Student-Parent Handbook 2018-19

Ms. Jennifer DeStefano, Principal, 978-740-1123

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>James Flynn</td>
<td>740-1146</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Lynne Mullen</td>
<td>825-3466</td>
</tr>
<tr>
<td>Academic Dean</td>
<td>Emily Flores</td>
<td>360-1737</td>
</tr>
<tr>
<td>Director of Guidance</td>
<td>Matthew Baione</td>
<td>740-1125</td>
</tr>
<tr>
<td>Career &amp; Technical Education Director</td>
<td>Judd Berman</td>
<td>825-3602</td>
</tr>
<tr>
<td>Athletic Director</td>
<td>Scott Connolly</td>
<td>740-1113</td>
</tr>
</tbody>
</table>

Guidance Office: 978-740-1157, FAX 978-740-1122

ABSENT CALL: Call Respective Assistant Principal’s Secretary (see above)

Family Engagement Facilitator – Juan Encarnacion: 978-740-1129

<table>
<thead>
<tr>
<th>Department</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front Desk</td>
<td>(978) 740-1141</td>
</tr>
<tr>
<td>Student Activities</td>
<td>(978) 740-1121</td>
</tr>
<tr>
<td>Nurse’s Office</td>
<td>(978) 740-1119</td>
</tr>
<tr>
<td>Music Office</td>
<td>(978) 740-1136</td>
</tr>
</tbody>
</table>

Web Site: www.salemk12.org

This Student/Parent Agenda Belongs To:

Name:
Address:
City: Salem, MA  01970
Phone:
Housemaster:   ID#:  

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SALEM HIGH SCHOOL

Our Vision

Salem High School empowers all students with the knowledge and skills to access college and career opportunities that will allow them to excel and contribute to society.

Our Mission

The mission of Salem High School is to offer all students the opportunity to demonstrate independence, self-motivation, and responsibility for self and others. Provided with a safe learning environment that builds positive relationships between students and adults, students will leave Salem High School with the academic skills, habits of mind, and technological literacy that will enable them to think critically, problem solve, collaborate and communicate effectively as citizens of the local and global community.

STUDENT/PARENT HANDBOOK
2018 - 2019

The Salem High School administration and staff encourage all students and their parents to read the Salem High School Student Handbook carefully. It contains important information regarding a variety of subjects including attendance policies, academic policies and regulations, guidelines for student behavior, discipline code regulations, bus transportation guidelines, student health information, and Athletic Department rules and regulations.

Escuela Secundaria de Salem
Manual Estudiantil 2018-2019

La Administracion y Personal urgen a los estudiantes y sus padres a leer cuidadosamente el manual e estudiantil de la Escuela Secundaria de Salem. Este contiene informacion importante con respecto a la variedad de temas incluyendo polizas de asistencia, poliza y regulaciones disciplinarias, guia de transporte, informacion de salud estudiantil, reglas y regulaciones del departamento de atletismo.

Favor de firmar y devolver esta pagina 62 del manual estudiantil a la maestra de su hijo/a. Esta se mantendra archivada en la escuela durante el año escolar. Yo leido y entiendo las reglas ya fijadas en el Manual Estudiantil de la Escuela Secundaria de Salem.
SALEM HIGH SCHOOL

Instructional Focus

There will be a school-wide effort to have all students show growth in their ability to be BETTER CRITICAL THINKERS through DEVELOPING & APPLYING PROBLEM SOLVING STRATEGIES.

