



2019 - 2020

August 14, 2019

Dear Carlton Families,

Welcome Back! I hope you had a fun and relaxing summer. This year we want to make a strong commitment to continue us on the path of excellence and to increase student and family engagement at the Carlton Innovation School. Together we can create a school where safety, respect, accountability, support and excellence are highly evident. Teachers have been working hard to make sure they are ready for another exciting year. During the fall, we will be working with Salem Sound Coastal Watch, in order to give our students even more opportunity to develop their thinking through expanded hands on lessons and field experiences.

We want to send a warm welcome to all of our new students and families. We are so happy you will be joining the Carlton community. I'd also like to introduce several new staff members. Mrs. Weaver will be our new assistant principal, Ms. Mendoza will be our new school adjustment counselor, Ms. Greenberg and Mrs. Fischer will be joining the P2 team working in rooms 126 and 127, and Mr. Hunter will be our new 4/5 learning skills teacher. We are very excited they have joined the Carlton family! We have done some role changes to replace Mrs. Angeramo. Mrs. McKenna is now the math support teacher for P1, P2 and E1 and Mrs. Townsend will be our new E2 Flex Teacher. Ms. Doherty was married in May and will now go by Mrs. Taylor. She and Ms. Tupper have switched roles for the upcoming school year. Unfortunately, Mrs. Angeramo, Mr. Macomber, Mrs. Martin, Mrs. Burns, and Ms. Germain will not be joining us this year as they have moved on to new positions. Please help me in welcoming all our new staff.

This year we will be continuing our Breakfast in the Classroom program with some new healthy choices. All students will be offered a free healthy breakfast as they enter the classroom each morning. If you or your child prefers not to have breakfast, they do not have to take one. School lunch is again free this year.

Our doors open at 7:30 am for parents who need to drop their children off early. Please note students may not arrive at school before 7:30 am, as there is no adult supervision until that time. Students will be supervised in the gym and brought to classrooms at 8:10. Buses will be arriving at 8:05. All students must arrive before 8:20. As a district we are making an effort to reduce tardiness and absences. Please make sure your child has a strong start to the day by getting to school on time.

Enclosed with this letter you will find a pink Dismissal Plan. It is **VERY** important that your child brings this completed form on the first day of school. It helps us to make sure each child gets home safely. If you filled one out at Assessment Camp, you do not need to fill out another one.

We do ask that you help your child prepare for the transition back to school by establishing a consistent schedule and routine with an early bedtime. Students need a good night's sleep to focus and learn in school, which also reduces tardiness. We also ask that you build reading into that schedule and try to read a few books before school begins. A child who reads just 4 books over the summer is much less likely to have any regression in reading and thinking skills. Help your child brush up on important math skills by having them complete math summer work before the start of school. As always, we do not ask parents to purchase school supplies. We will provide all the supplies your child will use in class.

The custodial staff has been working diligently to ensure that our building is ready for opening day. **We look forward to seeing you on the first day of school, Wednesday, August 28<sup>th</sup> for grades 1-5 and Tuesday, September 3<sup>rd</sup> for Kindergarten. Our school hours are 8:20-2:25. All students must be in the building no later than 8:20.**

We are looking forward to another great year. Can't wait to see you soon!

Sincerely,  
Bethann Jellison, Principal

## Carlton Innovation School Staff 2019-2020

### Primary 1 (P1- Kindergarten)

Name	Room	Role
Katie Sletterink	102	Classroom Teacher
Yvonne Jones	102	P1 Paraprofessional
Mara Perlack	109	Classroom Teacher
Allison Weir	109	P1 Paraprofessional
Merry McKenna	113	Co-Teacher-Math
Kylie Felix	206	ELL Support Teacher
Christine Tupper	175	Inclusion Support Teacher
Rich Giso	125	Flex Teacher
Kristen Meshulam	Library	Reading Support Teacher
Shawna Erps	262	Reading Specialist/Lit Coach

### Primary 2 (P2- Grades 1 & 2)

Nicole Carter	124/123	Classroom Teacher
Janice Fischer	127/126	Classroom Teacher
Elana Greenberg	126/127	Classroom Teacher
Amy Powers	123/124	Classroom Teacher
Donna Callahan	123/124/126/127	Inclusion Paraprofessional
Amelia Maietta	122	Learning Skills Classroom Teacher
Lisa Tremblay	122	Learning Skills Paraprofessional
Anne Linger	122	Learning Skills Paraprofessional
Merry McKenna	113	Math Co-Teacher
Kylie Felix	206	ELL Support Teacher
Rich Giso	125	Flex Teacher
Carolyn Townsend	235	Flex Teacher
Christine Tupper	175	Inclusion Support Teacher
Shawna Erps	262	Literacy Coach

### Administrative Team

Bethann Jellison	166	Principal cell (978) 265-4036
Lauren Weaver	168	Asst. Principal
Monique Osgood	229	Special Education Team Chair
Shawna Erps	262	Literacy Coach
Annette Vitello	100	Secretary

