



**2015-2016**  
**Student and Family**  
**Handbook**

25 Memorial Drive  
Salem, MA 01970  
978-740-1260  
[www.BentleyAcademy.org](http://www.BentleyAcademy.org)

Revised on January 8, 2016

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## Contact Information

25 Memorial Drive  
 Salem, MA 01970  
 Telephone: 978-740-1260  
 Fax: 978-825-3425  
 M-F 7:30am-3:30p.m.  
[www.BentleyAcademy.org](http://www.BentleyAcademy.org)

Justin Vernon	Head of School
Hai Son	Head of Operations
Marlena Afonso	Dean of Curriculum and Instruction
Brenda Pena	Head of Family and Community Engagement
Victoria Crisp	Head of Student Support and Services
Maria Sena-Rosales	Office Manager
Krista Kavanaugh	Kindergarten Teacher
Anne Carlock	Kindergarten Teacher
Anjala McAweeney	Kindergarten Teacher
Kelly Feurt	Grade 1 Teacher
Nicole Gibbs	Grade 1 Teacher
Molly Thomas	Grade 1 Teacher
Dana Kleemola	Grade 2 Teacher
Pavel Lopez	Grade 2 Teacher
Sarah Witherall	Grade 2 Teacher
Meghan Santoro	Grade 3 Teacher
Brooke Gray	Grade 3 Teacher
Kristen Popma	Grade 4 Teacher
Shawn Berry	Grade 4 Teacher
Rebecca Lewis	Grade 5 Teacher
Rebecca Carter	Grade 5 Teacher
Robin Hackett	Art Teacher
Jessica Nelson	Music Teacher
Nick McCaulley	Physical Education
Amy Martyn	ELL Teacher
Andre Fonseca	ELL Teacher
Esther Ocock	ELL Teacher

Jeffrey Armstrong	Special Education Teacher
Courtney Connor	Special Education Teacher
Elizabeth Cushinsky	Special Education Teacher
Amy Bettencourt	Special Education Teacher
Tony Tran	Math Fellow
Emily Hanson	Math Fellow
Ben Suchopar	Endicott Fellows
Molly Spillane	Endicott Fellows
Melissa Ricker	Speech Language Pathologist
Brendyl Christison	Adjustment Counselor
Andrea Denney	Behavior Specialist
Joseph Ryan	School Nurse
Melissa Howard	Paraprofessional
Emilia Mountain	Paraprofessional
Sarah Brugman	Paraprofessional
Grace Geden	Paraprofessional
Elizabeth Ryan	Paraprofessional
Cristena Luna	Paraprofessional
Allison Carey	Paraprofessional

### **Frequently Used Numbers**

Cafeteria – (978) 740-1174

Parent Information Center – (978) 740-1225 / (978) 740-1281

Pupil Personnel Services - (978)-740-1247

School Nurse– (978) 825-3404 ext. 119

Transportation District- (978) 740-1240

### **Bentley Academy Board of Trustees**

The Bentley Academy Charter School is governed by a Board of Trustees. The Board meetings occur roughly once monthly on the second Wednesday of every month. These meetings are open for all to come. Agendas and minutes for these meetings can be found at our website [www.bentleyacademy.org](http://www.bentleyacademy.org)

Rachel Hunt

Sarah Toce (Secretary)

Ryan Lovell (Chair)

John Casey (Treasurer)

Maria Belony

Kris Wilson

Christine Sullivan (Vice-Chair)

Angel Donahue

Richard Pabich

## Letter from the Head of School

Greetings Bentley Academy Charter School Families and Students,

I cannot express how excited I am to begin our work together at the Bentley Academy Charter School this school year. My team of educators and I are 100% dedicated to ensuring that every child at the Bentley Academy Charter School is successful and grows academically. With the onset of this school year we have been talking to students about their dreams and aspirations. All the Bentley Academy Charter School students have beautiful hopes and dreams for their future work, as family members, you should be proud. To better make that dream tangible for students, we have been building a culture of college at the Bentley Academy Charter School. Bentley Academy Charter School prepares all of its students for personal and academic success to and through college. To make this mission come alive, homerooms are named after teachers' alma maters, students have college chants, memorabilia line our hallways, and students are taught the year they are graduating from college.

In order to do this good work with students we must have core values that bind us. Students are already learning about these and using them in conversation. The Bentley Academy Charter School Core Values are: Grit, Collaboration, Integrity, Discipline, & Zest. Please ask your child about these 5 Core Values, what they mean and how they come to life at school.

To give the students of the Bentley Academy Charter School the support they need to be successful, we all have to work together. We need you help! We are going to do our very best to communicate frequently with you and we need your help in consistently communicating with us so that we can best support your child. Here are some ways we need your assistance:

- 1.) Make sure your children do their homework every night.
- 2.) Check your children's homework every night.
- 3.) Sign off on their agendas indicating to us that you have looked at them.
- 4.) Please review their weekly progress reports and trimester report cards and sign them.
- 5.) Please respond to any necessary correspondence: forms needing to be signed, etc.
- 6.) Come to as many school events as you can.
- 7.) Volunteer with us. Help us in the building and join the PTO. Again, we are so excited to be working with your children this school year. All of the Bentley Academy Charter School staff are poised and ready to work hard for you and your children. And, as always please do not hesitate to contact us if you have any questions.

To a great school year,

Justin A. Vernon,  
Head of School

## Mission and Vision

The Bentley Academy Charter School (BACS) officially began operation on July 1<sup>st</sup> 2015. BACS is located adjacent to Collins Cove. The school will serve grades K-5. For the 2015-2016 school year BACS aims to serve 275 students from a diversity of backgrounds.

### Mission

BACS prepares all of its students for personal and academic success to and through college.

BACS does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, gender identity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or prior academic achievement.

### Vision

BACS scholars will gain an unmatched elementary school experience through the use of teacher chosen curricula based on student needs, data to drive differentiated instruction, intentional experiences that enhance and support students' vision of themselves as collegiate scholars, and a focus on self-improvement for the whole school community that will prepare them for the rigors of middle school, high school, college, and beyond.

BACS will become a flagship Salem Public School with students who understand the value of education and are engaged in exciting and challenging work, teachers who are immersed in a culture of high expectations and continuous professional improvement, and a community that takes pride in their school and shares in the responsibility to maintain high standards. We believe the current BACS scholars will thrive throughout their educational careers and will become role models for future BACS scholars and important contributing members of their community.

### Core Values

Our core values drive the mission and help us to achieve the vision. Scholars and staff members alike commit to exemplifying these values. The core values are used as the basis for our behavioral systems, are explicitly taught to our students, and drive everything we do at Bentley Academy Charter School.

**Grit:** We believe that challenges are a means to improvement. We are learners, first and foremost, and that we can improve by working hard. We show perseverance in everything we do.

**Integrity:** Integrity is the personal choice to do the right thing even when it may not be the easiest choice. Having integrity is always telling the truth and taking responsibility for our actions even when we make mistakes.



**Collaboration:** We believe that working together is essential to reaching our goals. We share ideas respectfully and listen to the perspectives of others. We respect all members of our community and appreciate the unique contributions of each member.

**Discipline:** We are focused on achieving our best. We take responsibility for our learning by keeping ourselves focused and engaged. We do the right thing the first time.