Core Values

The Salem High School community believes that in four years all students should . . .
### 2018-2019 SCHOOL CALENDAR

<table>
<thead>
<tr>
<th>September 05</th>
<th>SCHOOL YEAR BEGINS</th>
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</thead>
<tbody>
<tr>
<td>September 07</td>
<td>SAT Oct 6th Test Registration Deadline</td>
</tr>
<tr>
<td>September 20</td>
<td>Meet the Teacher Night 6:00-8:00 pm</td>
</tr>
<tr>
<td>September 26</td>
<td>Prof. Dev. Early Dismissal 12:14 Release</td>
</tr>
<tr>
<td>October 05</td>
<td>SAT Nov 3rd Test Registration Deadline</td>
</tr>
<tr>
<td>October 06</td>
<td>SAT AT SALEM HIGH</td>
</tr>
<tr>
<td>October 08</td>
<td>Columbus Day No School</td>
</tr>
<tr>
<td>October 10</td>
<td>PSAT at Salem High</td>
</tr>
<tr>
<td>October 17</td>
<td>Parent/Teacher Conf. 2:00-3:00 PM</td>
</tr>
<tr>
<td>October 31</td>
<td>Prof. Dev. Early Dismissal 12:14 Release</td>
</tr>
<tr>
<td>November 02</td>
<td>SAT Dec 1st Test Registration Deadline</td>
</tr>
<tr>
<td>November 03</td>
<td>SAT AT SALEM HIGH</td>
</tr>
<tr>
<td>November 06</td>
<td>Full Day Professional Development No School</td>
</tr>
<tr>
<td>November 09</td>
<td>End of 1st Quarter -</td>
</tr>
<tr>
<td>November 12</td>
<td>Veterans’ Day No School</td>
</tr>
<tr>
<td>November 21</td>
<td>Pep Rally - Early Dismissal 11:00 Release</td>
</tr>
<tr>
<td>November 22-23</td>
<td>Thanksgiving Recess No School</td>
</tr>
<tr>
<td>December 05</td>
<td>Prof. Dev. Early Dismissal 12:14 Release</td>
</tr>
<tr>
<td>December 19</td>
<td>Prof. Dev. Early Dismissal 12:14 Release</td>
</tr>
<tr>
<td>December 19</td>
<td>Parent/Teacher Conf. 2:00-3:00 PM</td>
</tr>
<tr>
<td>December 24-1</td>
<td>Holiday Recess No School</td>
</tr>
<tr>
<td>January 21</td>
<td>Martin Luther King Day No School</td>
</tr>
<tr>
<td>January 22-25</td>
<td>MID TERMS</td>
</tr>
<tr>
<td>January 25</td>
<td>End of 2nd Quarter -</td>
</tr>
<tr>
<td>January 30</td>
<td>Prof. Dev. Early Dismissal 12:14 Release</td>
</tr>
<tr>
<td>February 08</td>
<td>SAT Mar 9th Registration</td>
</tr>
<tr>
<td>February 18-22</td>
<td>Winter Recess No School</td>
</tr>
<tr>
<td>March 14</td>
<td>ELA Blitz (10th grade)</td>
</tr>
<tr>
<td>March 14-15</td>
<td>Senior Show 7:00pm</td>
</tr>
<tr>
<td>March 20</td>
<td>Prof. Dev. Early Dismissal 12:14 Release</td>
</tr>
<tr>
<td>March 26-27</td>
<td>ELA MCAS (10th grade) 3 hr Delay</td>
</tr>
<tr>
<td>April 05</td>
<td>End of 3rd Quarter -</td>
</tr>
<tr>
<td>April 15-19</td>
<td>Spring Recess No School</td>
</tr>
<tr>
<td>May 03</td>
<td>SAT June 1st Test Registration Deadline</td>
</tr>
<tr>
<td>May 04</td>
<td>SAT AT SALEM HIGH</td>
</tr>
<tr>
<td>May 06-17</td>
<td>AP Testing</td>
</tr>
<tr>
<td>May 21-22</td>
<td>Math MCAS (10th grade) 3 hr Delay</td>
</tr>
<tr>
<td>May 21-22</td>
<td>Biology Blitz (9th grade)</td>
</tr>
<tr>
<td>May 27</td>
<td>Memorial Day No School</td>
</tr>
<tr>
<td>June 01</td>
<td>SAT AT SALEM HIGH</td>
</tr>
<tr>
<td>June 04-05</td>
<td>Biology MCAS 3 hr Delay</td>
</tr>
<tr>
<td>June 07</td>
<td>GRADUATION 6:00 pm</td>
</tr>
<tr>
<td>June 10</td>
<td>Science Expo 7:24-10:00 AM</td>
</tr>
<tr>
<td>June 13</td>
<td>Underclassmen Recognition 7:00 PM</td>
</tr>
<tr>
<td>June 11-17*</td>
<td>(pending snow days) FINAL EXAMS (Early Dismissal) *see below</td>
</tr>
</tbody>
</table>