### Support Staff

Dave Kezar	187	Senior Custodian (day)
Jim Newman	187	Junior Custodian (night)
Pam Ryan	183	Head Cook
Sonia Lepore	183	Cook

**Library** 205

**Teachers Room** 253

### Elementary 1 (E1-Grade 3)

Amy Turra	221	Classroom Teacher
Lisa Lutts	222	Classroom Teacher
Allison Taylor	122	Learning Skills Classroom Teacher
Diane Rose	122	Paraprofessional
Sharon Duncan	122	Paraprofessional
Kristen Meshulam	Library	Reading Support Teacher
Jessica Eveleth	252	Math Co-Teacher
Merry McKenna	113	Math Co-Teacher
Christine Tupper	175	Inclusion Support Teacher
Kylie Felix	206	ELL Support Teacher
Rich Giso	125	Flex Teacher

### Elementary 2 (E2- Grades 4 & 5)

Lissa Levine	223/224	Classroom Teacher ELA
Kristen Ciarmataro	224/223	Classroom Teacher ELA
Katherine Cahill	225/226	Classroom Teacher Math/Science
Brittney Bythrow	226/225	Classroom Teacher Math/Science
Tracy Kapantais	223/224/225/226	Inclusion Paraprofessional
Hunter Ward	227	Learning Skills Classroom Teacher
Joanne Nestor	227	Learning Skills Paraprofessional
Faith Simons	227	Learning Skills Paraprofessional
Lia Buonfiglio	227	Learning Skills Paraprofessional
Carolyn Townsend	235	Flex Teacher
Amy Lowd	261	Reading Teacher
Jessica Eveleth	252	Math Co-Teacher
Kelley Miskis	260	Inclusion Support Teacher
Kylie Felix	206	ELL Support Teacher
Ilene Altman	270	Math Co-Teacher
Kate Bouffard	213	Math Co-Teacher

### Specialists

Ilene Altman	270	Music Teacher/Math Teacher
Eric Burgos	156	PE Teacher
Kate Bouffard	213	Art Teacher/Math Teacher
Liz Yoder	202	City Connects
Natalie Pavia	173	Nurse
Susan Redfield	253	Speech & Language Teacher
Catherine Stavrakas	264	School Psychologist
Judee Davis	264	OT/PT
Patty Levasseur	263	Behavior Specialist
Laura Abutaleb	100	Family Engagement Facilitator
Laurie Mendoza	263	Adjustment Counselor

# THE CARLTON CODE

## COMMUNITY

*We belong to many communities: family, classroom, school, neighborhood, country, and the global community.*

- We work together as a team.
- We are responsible for ourselves and others.
- We are learning to become leaders.

## EFFORT

*We always try hard to do our best.*

- We set goals and work toward achieving them.
- We keep trying even when things are difficult.
- We finish what we start.

## CURIOSITY

*We never stop wondering about ourselves and the world around us.*

- We welcome the opportunity to learn new things.
- We ask questions to deepen our understanding.
- We take charge of our own learning.

# **SALEM PUBLIC SCHOOLS ACCELEARTED IMPROVEMENT PLAN**

## **STRATEGIC OBJECTIVES**

- **Embed data driven systems that assess and support teaching and learning**
- **Increase instructional rigor in all classrooms**
- **Ensure high quality leadership that supports continuous improvement of teaching and learning**

### **2018-2019 SALEM SCHOOL COMMITTEE**

Mayor Kim Driscoll      978-745-9595  
Supt. Kathleen Smith      978-740-1212

James Fleming, Mary Manning, Kristine Wilson, Amanda Campbell, Manny Cruz, and XXXX

## CARLTON INNOVATION SCHOOL STRUCTURE

To improve student learning, Carlton Innovation School is using a unique continuous progress model. This approach includes:

- On-going assessment to target each student's specific learning needs based on a continuum of benchmarks
- Flexible instructional grouping that targets individual needs and progresses at each child's own pace
- Multi-age, ungraded classrooms ("teams")
- Project-based inquiry to investigate Science and Social Studies topics

## TRANSITIONING TO THE NEXT TEAM (GRADE LEVEL)

Students who have met the Mathematics, English Language Arts, and social-emotional benchmarks for their team (grade level) may transition to the next team at one of three times of the year: December, March, and the end of the school year. This means that some students move mid-year, while others remain in the same class for additional trimesters. This allows a student to increase the amount of time within a grade level without having to repeat an entire year. Students may remain in the same classroom with the same teacher for up to 2.5 years, depending on the student's progress toward meeting benchmarks in English, Mathematics, and social-emotional development.

Team	Age-Range	Traditional grade range	Average number of trimesters
Primary 1 P1	5.0-6.0 with the option of remaining until 6.5	Kindergarten	3
Primary 2 P2	6.0-8.0 with the option of remaining until 9.0	1-2	6
Elementary 1 E1	8.0-9.5 with the option of remaining until 10.0	3	3-4
Elementary 2 E2	9.0-11.5 with the option of remaining until 12.0	4-5	6

Before a student transitions to the next team a meeting will take place with the current teacher, parents, the receiving teacher, and support faculty. To help students take ownership of their learning, at this meeting the student will present what he/she has learned and his/her next set of goals for the next grade level. Teachers and parents will discuss the student's strengths and needs and create and celebrate a transition plan. Transition meetings will be separate from regular parent conferences.

