The student has a temperature over 100 (s/he must be fever free without the use of fever reducing medication for 24 hours before return)

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 has an undiagnosed rash or diagnosed communicable disease

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.

### **B. Medication Administration**

The school health office must have a written order from a Licensed Health Care Provider with the student's name, 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 approval of the school nurse.

Salem Academy has standing orders for the following medications:

Acetaminophen

Hydrocortisone

Bacitracin

Orajel

Tums (upper school only)

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.

## C. Physical Examinations

A physical examination conducted by a physician is expected to be turned into the school nurse upon admission into the Salem Academy Charter School, and again in grades 7<sup>th</sup> and 10<sup>th</sup>. A physical examination is mandatory every year the student is participating in an after school sports activity.

## D. Counselors

Salem Academy Charter School employs two full-time adjustment counselors, one in the Lower School and one in the Upper School. Students and parents are encouraged to consult with the counselors and should feel free to avail themselves of the services the counselors can provide. This may include providing guidance, short-term interventions, individual counseling, group work, or a referral for a longer term therapeutic relationship with a 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.

## 19. 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.

## 20. 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 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).

## 21. 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, 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. Follow the lot to the end where the sign reads “Student Drop Off.” After students are on the sidewalk, turn right back onto Lynch Street. Parents may not leave students unattended before staff supervision arrives, usually by 7:30 but no later than 8:00 a.m., nor may parents drop students in the front of the building. 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 4:00 p.m. Monday through Thursday and at 2:00 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 cross walk. At 4:10pm, any Lower School student who is still waiting for his/her ride will be asked to come back into the cafeteria and wait until his/her ride arrives. Under no circumstance should students be in the parking lot or on Lynch Street past 4:10pm

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 4:00 p.m. dismissal time, you are required to sign him/her out in the front office. Office staff will call to 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.

## **First Student Bus Passes**

Salem Public Schools offer fee-based bus services to most Salem residents. Information concerning the bus pass system is available through our front office. Please inquire with the front office should your student need bus services.

## **Parking**

Students with cars should park in public parking places on local streets. Shetland Park cannot make parking spaces available to students.

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.

## **22. Restricted Areas & School Boundaries**

The staff kitchens, copy room, teachers' room, 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.

## **23. Safety Procedures**

### **A. 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 nonworking 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.

### **B. 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 reenter the building until properly notified by their teacher.

### **C. 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 reoccurrence of false alarms.

### **D. Building Security**

The school day officially begins at 8:30 a.m. Students arriving to school after 8:00 a.m. will be greeted by Salem Academy staff members outside the building. 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 7:00 a.m.** Parents/guardians are asked to make every effort to have their children arrive after this time.

Students are dismissed each day at 4:00 p.m. Monday through Thursday and 2:00 p.m. on Fridays, except for those students who attend after-school activities until 5:30 p.m. All students should leave the school and the surrounding premises as soon as they are dismissed from school. 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. All students should be out of the building by 5:30 unless they are staying for a school function.

### **E. Minor Accidents**

Any accident requiring a visit to the nurse is recorded on an Accident Report Form in the nurse's office. Copies of this report go to the Head of School, the nurse's office and the parent or guardian of the student. Parents/guardians are notified when first aid measures have been carried out.

### **F. Major Accidents**

In the case of an emergency, the following procedures are followed:

- i. The school nurse or a staff member carries out immediate first aid and sends a second staff member to call 911 if it is deemed necessary. A third staff member takes care of any other students or persons by safely moving them away from the scene of the incident and patient.
- ii. In cases when a second staff member calls 911, he or she returns to and stays with the first staff member who is administering care.
- iii. A staff member (the second, third, or other) contacts the parents/guardians to inform them of their child's condition.
- iv. If 911 has not been contacted, but the student needs further medical attention, then the parents/guardians will be called immediately and they should pick up the student for further medical care.
- v. In cases where the parents/guardians or the designated emergency persons 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, a staff member will accompany the student and stay until a parent/guardian or designated person arrives.

### **G. 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 Salem Common. Should these plans not be feasible, the Executive Director will request the local fire station to assist the school in sheltering the students and in reaching parents or guardians to make arrangements for them to retrieve their children.

## **24. Special Education**

Like all public schools, Salem Academy provides services to students who are on Individualized Education Programs (IEPs). If a student is having persistent difficulty with school work, parents may wish to consider making a referral for an evaluation. The parent may request an evaluation or first consider a Teacher Assistance Team (TAT) meeting, described below. If after approximately 4- 6 weeks the general education interventions do not support the student in making adequate progress, the TAT team may refer the student for a Special Education evaluation.