* June 17 is the last day of school depending on make-up dates. It is possible the last of school may be June 28th.
**DAY BACK SCHEDULE**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Foreign Lang.</td>
<td>English</td>
</tr>
<tr>
<td>Science</td>
<td>Math</td>
<td>Phys. Ed.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Vocational/Tech</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Performing Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Special Education and ELL teachers will observe their specific subject day back.

**GRADING POLICY** *

Report cards are issued on a quarterly basis. The following grades are used to report student progress on a quarterly basis:

- **A+** = 100-98
- **A** = 97-93
- **A-** = 92-90
- **B+** = 89-87
- **B** = 86-83
- **B-** = 82-80
- **C+** = 79-77
- **C** = 74-73
- **C-** = 72-70
- **D+** = 69-67
- **D** = 66-63
- **D-** = 62-60
- **F** = 59 and below
- **I** = Incomplete
- **W** = Withdrawn

Eligibility for summer school is based on a student achieving a course grade average of at least 45 and having 75% attendance (No more than 11 unexcused absences for a half year course and no more than 23 unexcused absences for a full year course).

* Grade 9 will follow standards based grading practices for core subjects. Information provided separately to parents.

**GRADUATION REQUIREMENTS**

Students who have fulfilled all graduation requirements (26 Units) and who have met all their school obligations, shall be eligible to participate in graduation. *Note that a unit is defined as one full year course or 2 half year courses.

The requirements for graduation are:

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<thead>
<tr>
<th>Subject Area</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 Units</td>
</tr>
<tr>
<td>Science, Engin</td>
<td>3 Units</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 Units</td>
</tr>
<tr>
<td>Foreign Lang</td>
<td>2 Units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Ed.</td>
<td>2 Units</td>
</tr>
<tr>
<td>Health</td>
<td>5 Units</td>
</tr>
<tr>
<td>Voc, Tech, Art</td>
<td>1 Unit</td>
</tr>
<tr>
<td>Technology</td>
<td>3 Units</td>
</tr>
<tr>
<td>Electives</td>
<td>6 Units</td>
</tr>
</tbody>
</table>

The total number of units required for graduation is 26 Units; at least 5 of these units must be earned in grade 12. These units may be attained in full and half-year courses as long as the appropriate subject matter listed above has been met. Students in all grades must take the equivalent of 8 full-year courses each year. (State law requires 990 hours minimum of instructional time). In addition to these required courses, a student chooses electives to meet graduation requirements.

The following table shows the credit range indicating student grade level:

| Fresh. = 0 – 5.75 | Soph. = 6 – 12.75 | Junior = 13 – 18.75 | Senior = 19 – 32 |

Note: In order to move from freshman grade level to sophomore grade level, a student must earn 6 credits including English I and Algebra I.

**GUIDANCE SERVICES**

The Guidance Department is located in the third floor of the IMC. Parents may call and make an appointment to see the counselor at any time during the school day. Students should not hesitate to ask for assistance in dealing with personal, vocational, or academic issues. Students are encouraged to meet with their counselors before and after school regularly. Students are assigned a counselor on the basis of their last name and will remain with the same counselor throughout their high school years.