## **ASSESSMENT CAMP**

Before each fall, in order to determine where students are starting the year academically, math and reading assessments will be conducted during the week before school begins. This will help teachers to create small group assignments and set progress goals for each student so that teaching can begin on the first day of school. We gain about six weeks of instruction. Please schedule your child's Assessment Camp appointment before summer vacation begins. We start scheduling appointments at the Celebration of Learning.

## **SCHOOL HOURS**

- The Carlton School hours are from 8:20 a.m. to 2:25 p.m. Instructional time begins promptly at 8:20, so students should be in the building by 8:05 for breakfast. For safety reasons, children may not arrive on school property before 7:30. There is no adult supervision prior to 7:30am. Children should enter the building through the main entrance and proceed directly to the gym. The parking lane in front of the school is for drop-offs only. If you are walking your child into the building, you need to park in the lot.

## **ATTENDANCE**

Massachusetts' law requires all children between the ages of 6 and 16 to attend school. Your child's education is important. Show that you value it by sending your child to school regularly and on time. Absences due to illness, religious holidays, or emergencies are excused. If your child is going to be out, please call the absence line at **740-1178** by 7:45 a.m. Upon returning to school, your child must also present a note from you stating the reason for the absence. In some cases, the school may require a doctor's note.

The school attendance team meets regularly throughout the year to review school attendance. Parents/guardians of students with excessive absences and/or tardies will be required to meet with the team to plan an intervention. Continued attendance problems will be referred to SPS Attendance Officer Cathy Connolly, and may result in court action. A complete copy of the Salem Public Schools' attendance policy is available on the Salem Public Schools website.

## **TARDY POLICY**

The City of Salem is working to provide more school time to meet new state and learning requirements. In the meantime, teachers and administrators are working hard to encourage all students to come to school on time, ready to learn. Losing even five minutes a day adds up to 15 hours a year, which is the equivalent of three full days. Important learning goes on in the morning! Instructional time begins promptly at 8:20, so children should arrive at the building by 8:05 for breakfast. We design our school day to help students make a positive transition. Students start the day with Breakfast in the Classroom and Morning Meeting, where they have a greeting, share, an activity, and go over the morning message. This is also a time for setting goals and going over agendas.

A student is tardy when he/she is not in the classroom at 8:20 a.m., except when the school bus is late delivering the children to school. When a student is tardy, he or she should have a valid reason. All children who arrive late must have a parent sign them in at the office so that we are aware they have arrived. The child needs to then walk quickly and directly to class.

## **DISMISSALS**

Walkers in grades 1-5 will be dismissed from the Burnside Street/cafeteria door. We do not allow children in P1 or P2 to walk home without an adult. If you are picking up your walker in a car, you must park in the school parking lot and walk over to the cafeteria door to get your child. *There is NO PARKING allowed on Burnside Street at any time.* Kindergarten walkers will be dismissed directly from their classrooms to the Kindergarten play yard. Students being picked up by car will be dismissed out the front entrance. Parents cannot park and come in to pick up students. Teachers will bring students to the cars lined up out front. It only takes us about seven minutes to dismiss all our car pickup students.

For safety reasons, a parent or guardian who wishes to dismiss his or her child from school before 2:25 must send a note to school. The note should state the date and time of the dismissal and the name of the person who will pick up the child. All children must be dismissed via the office, and the person picking up the child must sign the Dismissal Log. In case of illness, your child may only be released to adults listed on his or her emergency information sheet. Please list at least three different phone numbers on the sheet, and be sure that the information is kept up to date throughout the year. It is important that we always be able to reach someone in case of an emergency.

If your child will be going somewhere other than his or her usual after-school destination, we must have a note or a phone call. We cannot take a child's word that he has your permission to---for example---go home with a friend. Without a note, your child will be placed on his or her regular bus. Please help us keep kids safe. We cannot have kids calling home on a regular basis.

## **CALL-IN PROCEDURE**

- Parents are required to call the school and leave a message on the answering machine by 7:45 a.m. if their child is going to be absent. The Attendance Line is 740-1178 (not the main number). Give your child's name, teacher, and the reason for the absence. You can call this line 24 hours a day and leave a message.
  - If your child is absent for more than one day, you must call each day they are absent.

If you would like for homework to be sent home, you should ask at this time in order for the teacher to have time to prepare it. Homework may be picked up at the office after 2:25 p.m.

Upon returning to school, your child must bring a note explaining the reason for his or her absence. This is required even though you have already called the school. If your child has gone to the doctor, please provide a doctor's note to the office.

## **TTY PHONE**

The Salem School Department has a TTY telephone number for use by speech- or hearing impaired-individuals at the Parent Information Center at Collins Middle School. The number is 740-1225.