Special education testing cannot be conducted without prior written consent from a parent/guardian. A Special Education evaluation might result in the creation and implementation of an IEP. This document outlines strategies and services for meeting the student's academic needs and provides legal support to ensure that they receive such assistance.

## **25. Teacher Assistance Teams/ Student Interventions**

Staff and faculty are not permitted to diagnosis 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, s/he 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 teacher, attendance records, 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 must 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.

## **26. 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, detention or other such consequences.

- Use the network only for activities that support education and research.
- Use the network in a considerate and polite way 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.

## **27. 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, s/he 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.

## **28. 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 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.

## **29. Tobacco 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, etc.*).

## **30. 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. 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

## **31. Volunteering at Salem Academy**

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 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 weeks, and at home. Please contact the school at [info@salemacademy.org](mailto:info@salemacademy.org) to express your general interest. Volunteers who have not undergone a CORI background check will not be left alone with students. In addition, non-parent/guardian volunteers must undergo a CORI background check prior to volunteering in the building. These forms are available in our front office.

### **32. 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 him/her in the next year's 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 Team

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.

## Appendix A

### Glossary of Terms

<b>Assessment</b>	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.
<b>Choice/ Choice Block</b>	Students select extra-curricular classes each quarter in Health, Physical Education (e.g., basketball, swimming), Fine Arts (e.g., painting, ensemble), and Technical and Creative Arts
<b>Connections</b>	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.
<b>Extensions/ Extensions Block</b>	Extensions is the term used at Salem Academy for before or after school enrichment activities. Students are not required to participate in these programs.
<b>Form</b>	In addition to traditional grades, Salem Academy groups students into four Forms. First Form is sixth grade students; students; Second Form is comprised of seventh and eighth grade students; Third Form has ninth and tenth grade students; and Final Form has eleventh and twelfth grade students.
<b>Mission</b>	Salem Academy’s mission is: Through a unique integration of college preparatory classes with service to the community, we graduate informed, articulate, and proactive individuals of strong character.
<b>REACH</b>	The culture of Salem Academy is built on shared norms. All school community members are expected to <b>REACH</b> – act in a <b>R</b> esponsible, <b>E</b> mpathetic, <b>A</b> ssertive, <b>C</b> ooperative, and <b>H</b> onest manner.
<b>Service Learning</b>	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.
<b>SFC</b>	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.

## Appendix B

### **Bullying Prevention and Intervention Plan**

**Salem Academy Charter School  
45 Congress Street  
Salem, Massachusetts 01970**

**Created in the 2010- 2011 academic school year  
Revised for the 2016-2017 academic school year**

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  - BULLYING AND RETALIATION INCIDENT REPORTING FORM

Salem Academy Charter School (SACS), in partnership with parents, guardians, and the community, and in keeping with SACS core value of respect for human differences, believes that a positive, safe, and civil environment in 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, Salem Academy Charter School prohibits bullying.

Acts of bullying, which include cyber,-bullying, and retaliation are prohibited:

- 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
- 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 Salem Academy Charter School, 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 school. 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.

## **I. DEFINITIONS**

“Aggressor” means a student who engages in bullying or retaliation.

“Target” means a student against whom bullying or retaliation has been perpetrated.

“Bullying” 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:

- Directly or indirectly causes physical or emotional harm to the target or damage to the target’s property;
- Places the target in reasonable fear of harm to him/herself, or of damages to his/her property;
- Creates hostile learning and/or social environment at school for the target;
- Infringes on the rights of the target at school; or
- Materially and substantially disrupts the education process or the orderly operation of school.

“Retaliation” means a single or repeated act of reprisal against any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

For the purposes of Salem Academy Charter School policy, bullying and retaliation include cyber-bullying as defined herein.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

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

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

## **II. LEADERSHIP**

Salem Academy Charter School acknowledges the importance at all levels in updating our Bullying Prevention and Intervention Plan. Before December 31, 2010, the Salem Academy Charter School Bullying Prevention and Intervention Plan was submitted to the Massachusetts Department of Elementary and Secondary Education 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.

## **A. Priority Statements**

Salem Academy Charter School 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 school is committed to preventing and eliminating all forms of bullying and other harmful and disruptive behavior can impede the learning process.