**Zest:** We show extreme enthusiasm toward learning and meeting our goals! We have fun while working hard.

# School Calendar: 2015-2016

August 2015						
S	M	T	W	Th	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## August

- 10 – Professional Development Begins
- 24 – Summer Spring Board Begins Gr. 1-5
- 31 -- Summer Spring Board Begins K

## September

- 7 – Labor Day
- 8 – Professional Development Day (full)

## October

- 12 – Columbus Day

## November

- 3 – Professional Development Day (full)
- 11 – Veterans’ Day
- 25 – ½ day before Thanksgiving
- 26 - 27 - Thanksgiving Break

## December

- 24 -31 - Winter Break

## January

- 1 – Winter Break
- 15 – Professional Development Day (full)
- 18 – Martin Luther King Day

## February

- 15 –19 –Vacation
- 15 –19 –ELA Acceleration Academy (Voluntary participation, based on invitation)

## March

- 25 – Good Friday

## April

- 18 - 22 –Vacation
- 18 –22 –Math Acceleration Academy (Voluntary participation, based on invitation)

## May

- 30 - Memorial Day

## June

- 22 – Last day of school / PD Day (half) (pending snow days)

JANUARY 2016						
S	M	T	W	Th	F	S
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31						

FEBRUARY 2016						
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28	29					

MARCH 2016						
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APRIL 2016						
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MAY 2016						
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JUNE 2016						
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SEPTEMBER 2015						
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OCTOBER 2015						
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NOVEMBER 2015						
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29	30					

DECEMBER 2015						
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20	21	22	23	24	25	26
27	28	29	30	31		

First Day of School	
Schools Closed: Holiday or Vacation	
ELA or Math Acceleration Academy – voluntary, per invitation	
Schools Closed: Staff Report, Professional Development	
Half Day: All Schools, Professional Development	
Half Day: ½ day before Holiday / Last Day of School	
First day for Kindergarten	
Snow days - make up as needed	

## **Bentley Academy Charter School Enrollment Process**

Step 1: For prospective kindergarteners, complete the Salem Public Schools Kindergarten Registration Form and check off the **OPT-IN box**. Return this form to the Salem Public Schools Parent Information Center located at the Collins Middle School by the published date on our website. Or, follow Step 2 below.

Step 2: For students in grades 1-5, fill out an enrollment form and submit it to our Head of Family and Community Engagement, Mrs. Brenda Pena, by the published day. English and Spanish enrollment forms are available on the website to download.

Step 3: We will contact you with your lottery information well in advance of the lottery.

Mrs. Pena can be contacted at [brendapena@bentleyacademy.org](mailto:brendapena@bentleyacademy.org), 978.740.1260. For more information about our enrollment policy and to see our enrollment forms visit our website [www.bentleyacademy.org](http://www.bentleyacademy.org).

BACS does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, gender identity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or prior academic achievement.

## **Breakfast and Lunch Program**

All Bentley Academy Charter School students participate in the Breakfast In the Classroom (BIC), a universal free breakfast program served daily in the classroom during the first 10-15 minutes prior to the start of the school day. As a participant of the National School Lunch Program, BACS students receive a nutritious free lunch and snack daily. They will have a choice of a cold or hot lunch in the cafeteria or they may bring a lunch from home. Milk will cost \$0.65. The weekly menu will be posted in the school and on the Salem District Website. We ask that students **DO NOT** bring snacks from home for snack time. All students will be provided with healthy snacks from the school daily.

## **Arrival and Dismissal**

Students who are walking to school or are driven to school should report to the school no earlier than 7:15 a.m., but no later than 7:30a.m. The breakfast program begins at 7:30 for all students in their homerooms. Please note that staff

is not on duty until 7:15a.m. and we will not be able to ensure the safety of early arrivals.

- 7:15-7:20 Students may enter the building and report to the Bentley Academy Charter School Hallway to read silently. 7:15 duty begins to supervise students in the hallways.
- 7:20 Teachers report to homerooms and begin morning routines. Teachers will call their students into their classrooms.
- 7:30 Bell rings. Classes begin. Any student who arrives after 7:30 will be considered late and will need to sign in at the Bentley Academy Charter School office.
- 3:30 Bus students are dismissed.
- 3:30 Walkers are dismissed.

At dismissal, students are lined up by grade level in the auditorium. Teachers will walk out students out to playground to be dismissed to a parent or guardian. Students will not be released to anyone other than the parent or guardian unless the parent or guardian has communicated with the office and the person picking up the student signs the student out at the office.

<b>Sample BACS Student/Teacher Schedule</b>	
<b>Time</b>	<b>Class</b>
7:30-8:00	Breakfast/Morning Meeting
8:00-8:30	WIN
8:30-10:30	ELA/Social Studies
10:30-11:30	Physical Education (Teacher Common Planning Time – Grade Level)
11:30-12:10	Lunch/Recess (Teacher lunch)/Town Hall
12:10-12:40	Math Enrichment/Intervention
12:40-2:40	Math/Science
2:40-3:30	SSR/Additional Enrichment/Intervention
3:30-4:00 (after	YMCA/BGC for some

## **Attendance Information**

It is essential that your child attend school each and every day. If there are extenuating circumstances that prevent your child from attending school, please contact the school at (978) 740-1260, no later than 7:30a.m. Please leave the following information: your child's name, your name, your child's teacher, and the reason for the absence. Students returning to school after an absence should have a written note from a doctor explaining their absence. If a doctor's note is not possible, a note from the parent or guardian will be accepted.

Upon the third absence, the school will contact the home to remind parents of the legal requirements for students to be in school. The Head of Family & Community Engagement will schedule a meeting with the parent(s)/guardian upon the fourth unexcused absence. Unexcused absences exceeding eight or more within a term, will result in forwarding the student's name to the Attendance Officer for possible court intervention.

When students arrive at school late, they miss important information in their academic classes. Students who arrive after 7:30a.m will report to the Main Office to obtain a tardy slip before going to their homerooms.

Any student who is tardy or absent repeatedly will receive a letter from the school and may be required to meet with the Head of Family & Community Engagement to discuss and resolve the issue.

Picking up students from schools early is discouraged as they miss important academics. If you must pick up your student early, please send a note to the student's teacher. This will help ensure that your student is ready when you arrive and ensure they receive the work and homework from classes they will be missing. To pick up your student, please report to the office and sign them out in the Sign-Out book. No student will be released to anyone other than the parent or guardian without parental permission.

**Please note: Attendance will be reviewed continually**

## **After-school Partners**

The Bentley Academy Charter School partners with several after-school programs the YMCA, Boys and Girls Club, and the Salem Community Childcare. The YMCA offers an on-site after-school program at Bentley Academy Charter School that begins immediately after school until 6:00pm. For further information regarding this program please contact **Amanda Tower**, School Age Director, at 781.990.7085 or [towera@northshoreymca.org](mailto:towera@northshoreymca.org).

The Boys and Girls Club offers a drop-in program for student's ages 8-12 at Collins Middle School, 29 Highland Avenue, Salem, MA. Transportation from the Bentley Academy Charter School to Collins Middle School is provided for an additional fee. For Further information please contact **Meghan Murtagh**, Program Director at (978) 744-0915 or email at [mmurtagh@bgcgs.org](mailto:mmurtagh@bgcgs.org).