## **NO SCHOOL/DELAYED OPENING ANNOUNCEMENTS**

School cancellations or delays because of bad weather will be announced on several area TV and radio stations such as WBZ/1030AM and WRKO/680AM. Please do not call the police, fire department, or school for this information. If the superintendent declares a delayed opening of one or two hours (meaning a start time of 9:20 or 10:20), students will still be released at 2:25. If students have already arrived at school and the weather worsens during the day, children will likewise be dismissed at the usual time to allow buses to make their regularly scheduled runs, except in the case of a crisis or emergency.



## **EMERGENCY/MEDICAL INFORMATION**

Natalie Pavia, our full-time nurse, is on duty from 8:05 a.m. to 2:35 p.m. each day. She may be reached at 740-1178.

Each year your child brings home an emergency information sheet for you to review carefully and make changes if needed. This is a very important document. Please add any needed information, update any changes, sign it, and return it to school promptly. It is important for you to list at least three contact numbers we can call in the case of an emergency when we can't reach you. Throughout the year, notify the secretary in writing if there are any changes.

Students who need to take prescription medications must have a dated physician's note detailing the name of the drug, dosage, time and treatment regimen. The school must also receive a dated written permission slip from the parent or guardian requesting that the school administer the medication as prescribed. The medication must be in a pharmacy- labeled container, and dropped off at the school by an adult. Please do not send medications to school in your child's backpack. Non-prescription medications (such as Tylenol, cough drops, etc.) will only be given with a doctor's note and written parental permission. Contact the school nurse for more information.

## **HOMEWORK**

Your child's education is enhanced when school and home work together as partners. Homework reinforces the skills that students learn in the classroom, teaches them responsibility, and provides you with an opportunity to see what your child is learning. *While homework may not be assigned every day by every team, all students are required to bring their book bags home each night and to spend at least 20 minutes reading.* If your child does not meet this expectation or frequently misses other assignments, you or the teacher may request a conference.

## **REPORT CARDS**

The elementary school year is divided into trimesters. Report cards will go home December 6, March 5, and the last day of school in June. Please note that because of our innovation school status our report cards will differ from those of other schools in the city.

## **TEACHER CONFERENCES**

We encourage you to remain in close contact with your child's teachers, who are available at any time during the school year to discuss your child's progress. Parents who wish to meet with a teacher or visit a class should call the office or send a note to schedule a time that is mutually agreeable and that does not take away from the teacher's class time. To learn what is happening in your child's classroom on a regular basis, check the Thursday notices. Traditional teacher conferences are scheduled for December 11, 2019 and March 18, 2020.

## **STUDENT INFORMATION, VIDEOTAPING, AND THE MEDIA**

We may regularly videotape students in order to collect data and document academic and social progress. These videos are for the use of Carlton staff and the child's parent(s). Parents who do not wish their child to be videotaped must submit to the main office *in writing, in advance*, a statement that permission to videotape their child is denied.

Often the media/press requests information regarding student awards, honors, scholarships, and sports or club memberships. Throughout the year the local cable TV channel, newspaper, and School Department newsletters will take pictures or write about school activities and students. It is the policy of the Salem School Department to make this information routinely available unless parents have requested *in writing, in advance*, that they do not wish to have this information published. We will be happy to comply with parents' written requests. If we do not receive a written request, we will proceed with the publication of student information as described above.

<http://spscarlton.salemk12.org>

## **CARLTON CODE OF BEHAVIOR**

The Carlton staff feels that school should be a second home to children, with a school "family" that cares for and is responsible for one another. This is the type of environment in which children thrive and learn. Because we are committed to providing a family atmosphere, our code of behavior centers around maintaining a climate of individual responsibility and mutual respect. The health and safety of students and adults, as well as a respect for the rights of others, are the basis for our rules of conduct.

Students are expected to be safe, responsible, and respectful throughout the school day: at the bus stop, in the cafeteria, on the playground and---of course---in the classroom. When a teacher who refers a student to the office for a major discipline a phone call will be made if at all possible. If not, a form will be sent home for a parent to review, sign, and return.

In the case of serious offenses, the principal, assistant principal or teacher will call parents directly to notify them. Bus passes may be withdrawn by the principal, assistant principal, or transportation department for bus misbehavior.

At times when a student has not met a behavioral expectation we may use another approach to address the situation. From fostering a sense of community and a positive school climate with *The Responsive Classroom* to using Caring School Community to work on recurring issues, we remain committed to our view that each child is an individual and should get what he or she needs and include families with this process. Please contact the principal, assistant principal, city connects coordinator, or school adjustment counselor if you have any questions or concerns about this policy.

## **HARASSMENT & BULLYING**

In May 2010, Massachusetts enacted into law a statute that prohibits bullying in school. Bullying as defined by Massachusetts law is strictly prohibited in the Salem Public Schools. A student who bullies another student violates Massachusetts' law in doing so. Incidents of bullying of which school administrators become aware will be investigated promptly and dealt with according to Massachusetts's law and school policy. Referrals may be made to the Salem Police Department as warranted.