We understand that members of certain student groups, including but not limited to, students with disabilities, students who are gay, lesbian, bisexual, or transgender, gender neutral, and students of low socioeconomic status may be more vulnerable to becoming targets of bullying, harassment, or teasing. Salem Academy will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, or on school grounds, or in school-related activities. We will investigate prompt 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. We will support this communication in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and Salem Academy is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Heads of School are responsible to the implementation and oversight of this plan.

## **B. Needs for Assessment**

The Heads of School and/or his/her designee is charged with the development of a prevention and intervention plan, in consultation with all school stakeholders. These stakeholders may include parents and guardians, teachers, school staff, school volunteers, administrators, community representatives, local law enforcement agencies, and/or students. As noted earlier, the bullying prevention and intervention plan will be reviewed annually and updated as needed through a process to be determined by the Heads of School or his/her designee.

The following steps have been taken to assess the needs of the school community.

- September 15, 2010: Analyze school data on bullying events during the 09-10 school year.
- September 29, 2010: Survey families on the prevalence and characteristics of bullying at SACS.
- October 4, 2010: Survey students on the prevalence and characteristics of bullying at SACS.
- October- November 2010: Community meeting and workshops with the students.
- October- November 2010: Discussions with families at "Coffee & Conversation" events.
- Each school year we run anti-bullying workshops for lower school students.
- All students sign anti-bullying contracts.

- Surveys are sent to students about feeling safe in the school. Data is analyzed by the Student Service Team and addressed.

Salem Academy will continue to assess the needs of school community on an annual basis.

### **C. Public Involvement in Developing the Plan**

The following steps have been taken to involve staff members and the appropriate stakeholders in the development of the Plan.

- Friday, November 5, 2010: Finalized Initial Draft
- By Wednesday, November 10, 2010: Feedback from Student Services Team
- Friday, November 12, 2010: Feedback from Administrative Team
- Wednesday, November 17, 2010: Board of Trustees Reviewed Initial Draft
- Tuesday, November 30, 2010 through Tuesday, December 7, 2010: Public Comment Period
- Wednesday, December 8, 2010: Student Services Team Discussion of Master Plan
- Friday, December 10, 2010: Administrative Team Final Review of Master Plan
- Wednesday, December 15, 2010: Board of Trustees Review of Master Plan
- By Friday, December 17, 2010: Finalized Master Plan
- By Friday, December 31, 2010: Submitted SACS BPIP to DESE
- January, 2011: Implementation of Master Plan

### **D. Planning and Oversight**

- The Heads of School and Dean of Students are responsible for implementation and oversight of this plan.
- The Dean of Students will receive, investigate, record and track incident reports that include information related to targets and aggressors.
- 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.
- The Student Services Team will plan supports that respond to the needs of the targets and aggressors.
- The Student Services Team will choose and oversee the implementation of the curricula that the school will use.
- The Student Services Team in consultation with the Administrative Team will develop new or revise policy and protocols under the Plan, including an Internet safety policy, and designate key staff to be in charge of implementation of them.
- The Dean of Students with support of the Administrative Team will amend the student and personnel handbooks and codes of conduct as needed according to the Plan.
- The Student Services Team in coordination with Administrative Team will lead the parent or family engagement efforts and drafting parent information materials.
- The Student Services Team in consultation with the Administrative Team will review each year and update the Plan as needed. The Plan will then be approved by the Board of Trustees.

## **III. TRAINING AND PROFESSIONAL DEVELOPMENT**



Salem Academy Charter School will meet the requirements under M.G.L. c.71, S 370 to provide ongoing professional development for all staff.

### **A. Annual Staff Training on the Plan**

Annual training for all SACS staff on the Plan will include staff duties under the Plan, an overview of the steps that the Heads of School and/or designees 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.

### **B. Ongoing Professional Development**

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, § 370. The content of professional development will be informed by research and will include:

- Developmentally appropriate strategies to prevent and respond to bullying;
- Developmentally appropriate strategies for immediate, effective interventions to stop and respond to bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among aggressor, target, and witnesses to the bullying;
- 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;
- Information on the incidence and nature of cyber-bullying; and
- Internet and electronic device safety as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for student 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 could include:

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Managing classroom behaviors constructively;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
- Maintaining safe and caring classrooms for all students.

## **Written Notice to Staff**

Salem Academy Charter School 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.