Salem Community Childcare offers an off-site after-school program; transportation is provided. The hours of this program are 1:30 p.m.–5:30 p.m. For further information regarding this program, please call (978) 744-3479 or email at [info@salemcommunitychildcarecenter.com](mailto:info@salemcommunitychildcarecenter.com).

## **Student Assignment**

**Siblings:** Younger siblings of a student already enrolled in a specific elementary school will be given the opportunity to attend that same school as his or her older sibling. Such siblings must submit their application by the 1<sup>st</sup> Monday in April to receive this preferred status. Siblings will be countered as part of the school's free lunch and reduced lunch (FRL) or non-FRL-cohort.

## **Inclusiveness and Diversity**

At the Bentley Academy Charter School we pride ourselves on our diversity. We welcome all students, families, and visitor of all backgrounds.

English Language Learners are welcomed at the Bentley Academy Charter School and are given tailored support based on their Access scores. We have several teachers on staff that supports English Language Learners. Please contact the school at (978) 740-1260 and ask to speak with Mrs. Martyn, our school-based ELL support person, for more information.

Students with special needs constitute roughly 20% of our student body. We have several teachers on staffs that support students with Special Needs. Ms. Crisp is our school-based director of student services and ensures that students are getting exactly what they need with respect to IDEA. Please call Ms. Crisp at (978) 740-1260 if you have any questions regarding special education matters.

## **Transportation**

Our transportation policy is identical to that of the Salem Public Schools. Specifically, scholars K-2 who live further than 1 mile from the school and scholars 3-5 who live further than 1.5 miles from the school get yellow bus transportation to the Bentley Academy without a fee. Buses are scheduled to arrive at 7:20am and depart at 3:30pm.

Transportation notifications will go out in mid-August to families with students that are eligible for yellow bus transportation. Call the office manager at 978-740-1260 for transportation support. Or, call the SPS transportation department at 978-740-1240. Please see the Salem Public Schools transportation department website for more information and any updates.

**Transportation to school is a privilege that may be withdrawn based on student conduct on the bus.** Bentley Academy Charter School rules and

consequences extend to bus behavior. Students **MUST** comply with requests of the bus driver while on the bus. BACS supports all learners and understands that some students may require additional support, including but not limited to, students on Individual Education Plans (IEPs).

Students must stay in their assigned seat and behave appropriately during the ride to and from school. Students are only permitted to ride their assigned bus. Students will only be allowed off the bus at their designated stop and the school building.

Additional Bus Rules:

- Only authorized students with a bus pass may ride the bus. Bus passes are not transferrable.
- Students must obey the bus driver at all times and follow all school rules.
- Students should be courteous to others while waiting for the bus, boarding, riding, and leaving the bus.
- In the case of an emergency, students are to follow the instructions of the bus driver or his/her designee.
- Students are to arrive at the bus stop on time and wait on the sidewalk. Students should stay off the road surface and off of private property
- The student or guardian must pay for vandalism and damage to bus equipment caused by students.
- Students are to cross the street in front of the bus.
- Bus drivers may change and/or assign students to seats at anytime.

## **Field Trips/End-of-Year Events/Celebrations**

At the beginning of the school year, all students will receive a field trip form requesting permission to participate in all in-town walking or bus field trips. This permission form will allow your child to participate in all in-town field trips during the academic year. Field trips out of town will require an additional field trip form to be signed prior to a student's participation. Information informing parents/guardians of upcoming field trips will be sent home.

Bentley Academy Charter School rules and consequence extend to all off-campus field trips. Students **MUST** comply with requests of supervising adults. BACS supports all learners and understands that some students may require additional support, including but not limited to, students on Individual Education Plans (IEPs).

A scholar may be considered ineligible for a trip for reasons including but not limited to: not returning the school-sponsored trip permission form, involvement in a disciplinary incident on a prior trip, poor school attendance, misbehavior in

school in the days prior to the trip, etc. Scholars who are considered ineligible for attending a trip will be required to attend school that day.

If families or other volunteers assist with such trips or events, scholars must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation.

## **School Safety**

All exterior doors will be locked at all times. Visitors will have to be buzzed in and enter from the main entrance on Szetela Lane. Our doors are securely locked at 7:45a.m. with the exception of the main door, which is locked at 8:15a.m. The doors remain locked during the school day. You can gain access to the school only through the main entrance after ringing the doorbell.

Fire and safety drills will happen on a regular basis.

The Salem Public Schools, committed to the safety of all students at all times, encourages any member of the community to anonymously report a criminal or dangerous situation that is occurring, or is about to occur, in any one of our school buildings or at one of our school events by calling either the Bentley Academy Charter School office at (978) 740-1260.

## **Visitor Guidelines**

Bentley Academy Charter School encourages parents/guardians and community members to visit the school and believes that there are many potential benefits, which can result from increased interaction with the public. At the same time, the school has a legitimate interest in avoiding disruption to the educational process, protecting the safety and welfare of the students and staff, and protecting the district's facilities and equipment from misuse or vandalism. The following guidelines are required for visitors.

### **General Requirements for Visitors:**

- A visitor is defined as any person seeking to enter a school building who is not an employee of the school district or a student currently enrolled in that building.
- All visitors must enter through either Main Entrance Door (front entrance – Memorial Drive), and obtain a visitor pass from the Bentley Academy Charter School Office upon entering the building. A valid, government-issued photo ID is required. Visitor passes must be displayed in a clearly visible location and worn at all times.



- Visitors should schedule an appointment with the person(s) they wish to see in advance. At the discretion of the administration, such prior authorization may be waived. Visitors wishing to conference with teachers or administrators during the course of the school day are encouraged to make arrangements in advance.
- Students attending Bentley Academy Charter School may not bring guests to school.
- Bentley Academy Charter School reserves the right to deny any individual the right to visit.
- Visits may be prohibited at certain times, such as the first and last weeks of school, immediately before or after vacations or other breaks and while standardized testing or other student assessments are being conducted.
- All school visitors must comply at all times with Board of Education policies, administrative rules and school regulations.

**Exceptions to Visitor Requirements.** Parents/guardians or Salem community members who have been invited to visit Bentley Academy Charter School as part of a scheduled open house, special event, scheduled performance by a class, team or group, or other adult participants in organized and school approved activities during off-school hours, are exempt.

**Classrooms and other instructional areas are the most vulnerable to disruption.** Therefore, access to classrooms or other instructional areas of the school may be restricted upon the recommendation of the teacher or as otherwise deemed necessary by the administration.

## School Cancellations

In the event of a school closure or delay, you will receive an automated call from Salem Public Schools. School delay and closure information will also be available on the following radio and television stations:

WBZ 1030 AM  
WBZ Channel 4

WHDH 850 AM  
WHDH Channel 7

WEEI 590 am  
WCVB Channel 5

**Early Dismissal/Snowstorms:** Once in session, we will remain in school for the entire day. School will not be dismissed early due to inclement weather. The only exception would be in the case of an extreme emergency or crisis. There are a number of reasons for this policy. They are as follows:

1. Once children are in school, generally speaking, it is the safest place for them to be during bad weather.

2. Keeping children in school generally allows our DPW crews to plow salt and sand the streets so that the buses may travel more safely at the end of the school day.
3. It allows our custodians to clear the stairs, ramps, sidewalks, driveways and parking lots on the school grounds.
4. It is very difficult to contact parents to inform them that children would be leaving school early.
5. Often times, older siblings are counted upon to watch younger children during the afternoons. By dismissing early, this disrupts family schedules.
6. Knowing your children are in school, and that they are expected home at a set time, creates a safer environment for all of the 5,000 plus students in the Salem Public Schools.