Full definitions of "bullying" and "cyberbullying" are outlined in the complete anti-bullying policy on the district website, but students and parents should be aware that these terms cover verbal, written, physical, and electronic acts that harm or present a threat of harm to another individual, infringes on his/her rights, or interferes with his/her education. Even if they do not occur on school property or using school equipment, these acts are covered by the anti-bullying policy if they disrupt the educational process.

Any Salem Public Schools student who thinks that he/she is a victim of bullying should immediately report all information regarding the offensive behavior to the school principal, assistant principal, a teacher, a counselor, or other responsible adult.

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

It is the policy of the Salem Public Schools to maintain a learning and working environment free from discriminatory insult, intimidation, or harassment due to race, color, religion, gender, sexual orientation, age, national origin, and/or disability. We are committed to protecting students and employees from offensive or degrading remarks or behaviors.

Complete copies of the anti-bullying and harassment policies are available on the Salem Public Schools website.

## **DISCIPLINE POLICY**

The Salem School Committee has developed a code of conduct for elementary school 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 principal'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 Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H at page [ ])

- 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 Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ 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 ½**

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 Principal 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 principal 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 principal 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 Principal 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 Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

#### *Continuation of Educational Services under M.G. L. ch. 71, §37H and §37H½*

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ 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 principal.
- (b) Any student who assaults a principal, Housemaster, 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 principal.
- (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 principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal 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 principal or Housemaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or Housemaster if said principal 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 principal 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 principal or Housemaster of a school in which the student is enrolled may expel said student if such principal or Housemaster 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 principal or Housemaster, 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 principal 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 principal 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 found at page [ ].

## 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 ½, 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 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 §37H¾ 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. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

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 Principal or the Department of Pupil Personnel Services.

### **LEAVING CLASS/ASSEMBLY BY REQUEST**

There will be times when a teacher feels it is important to have a student leave the room. This may result from an argument, a student not being willing or able to participate, or other circumstances. A teacher, administrator, or other staff member always has the right and the authority to ask a student to leave the room and the student must do so immediately and without disruption.

All students have the right to appeal to an administrator or have a conference with the teacher later. However, the student does not have the right to refuse to leave the area

**HALLWAY BEHAVIOR** Hallways are shared spaces and carry noise. We ask that all students and adults using the hallway during the school days keep in mind that classes are disrupted by hallway noise. Classes should transition from one space to another silently, in a single file line, with their hands to their sides and towards the right side of the hall.

**BATHROOM BEHAVIOR** In order to ensure that they are present in class to the greatest extent possible, students should make every effort to use the bathroom before school, during bathroom breaks, and after school. When it is necessary for students to use the bathroom during class time, students should follow their individual class's protocol for receiving bathroom permission.

Bathrooms are shared space, and students should treat their bathroom space with pride. Students should pick up after themselves, flush the toilets, and ensure that no paper products are left on the floor. Students should not bring anything with them to the bathroom, including writing instruments. Students who do not behave appropriately in the bathrooms will receive a consequence and may not be permitted to use the bathroom alone.

## **SALEM SCHOOLS EMERGENCY HOTLINE**

The Salem School Department has set up a hotline for any student, parent, school employee, or citizen to anonymously report school-related concerns. The hotline is active 24 hours a day, 7 days a week.. The number is 978-825-3605. If there is an emergency call 911.

## **SAFETY CONCERNS**

Your child's safety is of utmost importance to us. Going over the following rules with your child will help to be sure that the trip to and from school is a safe one. Please note that we do not allow children in P1 or P2 to walk home unaccompanied by an adult.

- Start for school early enough so you will not have to run to arrive on time.
- Always walk on the sidewalk, and cross streets only at intersections where there is a crossing guard.
- Obey police officers and crossing guards at all times.
- If riding a bike, wear a helmet and lock your bike on the bike rack.
- Go straight to school, and return home right after school unless your parents tell you otherwise.
- Snow must stay on the ground on the way to and from school or on school grounds.
- Don't approach or enter strange cars or talk to anyone you don't know.
- If you are waiting for a bus, stay out of the road at the bus stop. Be respectful and helpful.
- Stay seated on the bus and listen to the driver.

## **SCHOOL BREAKFAST AND LUNCH**

At the Carlton, through Community Eligibility Provision ("CEP"), both **school breakfast** and **school lunch** will be available to to every Carlton student, every weekday **at no charge**.

Every school meal follows USDA's guidelines, and requires students to take a fruit or vegetable, ensuring your child is taking a nutritious meal. No advanced registration is necessary and your students can eat school breakfast and lunch every day or only occasionally. **Although meals will be available at no charge, if your child is still interested in bringing a meal from home, milk and second meals will continue to be sold separately.**

If your child attends a CEP school, MySchoolBucks.com is a great way to track whether your child took a No Charge school meal. Please remember, at CEP schools, if students purchase a single milk, or a second meal, or an a la carte item, they will have to pay at the time of purchase at the rate published on our web site or at the Point of Sale.