## **IV. ACADEMIC AND NON-ACADEMIC RESOURCES AND SERVICES**

### **A. Evaluating Curriculum**

The Heads of School and/or designee, with input from inappropriate stakeholder, will assess the adequacy of current programs. This may include the following:

- Review of current policies and procedures;
- Review of available data on the prevalence and characteristics of bullying and behavioral incidents;
- Assessment of available resources including curricula, training programs, and behavioral health services;
- Reading of current and relevant articles and research on best methodology to prevent and intervene to address bullying and cyberbullying’
- Research and review of “field-tested” and research-based anti-bullying curricula and instructional guides;
- Review of the Massachusetts comprehensive Health and Wellness Curriculum Frameworks to provide a working curriculum context for anti-bullying curriculum; and
- Assessments on initial and periodic needs, by surveying students, staff, parent, and guardians on school climate and school safety issues.

A bullying prevention and intervention curriculum will be in place across the school on or before September 2011.

### **B. Identifying Resources**

The Head of School and/or designee, with input from appropriate stakeholders, will identify counseling and other service resources currently available to targets, aggressors, and their families.

Salem Academy will identify current staffing and programs, which support the creation of 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 resource and areas of need.

### **C. Specific Bullying Prevention Approaches**

Bullying prevention curricula will be informed by current research that, among other things, emphasizes the following approaches:

- Empowering student to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;

- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of Bullying Prevention and Intervention Plan. Beginning with the 2011- 2012 school year, the SACS staff will review developmentally appropriate versions of the definitions, reporting and responding sections of this Plan with students by October 1<sup>st</sup> of each year.

#### **D. General Teaching Approaches that Support Bullying Prevention Efforts**

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:

- Setting clear expectation for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students including, but not limited to students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Encouraging adults to develop positive relations with students;
- Modeling, teaching and rewarding pro-social, healthy, and respectful behaviors;
- 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;
- Using technology safely; and
- Supporting students' interest and participation in nonacademic and extracurricular activities, particularly in their areas of strength.

### **V. REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

#### **A. General Guidelines for Reporting and Responding**

All SACS employees will utilize the following guidelines in dealing with reported or observed bullying or retaliation situations:

- Staff will not ignore bullying. Aggressors count on adults to ignore bullying behaviors, and this allows them to continue bullying activities.
- Staff will intervene immediately.
- Staff will separate alleged aggressors (s) and target (s). Staff will remain neutral and calm dealing with alleged bullying situations. The tone that employees take with students during the investigation can affect their ability to defuse the bullying.
- Staff will reassure reporters and target that they have done the right thing but reporting.
- Staff will make sure that targets(s) and witness(es) know that they will be protected from retaliation.
- Staff will seek to empower aggressors to change by reminding aggressors that they have power to stop the bullying. We will teach strategies to assist aggressors to stop.
- Staff will maintain confidentiality, but information on bullying must be reported to Dean of Students.

- Staff will be objective in note-taking.
- Staff will be timely.

## **B. Reporting Bullying or Retaliation**

Reports of bullying or retaliation may be made by staff, student, 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 Heads of School or designees any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents, or guardians, or other individuals, may be made anonymously, although no formal disciplinary action will be taken solely on the basis of 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.

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:

- Include a copy of the Bullying incident Report Form in the beginning of the year packets for students and parents or guardians;
- Make the form available in the main office of each school and other locations determined by the Heads of School and
- Post the form on the SACS website.

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

At the beginning of each school year, the Heads of School will provide the school community, including staff, students, and parents or 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, Heads of School, Dean of Students, and Special Education Coordinator), will be incorporated in student and staff handbooks and in information about the Plan that is made available to parents or guardians.

### **1. Reporting by Staff**

A staff member will report immediately to the Heads of School or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Heads of School or designee 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.

### **2. Reporting by Student, Parents, or Guardians, and Others**

Salem Academy Charter School 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 Heads of School or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on

the basis of an anonymous report. Students, parents or guardians, and other 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 Heads of School or designee.

## **C. Responding to a Report of Bullying or Retaliation**

### **1. Safety**

Before fully investigating the allegations of bullying or retaliation, the Heads of School or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to promote safety many include, but not limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor 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 access to the target. The Heads of School or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Heads of School or designee 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**

#### **a. Notice to Parents or Guardians**

Upon completion of an investigation of a report of alleged bullying or retaliation, the parents of the aggressor(s) and the targets(s) will be informed of the results of the investigation, whether the allegations were found to factual, whether a violation of system 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.

#### **b. Notice to Another School or District**

If 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 Heads of School or designee who was informed first of the incident will promptly notify by telephone the Heads of School or designee 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.