## **Health Issues and Medications**

### **Allergy Information**

At the Bentley Academy Charter School, we have a responsibility to protect the health and safety of all students. We take this responsibility very seriously. Peanut allergies can be severe and life threatening for some children. Children with these allergies are allergic to any food products containing peanuts or nuts.

Each grade level will have a PEANUT and NUT-FREE table in the cafeteria. To ensure the health and safety of all students, our staff will monitor this table closely. Your support by not sending students to school with peanut products is greatly appreciated.

### **Medications**

Students who must take prescription medications during the school day must have a note from a physician detailing the name of the drug, the dosage, time, and regimen. The school must also receive dated written permission from the parent or guardian requesting that the school administer the medication. Medication must be in a pharmacy labeled container.

Non-prescription medications (Tylenol, hydrocortisone cream, bacitracin, etc.) will be given only if parents have signed the "Permission to Treat" form. Students may not carry medication on their person without a written physician's note, written parental permission, and school nurse approval.

If your child becomes sick or injured at school, every effort will be made to contact you or your designee. Please ensure that your emergency contact information is up to date at all times.

All students will be given annual hearing and vision screening tests. Students in grade 5 will also receive a postural screening to check for spinal or posture irregularities. If your student fails any of these screens, you will be notified and asked to bring them to a physician for further evaluation.

School insurance is available to all students and information and applications will be sent home.

## **Electronic Devices**

Students should keep their cell phones, electronic equipment and electronic games at home. If a student must have a cell phone for safety and security reasons, it must be kept OFF during the school day and securely stored in a backpack. There is “absolutely NO cell phone use in school”. If a student is seen with a cell phone during school hours, the phone will be sent to the office and a parent/guardian will be required to come in to pick it up in the school office at the end of the school day. The school is not responsible for lost or damaged cell phones.

Parents: We understand that families use cell phones for important communication regarding safety and planning. However, please do not assume that your child will get a voice mail or text message from you during the school day. If an emergency occurs and you must contact your child at school, please do so by calling the office and leaving a message with the school office manager.

## **School Uniform Policy**

In order to minimize distractions from academics, all students at the Bentley Academy Charter School (BACS) will wear uniforms daily.

- BACS students will wear uniforms each day.
- The uniform will be any khaki colored bottom and a dark green collared shirt (e.g. polo). In the winter students may wear long sleeve white collared shirts or long sleeve white shirts may be worn under uniform shirts. Students may also wear white sweatshirts or sweaters. A BACS dark green sweatshirt will also be available for sale for students.
- Students may wear any color shoes and socks.
- Uniforms may be purchased from any store as long as collared shirts are dark green.
- On certain Fridays, all students may wear college t-shirts or sweatshirts. This information will be shared in the parent newsletter.
- Shirts and bottoms should not have any logos or writing that is bigger than the size of a quarter.
- Students will also receive and have the opportunity to earn other BACS shirts that they will be able to wear as part of their daily uniform.
- If students are out of uniform, they will be sent to the office in the morning and be asked to call home to get their uniforms. If they are unable to obtain a uniform, one will be provided to them for the day.

## **Bentley Academy Charter School Expectations**

Our entire school culture system is built around the PBIS framework. Our model is based on explicitly teaching students social skills and our core values, giving students constant feedback around their performance with respect to our core values, and getting students excited about learning at BACS.

Rewards and consequences will be connected to these core values explicitly. In addition to using our core values to drive our culture and behavioral system, there are also school-wide expectations and code of conduct.

This section will cover the following:

- Core Values
- Safety Expectations
- Building Expectations
- Hallway/Filing Expectations
- Cafeteria Expectations
- Bathroom Expectations
- School Yard Expectations
- Bus Expectations
- Behavior Management System (including Discipline)
- Bullying Prevention and Intervention Plan

## Core Values

Our core values drive the mission and help us to achieve the vision. Scholars and staff members alike commit to exemplifying these values. The core values are

Core Value	EARNED IT ☺	DIDN'T EARN IT ☹
<p><b>Grit:</b> We believe that challenges are a means to improvement. We are learners, first and foremost. We can improve by working hard. We show perseverance in everything we do.</p>	<ul style="list-style-type: none"> <li>• Trying very hard on a challenging task</li> <li>• Persevering through challenging work</li> <li>• Taking on EXTRA work</li> </ul>	<ul style="list-style-type: none"> <li>• Gave up</li> <li>• Put head down</li> <li>• Not showing urgency</li> <li>• Make excuses</li> </ul>
<p><b>Collaboration:</b> We believe that working together is essential to reaching our goals. We share ideas respectfully and listen to the perspectives of others. We respect all members of our community and appreciate the unique contributions of each member.</p>	<ul style="list-style-type: none"> <li>• Showing respect to others and the teacher</li> <li>• Helping others</li> <li>• Listening to others' ideas</li> <li>• Listening to each other</li> </ul>	<ul style="list-style-type: none"> <li>• Not showing respect to others and the teacher</li> <li>• Rolling eyes and other negative body language</li> <li>• Being bossy or mean</li> <li>• Laughing at other classmates</li> <li>• Not listening to partners</li> </ul>
<p><b>Integrity:</b> is the <i>personal choice</i> to do the right thing even when nobody is watching. Having integrity is <i>always telling the truth</i> and taking ownership when we make mistakes.</p>	<ul style="list-style-type: none"> <li>• Be on time.</li> <li>• Have all materials</li> <li>• Have completed homework</li> <li>• Telling the complete truth the first time</li> <li>• Taking ownership for mistakes</li> <li>• Be aware of what belongs to others - borrow with permission only</li> </ul>	<ul style="list-style-type: none"> <li>• Being late</li> <li>• Not being prepared</li> <li>• Not having completed homework to expectations</li> <li>• Cheating</li> <li>• Lying</li> <li>• Stealing</li> </ul>
<p><b>Discipline:</b> We are focused on achieving our best. We take responsibility for our learning by keeping ourselves focused and engaged. We do the right thing the first time.</p>	<ul style="list-style-type: none"> <li>• Following directions right away the right way</li> <li>• Using the classroom procedures.</li> <li>• Using STAR posture</li> </ul>	<ul style="list-style-type: none"> <li>• Not following directions right away the right way</li> <li>• Not using the classroom procedures.</li> <li>• Wasting time of others</li> <li>• Playing and being a distraction</li> </ul>
<p><b>Zest:</b> We show extreme enthusiasm toward learning and meeting our goals! We have fun while working hard.</p>	<ul style="list-style-type: none"> <li>• Showing enthusiasm toward learning</li> <li>• Taking risks and showing courage in class</li> </ul>	<ul style="list-style-type: none"> <li>• Not being excited for work</li> </ul>

used as the basis for our behavioral systems, are explicitly taught to our students, and drive everything we do at Bentley Academy Charter School.