**If you have any questions, please call the Food & Nutrition Office at 978-740-1230.**

Students in all grades are given one snack period each day. This year we again have a Fresh Fruits and Vegetables grant from the Department of Education that provides a snack each day for the duration of the grant. If your child does not want the school snack, please send healthy snacks such as fruit, yogurt, cheese, or crackers. Snacks and lunches containing nuts may be limited or prohibited at any time, depending on whether any of our students this year have allergies. Currently, we have two designated "Nut-Free Tables" in the cafeteria. The school nurse will send home a notice if further safety measures need to be taken.

## **HEALTHY KIDS @ CARLTON CELEBRATIONS**

The state passed legislation that promotes healthier food standards for schools. DESE and DPH collaborated to establish guidelines for foods provided or sold in schools not covered by federal regulations. The Salem Public Schools is currently reviewing the wellness policy that all schools must have in place.

The goal of the standards and policy is to ensure that schools offer students food and beverage choices that will enhance learning, contribute to their healthy growth and development, and cultivate life-long healthy eating behaviors.

Committing ourselves to providing healthy choices for our students and modeling healthy eating behaviors will go a long way to improve students' eating habits in and outside of school. School staff recognizes the need for some celebrations. So we will periodically be providing foods for these occasions in accordance with the wellness guidelines. We have many children with dietary restrictions and food sensitivities and allergies. For all of these reasons, we ask that you **not send in any foods to the school.**

There is no smoking allowed on the Carlton School campus, this includes in cars within the parking lot.

Students are not allowed to bring in Dunkin' Donuts coffees, hot chocolates etc. in at arrival. There is no food or drink allowed in the gym.

Water is the only drink students should have in class.

## **CARLTON SCHOOL STUDENT DRESS CODE**

The Carlton School philosophy is that, with respect for self-expression, students should wear clothing that is safe and comfortable for school and learning, and that allows for active participation in all school activities. Parents and guardians are responsible for managing their students' clothing choices in accordance with the stated dress code policy.

Our values with respect to the dress code are:

- To support student safety and protection.
- To promote student comfort and well-being in the learning environment.
- To promote student participation in all activities.
- To treat each student with fairness and compassion.

Enforcement of the Carlton School dress code will not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity or cultural observance. The Carlton School is committed to guiding staff in the fair and sensitive enforcement of the dress code with respect to these stated considerations.

1. **Basic Principle:** All students must have certain body parts covered at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, stomachs, and nipples are fully covered with opaque fabric. All of the policies to follow reflect this basic principle.
2. **Students Must Wear:**
  - A Shirt (with fabric in the front, back, and on the sides under the arms), AND
  - Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
  - Shoes (shoes should, whenever possible, be appropriate for the weather and for play; sneakers are the preferred footwear for all school activities, but any shoe should be comfortable and, whenever possible, have nonskid rubber soles).
3. **Students May Wear**
  - Religious head coverings
  - Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
  - Ripped jeans, as long as underwear and buttocks are not exposed.
  - Tank tops, including spaghetti straps and halter tops (with straps around the neck)
  - Athletic attire
  - Visible waistbands on undergarments or visible straps on undergarments worn under other clothing
4. **Students Cannot Wear:**
  - Sneakers or shoes with wheels on them
  - Flip flops or other footwear without backing
  - Head coverings that are not religious in nature
  - Violent language or images
  - Images or language depicting drugs or alcohol (or any illegal item or activity)
  - Hate speech, profanity, pornography, or gang-related imagery
  - Images or language that creates a hostile or intimidating environment based on any protected class or marginalized group
  - Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
  - Swimsuits
  - Dangling or large hoop earrings (earrings that sit close to the ear are acceptable as they do not present a safety hazard)
  - Accessories that could be considered dangerous or could be used as a weapon
  - Any item that obscures the face or ears (except as a religious observance)
  - Costumes, masks, or pajamas, unless associated with a special school activity

## **Considerations for Parents and Guardians**

- Children may want to avoid wearing special clothing that cannot be ripped, stained, or lost, as the school day is active and often messy.
- Parents and guardians are strongly encouraged to apply sunscreen to children before school to protect their skin during recess, gym, gardening, and other outside activities.
- Children are encouraged to wear sneakers so that they are not limited in their ability to participate in school activities, including fire drills and gym.
- Children may want to save makeup for special occasions outside of school (makeup may not be brought to school).

The Carlton School is committed to supporting any family or child who cannot meet the above dress requirements. Families or children who need support in following the dress code should contact the principal or nurse for assistance.

Your child will be outside for recess every day except in heavy rain or very cold temperatures. On days when your child has gym class, he or she should wear appropriate clothing such as pants or shorts. Sneakers should have non-marking soles and should be worn everyday. Platform sneakers are not appropriate for gym. Also, please dress your child for the weather. Gym classes are also often held outdoors, and the schoolyard can get very chilly. Please make sure students come dressed to learn. Function over fashion.

## **STUDENT RECORDS**

Student records are on file in the Carlton School office, with the exception of Special Education records, which are kept in the Special Education office at Collins Middle School. Parents or legal guardians have the right to review their child's record at any time. We ask only that you make any request to view a record at a time when the office is not extremely busy.