#### **c. Notice to Law Enforcement**

At any point receiving a report of bullying or retaliation, including after an investigation, the Heads of School or designee has a reasonable basis to believe that criminal charges may be pursued against aggressor, the Heads of School or his/her designee will notify the local law enforcement agency. Notice will be consistent

with the requirements of 603 CMR 49.00, system 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 Heads of School or designee 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 aggressor.

## **D. Investigation**

Procedures for investigating reports of bullying and retaliation will be consistent with Salem Academy Charter School policies and procedures for investigations. If necessary, the Heads of School will consult with legal counsel about the investigation. The Heads of School or designee will maintain a written record of the investigation, including the preservation of all email and text communication.

The Heads of School or designee shall investigate promptly 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 complaint.

### Pre-investigation

Even before fully investigating allegations of bullying or retaliation, school 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 incident of concern. In taking any such action, however, the rights of both the alleged target and alleged aggressor must be considered.

### Written statement of the complaint

The investigation will seek to determine the basis of the complaint, gathering information from the complainant, including such matter as: what specifically happened, who committed the alleged acts, who was present or may have information about the events, when the events occurred (date, time of day), and where the events occurred.

It is helpful to have these facts in writing. If age appropriate, the complainant may be asked to put the complaint in writing and to sign and date it. If the complainant cannot or chooses not to write the complaint, the investigator will record the allegations, read them to the complainant to confirm accuracy, and ask the complainant to sign the document. If the complainant cannot or chooses not to sign, the investigator may sign and date the document her/himself.

### Interviews

Once the allegations of the complainant are established, the investigator will gather other evidence, which often involves interviews of the alleged aggressor and/or other witnesses. If appropriate, the investigator should remind the alleged aggressor and witnesses 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.

### Confidentiality

The confidentiality of the complainant and the other witnesses will be maintained to the extent practicable given the school's obligation to investigate and address the matter.

## **E. Determination(s)**

The Heads of School or designee will make a determination based upon all of the facts and circumstances. If, after an investigation, bullying or retaliation is substantiated, the Heads of School or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Heads of School or designee will:

- Determine what remedial action is required, if any, and
- Determine what responsive action and/or disciplinary action is necessary.

The Heads of School or designee will inform the parents or guardians of both aggressors and targets 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 Heads of School or designee 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 in order to report violations. In addition, the Heads of School or designee 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.

Specifically, state regulation (603 CMR 49.07), speaks to the following major issues with respect to confidentiality:

- The Heads of School or designee may not disclose information from a student record of a target or aggressor to a parent unless the information is about the parent's own child;
- The Heads of School or designee may disclose a determination of bullying or retaliation to local law enforcement without the consent of a student or his/her parents; and
- The Heads of School or designee may disclose student record information about a target or aggressor to appropriate parties in addition to law enforcement in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or their individuals. This determination is limited to instances in which the Heads of School or designee has determined that there is an immediate and significant threat to the health or safety of the student or other individuals.

The Heads of School shall maintain a file of all reports of bullying and retaliation, along with the appropriate investigative materials. Each quarter, a report shall be given to the Head of School or his/her designee.

The Salem Academy Charter School Student Handbook described the due process appeals policy guaranteed to all students.

## **F. Responses to Bullying**

### 1. Teaching Appropriate Behavior Through Skills Building

Upon the Heads of School or designee 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, § 370(d)(v)). Skill building approaches that the Heads of School or designee may consider include:

- Providing relevant educational activities for individual students or groups of students, in consultation with counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home; and
- Adopting behavioral plans to include a focus on developing specific social skills.

## 2. Taking Disciplinary Action

If the Heads of School or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found but the Heads of School or designee, including the nature of 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 code of conduct for the school. 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.

If the Heads of School or designee 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

The Heads of School or designee will consider what adjustments, if any are needed in the school environment to enhance the target's sense of safety and that of other 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.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Heads of School or designee 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 Heads of School or designee will work with appropriate staff to implement them immediately.

## **IV. COLLABORATION WITH FAMILIES**

### **A. Parent Education and Resources**

Salem Academy Charter School 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.

### **B. Notification Requirements**

Each year the Heads of School or designee 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 written notice each year about the student-related sections of the Plan and the school's Internet safety policy. All notices and information made available in the language(s) most prevalent among parents and guardians. The school system will post the Plan and related information of its website.

## **VII. RELATIONSHIP TO OTHER LAWS**

Consistent with state and Federal laws, and the policies of Salem Academy Charter School, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan presents Salem Academy Charter School 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 Salem Academy Charter School policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school 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.

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