### **Safety Expectations**

1. We do not bring dangerous objects or weapons to school.\*
2. We keep our hands and feet to ourselves.\*\*
3. We never leave the building without permission.\*\*
4. We do not open school doors without permission.
5. We hold swinging doors for each other.

\*Bringing in dangerous objects or weapons will minimally result in an automatic suspension.

\*\*Fighting or doing any physical harm to another person will minimally result in an automatic suspension.

\*\*\*Leaving the building without permission will result in an automatic in-school suspension.

### **Building Expectations**

1. We listen to and respect all adults in the building.
2. We respect the rights and property of others.\*
3. We use respectful language and actions.
4. We never bully others with our words and actions.
5. We must have adult permission to leave the room.
6. We only enter a classroom if there is an adult present.
7. We do not bring toys, games, or electronic devices to school without permission.\*\*
8. We come to school dressed for success by following the school dress code.
9. We do not use cell phones in the building.
10. We do not chew gum in school.

\*The destruction of property will result in an automatic suspension.

\*\*These items will be taken away by your teacher and must be picked up by a parent or guardian.

### **Hallway/Filing Expectations**

1. We stand in a single file line.
2. We leave a safe space between each other.
3. We keep our hands to ourselves.
4. We hold the doors for each other.
5. We file on the right side of the corridor and stairwells.
6. We walk slowly and silently.
7. We take one step at a time on the stairs.

### **Cafeteria Expectations**

1. We respect and listen to our lunch monitors.
2. We clean up our spaces after we eat.
3. We never throw food.
4. We talk quietly with each other.
5. We do not get up without permission from a lunch monitor.
6. We are polite and considerate of others.

### **Bathroom Expectations**

1. We only use the bathroom when we have permission.
2. We help keep our bathroom clean by flushing the toilets and throwing paper towels into the trash cans.
3. We never write on the walls.

### **School Yard Expectations**

#### **Before School:**

1. We only use the playground equipment if there is an adult supervising.
2. We do not enter the building before 7:00a.m.
3. When the school doors open, we enter calmly and silently.

#### **Recess:**

1. We play in our assigned areas.
2. We never wrestle, play fight or push each other.
3. We respect and listen to adults.
4. We stop playing and walk to our line when signaled by adults.

### **Bus Expectations**

1. We listen to and respect the bus driver.
2. We stay in our seats at all times.
3. We speak quietly.
4. We do not throw anything out of the windows.
5. We do not yell out of the windows.
6. We use respectful language.

### **Behavior Management System**

Kindergarten - Grade 2: In grades k-2, we will use a colored system model to help students visually see how their behaviors affect their outcomes. This color system will be grounded in the core values and be explicitly taught to students. Each day students will self-track their behavior for that day by coloring in their ending color on a progress report. This progress report will serve as a communication tool between the family and the school. Parents will also receive a printed progress report each week of their student's behavioral and academic progress.

For each day a student ends their day where they started or above, they will receive one Bentley Buck. In grades K-2, students can earn up to \$5 Bentley Bucks per week. Students who are at the highest level all week will also earn a Bonus Buck and be celebrated as a "RooSTAR." RooSTARs will be announced at Town Halls and will have special privileges. For example, sitting anywhere they like for silent sustained reading or earning special events. Bentley Bucks can be used weekly at the school store or saved to purchase special prizes. Students will also have the opportunity to pool their money together to buy

class-wide prizes. The Head of Family and Community Engagement will ensure that student behavior is being tracked in the Kickboard system and will be in charge of designing additional incentives and opportunities for students who consistently meet and exceed expectations.

Grade 3-5: In grades 3-5, students will be able to earn \$20 Bentley Bucks per day (\$100 per week) for showing their core values. Students may also earn bonus Bentley Bucks for going above and beyond to show their core values. Students who earn a specific amount of Bentley Bucks each week (determined by the Head of Family and Community Engagement) will earn Friday Choice Time. At Friday Choice Time, students have the opportunity to participate in activities outside of their required classes. This may include Choice Times, such as crafting, salsa dancing, creating hip-hop, poetry and any other choice staff members or community partners are able to provide for our students. In the case of a community volunteer, they would need to comply with all district visitor policies and a licensed staff member would be present. Students who do not earn Choice Time will attend a mandatory reflection where they will reflect on why they did not earn Choice Time and make a plan to improve in the areas in which they had struggled.

Parents will receive weekly progress reports on their student's academic and behavioral progress. Students are expected to return these reports to school signed weekly. Students who earn at least \$100 Bentley Bucks will be celebrated at Town Hall as RooSTARs and will have special privileges.

One time per month, the whole school will have a larger reward that all students in good standing as measured by their Bentley Bucks will be able to attend. These event include a movie, teach versus students game day, Harvest celebration and dance, special field trips, etc.

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

At the Bentley Academy Charter School, we not only cultivate and foster the academic development of our students. We also ensure that they are gaining responsible and respectful social skills. In addition to teaching these social skills, we have also adopted the Salem Public Schools Bullying Prevention and Intervention Plan (see [Appendix C](#)) in order to build a supportive learning environment.



## Discipline

At the Bentley Academy Charter School (BACS), we scaffold and teach positive social skills for all of our students. Our core values are what anchors our positive social skills instruction. When students do not show their values, they will not earn Bentley Bucks for those values. Consequences will be provided to students who do not show the core values.\* Potential consequences for corresponding behaviors are below.

Level of Behaviors	Consequence Ladder
Level 1 Examples: <ul style="list-style-type: none"> <li>• Noncompliance</li> <li>• Issues on the “I Earned It” sheet</li> <li>• Minor Disrespect or Disruption</li> <li>• Not in uniform</li> <li>• Tardiness</li> <li>• Not Completing homework</li> </ul>	<ol style="list-style-type: none"> <li>1. Warning</li> <li>2. Loss of Bentley Bucks (\$)</li> <li>3. In-Class Reflection and Call Home</li> <li>4. Detention (held by the teacher that assigned it)</li> </ol>
Level 2 Examples: <ul style="list-style-type: none"> <li>• Repeated Level 1 behaviors</li> <li>• Major Disrespect or Disruption</li> <li>• Profanity</li> <li>• Destruction of Property</li> <li>• Minor Theft</li> </ul>	<ol style="list-style-type: none"> <li>1. Loss of Bentley Bucks (\$)</li> <li>2. In-Class Reflection and Call Home</li> <li>3. Detention (held by the teacher that assigned it)</li> <li>4. Loss of privileges (determined by admin)</li> <li>5. Teacher reports to Head of Family and Community Engagement</li> </ol>
Level 3 Examples: <ul style="list-style-type: none"> <li>• Repeated level 2 behaviors</li> <li>• Harassment</li> <li>• Bullying</li> <li>• Physical Aggression</li> <li>• Wide-Scale Theft</li> <li>• Major Destruction of Property</li> <li>• Drugs (Automatic Call to Head of Family and Community Engagement)</li> <li>• Weapon (Automatic Call to Head of Family and Community Engagement)</li> <li>• Alcohol (Automatic Call to Head of Family and Community Engagement)</li> </ul>	<ol style="list-style-type: none"> <li>1. Loss of Bentley Bucks (\$)</li> <li>2. Detention (held by the teacher that assigned it)</li> <li>3. Loss of privileges (determined by admin)</li> <li>4. Teacher reports to Head of Family and Community Engagement or Head of Operations</li> <li>5. Suspension/expulsion hearing (extreme cases)</li> </ol>

\*BACS supports all learners and understands that some students may require additional support, including but not limited to, students on Individual Education Plans (IEPs).