## **SPECIAL EDUCATION**

Carlton teachers make every effort to recognize and appreciate the special learning styles of all students. When a child is not making progress as expected, the teacher may seek input from the Intervention Support Team (IST). Sometimes related service providers such as the Speech and Language therapist may be invited to offer suggestions. The group brainstorms strategies for the teacher to try to help the child reach his or her potential. If after trying these ideas the child still is not achieving satisfactorily, the student may be referred to the school psychologist for a Special Education evaluation.

Parents must give written permission for their child to be evaluated by the school psychologist. Parents may initiate the evaluation process themselves if they believe their child might be eligible for Special Education services; however we ask that you not go directly to this step without speaking to your child's teacher and/or the principal first. Examples of Special Education services are: speech and language therapy, physical or occupational therapy, and academic support. Upon completion of the evaluation, parents will be invited to a team meeting to discuss the results.

If a student is found to be eligible for SPED services, the team will write an Individualized Educational Program (IEP) describing the type and frequency of services to be provided.

Students who have a documented disability and need accommodations in their classroom and do not qualify for an IEP may be eligible for a 504 plan, which allows for educational accommodations and/or modifications. IEP and 504 plans are reviewed annually at a team meeting, which includes the parents/guardians.

## **GUIDANCE**

Carlton School has a full-time school adjustment counselor, Laurie Mendoza, who works with children individually and in groups. Referrals of students who need extra support may be made by teachers or parents at any time during the school year. Ms. Mendoza also does in-class lessons, consults with teachers, and is available for consultation with parents about their children's issues. Students may also request help from Ms. Mendoza. She may be reached at 978-740-1280, or by e-mail at [lmendoza@salemk12.org](mailto:lmendoza@salemk12.org).

## **LOST AND FOUND**

Students should report all valuable articles lost or found to the office. Other items will be placed in the Lost and Found box in the cafeteria. To avoid losing items, please mark your child's name on clothing, lunch boxes, and backpacks.

## **VALUABLES, TOYS, CELL PHONES, and ELECTRONIC DEVICES**

Cell phones or other Internet accessible devices such as some watches:

Students are discouraged from bringing cellphones or any other device that is connected to the Internet to school. Students with cellphones must keep their cellphones OFF during the course of the school day and in their backpacks, in their locker which is unlocked. Students found to be carrying a cellphone, using a cellphone or who have a cellphone turned on during the school day will have it confiscated. The school is not responsible for lost or stolen cellphones or devices.

Items of value such as electronic games, CDs, iPods, cameras, trading cards including Pokémon cards, or favorite toys may not be brought to school, as they too often create a distraction for students. We encourage all students not to bring non-essential items of value to school – monetary or otherwise – since they cannot be securely stored. Carlton School is not responsible for any such item that is damaged, lost, or stolen.

Students will not have an opportunity to play with toys during the day so they should be left at home. Students who bring inappropriate items to school, including, but not limited to toys, portable music devices, and laser pointers will have such items confiscated. Students are not permitted to bring toys to recess, this includes sports balls or jump ropes. Each classroom team has a bag of recess toys to be shared.

Our building does have wireless access and although the students do not have the password, they could be using a data plan to access the internet through their phones or watches. Students are not allowed to use their phones or watches at school.

## **AFTER-SCHOOL CARE**

The YMCA offers after-school childcare at Carlton. Limited bus transportation is also available to the Boys and Girls Club, Gables, and Catholic Charities after-school programs. Information regarding space, rates, and registration can be obtained directly from each program.

## **SCHOOL PICTURES**

School pictures are taken twice during the school year, in the fall and in the spring. They are scheduled for October 1 and a date in May to be determined. Order forms will be sent home a day or two before and are available in the office. Families can also order on-line after pictures have been taken.

## **PTO**



Carlton School is fortunate to have a very active Parent-Teacher Organization. The PTO raises money to provide enrichment activities and special supplies to students at Carlton. The group is always looking for new members. They meet on the first Tuesday of each month at 6:30 p.m. in the library. Babysitting is provided in the gym.

## **SCHOOL COUNCIL**

The School Council was created by the Education Reform Act of 1994. Consisting of teachers, parents, and community representatives, the council is responsible for making many policy decisions and developing the school's Improvement Plan each year. The group meets the third Tuesday of each month at 6:00 p.m. Contact the principal, Bethann Jellison, for further information.

## **TEACHER QUALIFICATIONS**

According to the *No Child Left Behind* legislation, parents have the right to request specific information about a teacher's qualifications. Federal law requires us to give you this information in a timely manner if you ask for it. Please contact the main office if you would like to review any of this information.

## **OTHER POLICIES**

Complete copies of the following Salem Public Schools policies are available on the Salem Public Schools website for your review:

- \*Discipline
- \*Attendance
- \*Harassment
- \*Search and Seizure
- \*Drug- and Tobacco-Free Schools
- \*Bullying

## **SCHOOL WEBSITE**

Please visit our school website, [spscarlton@salemk12.org](mailto:spscarlton@salemk12.org) frequently, to find news and our updated calendar of events.