For information on suspension/expulsion policies and procedures, see [Appendix A](#).

## **Academics**

### **Supplies**

Bentley Academy Charter School (BACS) makes every effort to equip students with the supplies they need for the start of the year.

In addition, BACS welcomes donations of the following classroom supplies:

- Tissue boxes
- Paper towel rolls
- Gallon-sized and sandwich-sized baggies
- Dry-erase markers and dry erasers
- Hand sanitizer
- Glue sticks
- Children's books!
- Pencils
- Pens
- Highlighters

### **Homework**

Homework is an important element of our model and is essential for academic success. We expect students to read and study vocabulary words every evening for at least 30 minutes. In addition to completing nightly reading, students must have an opportunity each night to practice the skills and content learned in class. Bentley Academy Charter School staff holds students to high levels of accountability with regards to homework, evaluates homework based on accuracy, and checks homework completion each day. Homework contributes to a student's final evaluation/report card. Students can expect to have homework in each class nightly Monday through Thursday for up to an hour, as well as over the weekend.

In order to equip students to complete nightly homework, families should provide a quiet place to study with a hard, flat surface and have the grade level appropriate supplies at home.

Students who do not complete assignments are expected to make them up during lunch, recess, or free time.

### **Grading Policy**

Report cards are distributed three times per academic year and will provide you with information concerning your children's academic and social growth.

Parents and guardians will be invited to the school to pick up the report card and have parent-teacher conferences in December and March. We strongly encourage our families to communicate with their children's teachers, either through our home visiting program, telephone, email, agenda book system, and/or parent-teacher conferences that may be requested at any point in time during the academic year.

Report card key performance skills indicators are:

- **M Meets Expectations:** Demonstrates independence and makes connections regarding this skill.
- **D Developing:** Demonstrates an understanding of this skill, continues gaining knowledge of specific skill.
- **NE Not Exhibited:** Has not yet demonstrated an understanding of this skill.

Bentley Academy Charter School looks to move towards a standards-based grading system.

### **Saturday Scholar Program**

To improve their academic performance or for additional enrichment, students may be asked to attend tutoring or study sessions on Opportunity Days (Saturdays) at the discretion of the Head of School and the classroom teachers. Opportunity Day sessions are provided by the classroom teachers and allow for individualized, targeted instruction. All absences require prior notification and documentation. Breakfast and lunch will be provided.

### **Acceleration Academy**

Acceleration Academy will be offered during the February and April breaks. Students will be invited to attend based on demonstrated need in English Language Arts or Math.

## **Student Records Law**

These regulations were adopted "to insure parents and students the rights of confidentiality, inspection, amendment and destruction of student records." (M.G.L. Chapter 71, Section 34) The following are a few of the highlights contained in the regulations and a listing of those standardized tests administered by our schools.

- 1) Student records shall consist of the transcript and temporary record. School departments must keep transcripts for sixty years after a student's withdrawal, transfer or graduation. Temporary records shall be destroyed after 5 years.
- 2) Parents have the right to inspect, amend, comment on, challenge, request interpretations of, control the dissemination of, and secure copies of information and data in their children's school records until the student becomes eighteen.
- 3) When a student becomes fourteen or enters grade nine, the student or parent may exercise rights with regard to student records. At age eighteen the student may assume exclusive responsibility for exercising these rights by written request.
- 4) With few specific exemptions, no information in a student's record shall be disseminated to a third party without the written consent of the eligible student and/or parent. Third party shall mean any person or private or public agency, authority, or organization, other than the eligible student, his or her parent, or authorized school personnel. Student Information Release forms are available in the school main office.
- 5) Student and/or parent request for access to records shall be granted no later than two consecutive weekdays after the initial request, unless the requesting party consents to a delay.
- 6) At least once during every school year, the school shall publish and distribute a routine information letter to students and their parents informing them of the following:
  - The standardized testing program to be conducted during the year.
  - The general provisions of these regulations regarding parent and student rights, and that copies of these regulations are available to them from the school

## **Family Involvement and PTA**

We believe that families are essential partners in helping students to achieve academically. We will communicate with families and keep them abreast of things happening at the school by sending out a weekly newsletter, updating the website, and doing bulk calls as needed.

Throughout the course of the school year, families will be invited into the school. The purpose of all of these events will be to celebrate student success and partner with families to support their child at home academically.

Parents/guardians are encouraged to become homeroom buddies. A homeroom buddy works collaboratively with their child's classroom teacher to support the learning in that classroom. This may mean helping to translate information, making copies, chaperoning field trips, or setting up bulletin boards. In addition, the Bentley Academy Charter School will continue to offer English classes and other on-going adult education to support our families.

Our Bentley Academy Charter School PTA sponsors several significant fundraising events and social activities for the whole school community. To be a successful organization, it needs the support of many parents willing to share their time, talents, and ideas. Parents are encouraged to become active PTA participants. Together, the staff and parents can provide a stimulating, exciting, and supportive learning environment for children, as well as school spirit, which helps them develop positive self-esteem. The PTA meets monthly and will distribute schedules to all parents. If you have any questions or are interested in participating in the Bentley Academy Charter School PTA, please contact our Head of Family and Community Engagement, Brenda Pena, at (978) 825-3404 or email at [brendapena@bentleyacademy.org](mailto:brendapena@bentleyacademy.org).

## **Technology**

The students will use technology in school for research purposes, completing projects, word processing, and developing their technological literacy. All students and families must sign an INTERNET ACCEPTABLE USE FORM each year to have access to the Internet.

### **Salem Public Schools Student Computer Acceptable Use Policy**

The Salem Public School District provides technology to support teaching, enhance learning, and improve productivity. All Salem Public Schools students are required to comply with the provisions herein.

The use of Salem Public School District technology is a privilege, not a right. Students are responsible for their conduct when using Salem Public Schools technology. Staff must supervise student use of technology at all times.

### **Definitions**

As defined in this policy, the term technology includes, but is not limited to: all computers; printers, scanners, peripheral equipment; networks; Internet resources, including production of Web content, all forms of Web-based synchronous and asynchronous communication including electronic mail, and file transfer protocol; multimedia, video, laser, cable, TV, telephone, and fax equipment; language lab equipment; all software and files, including all user files generated from the use of the resources listed herein; as well as the supplies used to maintain technology.

### **Technology Use**

Before students will be allowed to use any of the district's technology, parents and/or guardians of all students must sign and return the Acceptable Use section included in each school's Student Handbook at the start of each school year.

Students in Grades 3 through 12 must also sign. Signature indicates understanding of this policy, and acceptance of liability for damages resulting from the intentional disregard of this policy. Students in grades 3 – 12 may not log in under a generic or shared password unless there is an extenuating circumstance.

Staff will enforce this policy. Students in their charge who have not returned the appropriately signed Acceptable Use section included in each school's Student Handbook will not use Salem Public Schools technology.

### **Internet Use**

The Internet contains a rich collection of educational resources, which can enrich and extend instruction. Because it is an unregulated worldwide medium that is always growing and changing, it is the responsibility of Salem Public School employees to ensure that students can make use of this resource safely and responsibly.

Salem Public Schools uses an Internet content filter that is compliant with the Child Internet Protection Act (CIPA), in that it blocks material that is obscene, pornographic, and in any way harmful to minors. All use of the Internet is monitored.

Each student must take responsibility for his or her actions online. Any attempt to

- Visit inappropriate web content.
- Download files with or to Salem Public Schools equipment.
- Upload files to a site not approved by the Salem Public Schools, or
- Communicate with anyone in an inappropriate, harassing or threatening manner will result in immediate revocation of computer privileges, as well as possible disciplinary and/or legal action.

### **Technology Code of Ethics**

1. Respect the school's property. All technology is the property of the Salem Public School District. No one is to intentionally move damage or tamper with district technology.
2. Use technology for school-related, educational activities.
3. Be courteous and use appropriate language. Do not harass, threaten or attack others, or use expressions of bigotry, racism, and/or hate. Do not send, display, or use profanity or obscene, explicit or offensive material.
4. Protect your privacy and safety by not disclosing personal information such as your telephone number, address, location or password. Use only the password assigned to you. You are not allowed to use anyone else's password to access Salem Public School's technology.

5. Recognize and respect the intellectual property of others, including work and materials found online.
6. Adhere to Federal copyright laws and publishers' licensing agreements.
7. Do not attempt to install software or download files for non-educational purposes using the Salem Public Schools technology.
8. Respect the integrity of the Salem Public School's networks. Do not attempt to circumvent or subvert system security. Do not tamper with, alter or cause disruption of networks.
9. Report user misconduct, suspected viruses and technical problems to your teacher immediately so that action can be taken to minimize possible damage to technology.
10. Use technology responsibly. Consider the needs of others when using shared or networked computers, printers, or other technological resources. Conserve paper and toner whenever possible.

### **Violations of the Technology Code of Ethics**

Violations of the Technology Code of Ethics may result in loss of access to technology, disciplinary and/or legal action, including any resulting financial liabilities.

## **Student and Family Compact**

### **Bentley Academy Charter School Faculty Commitment:**

We fully commit to the Bentley Academy Charter School in the following ways:

- **WE** will embody the Bentley Academy Charter School Core Values
- **WE** will arrive at the Bentley Academy Charter School every school day by 7:30a.m. and remain till the end of every school day at 3:30p.m. (Monday – Friday).
- **WE** will communicate regularly with parents on a weekly basis and a daily basis if necessary.
- **WE** will develop our skills as teachers to be the best teachers we can.
- **WE** will always teach in the best way we know how, and we will continuously search for ways to reach students so that they can be successful.
- **WE** will make ourselves available to students and parents and address any concerns they might have.
- **WE** will always protect the safety, interests, and rights of all individuals in the classroom.

- **WE** will attend all parent conferences and family events, and work with families and students to inform them of their student's academic and social progress.

Faculty's Signature: \_\_\_\_\_

**Family Commitment:**

We fully commit to the Bentley Academy Charter School in the following ways:

- **WE** will help our child to work towards the Bentley Academy Charter School core values and to follow the Bentley Academy Charter School rules.
- **WE** will make sure that our child arrives at the Bentley Academy Charter School every school day by 7:30a.m. and remains at school until 3:30p.m. (Monday – Friday) .
- **WE** will always check our child's agenda or folder nightly, check our child's homework every night, and ensure that he/she is reading every night.
- **WE** will always make ourselves available to our children, the school, and any concerns they might have. This means that if our child is going to miss school, we will notify the teacher as soon as possible, and we will read carefully all the papers that the school sends home to us.
- **WE** will make sure our child follows the Bentley Academy Charter School dress code.
- **WE** will do our very best to attend all the Bentley Academy Charter School events and activities.
- **WE** will volunteer at Bentley Academy Charter School events whenever possible.

Parent's/Guardian's Signature: \_\_\_\_\_



**Student Commitment:**

I fully commit to Bentley Academy Charter School in the following ways:

- I will always give my best, be respectful, work hard and help my teachers and classmates, and be creative.
- I will follow the Bentley Academy Charter School rules and always show my BACS values.
- I will come to school every school day and on time by 7:30a.m. and I will stay at school every school day until the end of the school day at 3:30p.m. (Monday – Friday).
- I will proudly wear my Bentley Academy Charter School uniform every school day.
- I will do my very best to complete my homework every night.
- I will talk with my parents every night and show them my folder or agenda, homework, and school papers.
- I will work hard and participate in class. And, if I don't understand something, I will ask questions so that I can understand.

*If I do not do these things I may lose Bentley Academy Charter School privileges and earn Bentley Academy Charter School consequences.*

Student's Signature: \_\_\_\_\_

## **Appendix A: Non-Discrimination and Equal Educational Opportunity**

### **Policy of Non-Discrimination**

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

1. Promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, applicable legislation and judicial interpretations;
2. Encourage positive experiences in human values for all its students, staff, and other members of the community, affirming the diversity of familial backgrounds, socioeconomic statuses and ethnicities represented in the Salem schools community;
3. Work toward a more integrated, harmonious community and to enlist all individuals, groups and agencies—both private and governmental—to support this effort;
4. Use all appropriate communication and action techniques to hear and address the grievances of any individuals and/or groups;
5. Consider carefully the potential benefits or adverse consequences of any decision made within the Salem school system on human relationships within the schools and the larger Salem community;
6. Initiate procedures and practices that will actively promote the objectives of this policy in the Salem school system.

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

### **Equal Access to Educational Opportunities**

Consistent with its policy on nondiscrimination, Salem Public Schools ensures equal access and opportunity to the educational programs available in the district. According to Salem Public Schools' School Committee Policy on Equal Access & Opportunity (See [SC Policy 5212.01](#)), "Every child shall have a right to attend the public schools of the town where he/she actually resides, subject to the provisions of Chapter 76. All enrolled students shall have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district. In compliance with

state and federal laws, the Salem Public Schools maintains a nondiscrimination policy. No child shall be excluded from or discriminated against in admission to Salem Public Schools, or in obtaining the advantages, privileges and courses of study of our schools, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness. This policy provides equal access to courses and programs, counseling services, physical education and athletics, vocational education, instructional materials and extra-curricular activities.”

## Appendix B: District Discipline Policy

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

Class One offenses include vulgarity or rudeness, disruptive behavior, chronic tardiness, causing a problem on the bus, forgery of a school-related note or pass, and horseplay.

Class Two offenses include profane or obscene language or gestures, open defiance of staff, vandalism of school or other's property, harassment, leaving or skipping class, use or possession of fireworks, use of tobacco, theft or possession of stolen property, fighting, provoking a fight, assault, skipping detention, and tampering with fire alarm or safety devices.

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

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

### **LONG TERM SUSPENSION AND/OR EXPULSION PURSUANT TO M.G.L. CH. 71, §37H AND 37H½**

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

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

\*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous

weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent.

(The definition of a firearm includes, but is not limited to, guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

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

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H1/2 for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion.