Learn more about the Carlton Innovation School:

- \* Like us on Facebook
- \* Check the easel out front daily
- \* Check [spscarlton@salemk12.org](mailto:spscarlton@salemk12.org) for Frequently Asked Questions
- \* Join the PTO

## ***What is our approach to school?***

Our school uses many tools in order to create a safe, challenging, and joyful classroom and school-wide climate for all children. Teachers know that all of children's needs—academic, social, emotional, and physical—are important. All our teachers create an environment that responds to all of those needs so that your child can do his or her best learning.

Children learn best when they have strong academic and social-emotional skills. That's why our teachers will be using Caring School Community which will focus on teaching all the skills needed for academic excellence. They teach children reading, writing, and math skills and also teach them how to take turns, listen respectfully, and work effectively with a partner or group.

Teachers also think carefully about everything from classroom setup to how they speak to their students. All these things put together determine how well children learn.

### ***How might my child's classroom look and sound?***

Caring School Community's approach offers practical strategies for teaching, rather than formulas telling teachers what they must do in the classroom. Teachers adapt the strategies as needed to address their students' needs, so things may look a bit different in each classroom. But you'll usually see and hear teachers:

- \* **Leading daily Morning Meetings.** Sitting together in a circle so that everyone can see and be seen by everyone else, teachers and children greet one another; share news about themselves; do a quick, fun activity together; and read a message written by the teacher. This daily 20- to 30-minute routine sets a positive tone for the day and builds a sense of belonging while giving students practice in key academic and social skills.
- \* **Teaching children the specific skills they need to participate successfully,** from how to respond to a signal for quiet to how to respectfully disagree with a classmate.
- \* **Treating mistakes in a positive way.** Teachers see mistakes (in academics and in behavior) as important steps in learning. They encourage children to learn from their mistakes and "try again." They offer support and reteach as needed. At the same time, teachers provide clear expectations for behavior and stop misbehavior quickly so that students can focus on learning.
- \* **Using positive language.** Teachers choose words and tone that encourage children to work hard and enjoy learning.
- \* **Teaching in ways that build excitement about learning.** Teachers give children some choices in their learning ("You may paint or write to show what you've learned about insects"). They also plan some active lessons (ones that get children up and moving) and interactive lessons (ones that encourage children to share their information, ideas, and questions).
- \* **Giving children opportunities to reflect on their learning.** Teachers ask children to think about what they've learned, both individually and as a group, because doing so helps children learn more and builds community.
- \* **Reaching out to parents.** Teachers communicate often with parents and welcome them as partners in their child's education.

## ***What about classroom rules?***

During the first weeks of school, teacher and children create rules based on the children's goals for learning. First, children name an academic or social skill they'd especially like to work on during the coming months—for example, reading harder books or making new friends. Then teacher and students discuss how life in the classroom needs to look and sound so everyone can meet their goals. Together, they create a few simple, positively stated rules that they all agree to follow, such as *Take care of yourself, Take care of your classmates, Take care of our classroom.*

Children follow the rules more willingly because they helped to make them. Teachers refer to the rules many times throughout the day and year, helping children understand how following the rules helps everyone to learn. Some schools also have a few basic school-wide rules that everyone follows in the hallways, lunchroom, and other common spaces.

## ***What do teachers do when children break the rules?***

Teachers understand that all children will, at one time or another, test or break the rules. When that happens, teachers discipline firmly but kindly and positively. The goals are <sup>[1]</sup><sub>[2]</sub> (1) to stop the misbehavior as quickly as possible so that the child (and classmates) can get back to learning and (2) to teach the child to reflect on and control his or her own behavior.

Many teachers also use take a break to help children regain control when they're just beginning to lose it. Take a break offers children a quick way to calm down, relax, and rejoin the class with dignity—it's not a punishment.

## School Improvement Plan Strategic Goals 2019-2020

**Strategic Objective #1:** Increase the number of students that are able to read and write proficiently in order to answer short answer questions and constructed responses, in addition to writing about reading in all content areas.

**Strategic Objective #2:** Increase the number of students that are able to apply the mathematical practices across grade level standards.

**Strategic Objective #3:** Build relationships with families and students in order to increase student engagement along with increasing student attendance.

**Strategic Objective #4:** Enhance school structures in order to ensure all students are properly supported socially and emotionally in order to make academic growth.



## **IMPORTANT PHONE NUMBERS**

<b>Main Office/Secretary (Annette Vitello)</b>	<b>978-740-1280</b>
<b>Principal (Bethann Jellison)</b>	<b>978-740-1280</b>
<b>Assistant Principal (Lauren Weaver)</b>	<b>978-740-1280</b>
<b>Nurse's Office/Attendance Line (Natalie Pavia)</b>	<b>978-740-1178</b>
<b>School Adjustment Councilor (Laurie Mendoza)</b>	<b>978-740-1284</b>
<b>FAX Line</b>	<b>978-740-1283</b>
<b>Transportation</b>	<b>978-740-1240</b>
<b>Parent Information Center</b>	<b>978-740-1281</b>