#### **PROCEDURES APPLICABLE TO CONDUCT COVERED BY M.G.L. C. 71, §37H AND 37H 1/2**

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

1. The informal hearing will be in the form of a conference between the student and the Head of School or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the Head of School or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
3. A letter will be mailed to the parent/guardian of the suspended student stating:
  - a) The reason for the suspension
  - b) A statement of the effective date and duration of the suspension

- c) A statement regarding whether or not the Head of School will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

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

### **Continuation of Educational Services under M.G. L. ch. 71, §37H and §37H<sup>1/2</sup>**

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H<sup>1/2</sup> for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, which is described below, and will be so informed at the time of the suspension/expulsion. If the student withdraws from the school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

### **MGL CHAPTER 71: SECTION 37H**

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

be limited solely to a factual determination of whether the student has violated any provisions of this section.

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

### **MGL CHAPTER 71 SECTION 37H 1/2**

- 1.) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Head of School or administrator of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Head of School or administrator if said Head of School or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of suspension. The superintendent shall hold a hearing with the student and student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the Head of School or Housemaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city with regard to the suspension.
  
- 2.) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Head of School or administrator of a school in which the student is enrolled may expel said student if such Head of School or administrator determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal

hearing conducted by the superintendent. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the Head of School or administrator, including recommending an alternative educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city with regard to the expulsion. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

**PROCEDURES APPLICABLE TO CONDUCT COVERED BY M.G.L. C. 71, §37H<sup>3/4</sup>**

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

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

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



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

### I. IN-SCHOOL SUSPENSION

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

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the Head of School for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

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

### II. SHORT TERM OUT-OF-SCHOOL SUSPENSION

Except in the case of an Emergency Removal (see below), prior to imposing a short term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H 1/2, an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

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

- a. the disciplinary offense;
- b. the basis for the charge;
- c. the potential consequences, including the potential length of the student's suspension;
- d. the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e. the date, time, and location of the hearing;
- f. the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

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

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

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

4. Decision: The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress

during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

### III. LONG TERM SUSPENSION

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

1. Notice: The notice will include all of the components for a short-term suspension in Section C above, plus the following:
  - a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely on in making a determination to suspend the student or not;
  - b) The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
  - c) The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
  - d) The right to cross-examine witnesses presented by the school district;
  - e) The right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
  - f) The right to appeal administrator's decision to impose long-term suspension to the superintendent.
  
2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
  
3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

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

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

### **APPEAL TO THE SUPERINTENDENT**

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

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The

- superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
  - The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.
  - The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

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

### **EXCEPTION FOR EMERGENCY REMOVAL**

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

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

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

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before

- the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

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

### *Continuation of Educational Services*

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

### **Services during Removals and School-Wide Education Service Plan**

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

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

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

### **Discipline Procedures for Students with Disabilities**

Federal and state laws govern the disciplining of students with disabilities eligible for Special Education and the regulations promulgated thereunder. These laws include the Individuals with Disabilities Act, 20 U.S.C. 1400, et seq., 34 C.F.R. 300.519-529 et seq., Section 504 of the Rehabilitation Act (Section 504), and Massachusetts General Laws, c. 71B.

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

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

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

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

Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with disabilities eligible for Special Education to an interim alternative educational setting for not more than forty-five (45) days.

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

For additional information, you may contact the School Head of School or the Department of Pupil Personnel Services.



## **Appendix C: Homelessness Definition and Information**

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- I. Definition of Homelessness
- II. Designation of a Homeless Education Liaison
- III. School Selection
- IV. Enrollment
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To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

### **I. Definition of Homelessness**

Salem Public Schools recognizes that homeless students are those lacking a fixed, regular and adequate nighttime residence. This definition shall include children and youth who are:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons;
2. Living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and/or
8. Migratory youth living in conditions described in the previous examples.

## **II. Designation of a Homeless Education Liaison**

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The Homeless liaison will:

- Work directly with school staff to identify students who become homeless during the school year;
- Assist in all aspects of immediate school enrollment when needed;
- Arrange transportation in accordance with state regulations;
- Secure free lunch and breakfast;
- Work with other district personnel to assure that the student has equal access to attend and participate in all school courses, activities, and events;
- Collaborate with local service providers and refer homeless families to these agencies for the purpose of providing assistance and support;
- Provide information, education and training around issues homelessness for school personnel; and
- Facilitate resolution in disputes and assist with appeals process when requested.

The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

## **III. School Selection**

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as all families enrolled in the district.

## **IV. Enrollment**

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies, even if the student does not have the documents usually required for enrollment, such as school records, medical records including current immunization records, or proof of residency. Students and families should be encouraged to obtain such records, and the district liaison will assist the student and family with that process.

Records from the student's previous school shall be requested from the previous school pursuant to district policies.

Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

## **V. Transportation**

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

Homeless students are entitled to transportation to and from their school of origin at the request of the parent, guardian or unaccompanied youth. Transportation will be provided if:

- The school of origin is in Salem but the homeless student is temporarily living in a different district, and the distance does not exceed one hour for those in Grades 1-12 or 45 minutes for those in Kindergarten.
- The school of origin is in a different district but the homeless student is temporarily living in Salem, and the distance does not exceed one hour for Grades 1-12 or 45 minutes for Kindergarten.
- The homeless student is temporarily residing within the district; in such instance transportation is provided per the Salem Public Schools' eligibility guidelines for transportation

## **VI. Dispute Resolution**

If there is an enrollment dispute, the homeless student shall be immediately enrolled in the school in which the enrollment is sought, pending resolution of the dispute. Parents, guardians or unaccompanied youth shall be informed of the district's decision and their right to appeal in writing. The Homeless Education Liaison will facilitate the dispute resolution and appeal process. The final decision in such a situation resides with the Massachusetts Commissioner of Education.

LEGAL REF.: McKinney-Vento Homeless Education Assistance Improvements Act of 2001, as reauthorized by the No Child Left Behind Act of 2002

42 U.S.C. § 11431 et seq.

A complete list of Salem Public Schools Policies can be found at:

[http://salem.k12.ma.us/pages/sps\\_distwebdocs/stfpolicies](http://salem.k12.ma.us/pages/sps_distwebdocs/stfpolicies)

## Appendix D: SALEM PUBLIC SCHOOLS Bullying Prevention and Intervention Plan

### Definitions and Policies

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

Salem Public Schools policy on Bullying Prevention (See [SC Policy 5410.01](#)) defines bullying as “the repeated use by one or more students or school staff member of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

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

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

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

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

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

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

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

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

### **Prohibition of Bullying**

Bullying is prohibited:

- On school grounds;
  - On property immediately adjacent to school grounds;
  - At school-sponsored or school-related activities;
  - At functions or programs whether on or off school grounds
  - At school bus stops;
  - On school buses or other vehicles owned, leased or used by the school district;
- or,
- Through the use of technology or an electronic device owned, leased or used by the Salem public schools;

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

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

### **Administrative Policies and Procedures**

### **Prevention and Intervention Plan**

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

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

### **Reporting**

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

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

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

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

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

### **Investigation Procedures**

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

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

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

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

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

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

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

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent. Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

### **Retaliation**

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

### **Target Assistance**

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

### **Training and Assessment**

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying. Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

**Publication and Notice**

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

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

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

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