**Guidance Director:** 978 - 740 – 1125

<table>
<thead>
<tr>
<th>Counselors</th>
<th>Contact Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maureen Beaudet</td>
<td>978 - 740 – 1148</td>
</tr>
<tr>
<td>Kerry McHugh</td>
<td>978 - 825 – 3467</td>
</tr>
<tr>
<td>Alice Ryan</td>
<td>978 - 740 – 1130</td>
</tr>
</tbody>
</table>
HONOR SOCIETIES

National Honor Society membership is based on scholarship, leadership, character, and community service. Juniors and seniors who have an overall average of 3.30 (B+) or above are eligible to apply for membership. Students will be notified of their eligibility by the NHS advisor and must complete a formal application in order to be considered for membership. Please note that scholarship alone does not guarantee membership in the National Honor Society. Membership and/or offices held in the National Honor Society may be forfeited for student conduct and behavior that is deemed unbecoming to the principles of the organization. See advisor (Catherine Coleman) for specific application requirements.

National Art Honor Society (NAHS) is designed specifically for high school students in grades 9-12. In 1978, the National Art Education Association began the National Art Honor Society program specifically for high school students, for the purpose of inspiring and recognizing those students who have shown an outstanding ability in art. The NAHS strives to aid members in working toward the attainment of the highest standards in art areas, and to bring art education to the attention of the school and community. See advisor (Ben Kirk) for specific application requirements.

The Tri-M Music Honor Society is the international music honor society for middle/junior high and high school students. It is designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities, and to inspire other students to excel at music and leadership. Through more than 5,500 chartered chapters, Tri-M has helped thousands of young people provide years of service through music in schools throughout the world. Tri-M is a program of MENC: The National Association for Music Education. See advisor (Cynthia Napierkowski) for specific application requirements.

PLAGIARISM/ACADEMIC DISHONESTY

The act of plagiarizing involves the use, assistance or abetting of someone else’s words or ideas without citing the source of the information. Paraphrasing and direct quoting are two forms of plagiarism, if not cited properly. It can occur in, but does not exclusively pertain to homework, essays, projects, and all forms of schoolwork. Students determined to have plagiarized will receive a zero for the assignment unless determined otherwise by the teacher of record and the housemaster. The respective housemaster and parents will be notified of the incident. If applicable, the student will be reported to National Honor Society.

PUBLICITY & RESOURCES

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.

ACADEMIC AND CAREER RESOURCES

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<th>URL</th>
<th>Description</th>
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</thead>
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<tr>
<td><a href="http://www.noblenet.org/salem">www.noblenet.org/salem</a></td>
<td>Free Test Preparation Resource with use of library card</td>
</tr>
<tr>
<td>NAVIANCE Program</td>
<td>Available through guidance page of high school website. Helps students determine career areas of interest.</td>
</tr>
<tr>
<td><a href="http://www.collegeboard.com">http://www.collegeboard.com</a></td>
<td>Provides information for upcoming SATs. Students may register for this college entrance exam here.</td>
</tr>
<tr>
<td><a href="http://www.actstudent.org">http://www.actstudent.org</a></td>
<td>Provides information for upcoming ACTs. Students may register for this college entrance exam here.</td>
</tr>
<tr>
<td><a href="http://www.studygs.net/">http://www.studygs.net/</a></td>
<td>Offers extensive list of strategies for meeting success in the classroom</td>
</tr>
<tr>
<td><a href="http://www.fastweb.com/">http://www.fastweb.com/</a></td>
<td>Scholarship search site</td>
</tr>
</tbody>
</table>
Table

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://offtocollege.com/">http://offtocollege.com/</a></td>
<td>Guides students through the college planning process</td>
</tr>
<tr>
<td><a href="http://mefa.org">http://mefa.org</a></td>
<td>Massachusetts Educational Financing Authority</td>
</tr>
<tr>
<td><a href="http://spssalemhs.salem.k12.org">http://spssalemhs.salem.k12.org</a></td>
<td>Salem High School Website</td>
</tr>
</tbody>
</table>

**SENIOR OPTION POLICY**

Senior students who have earned an average grade of 90% or better for the first three quarters combined and hold an average of at least a 90% for the 4th quarter going into the final exam of their senior year may choose to not take their final exam in the respective class. Attendance policies are still in effect. Does not apply to half-year courses.

**HOME INSTRUCTION**

Home instruction is provided for students who will be absent from school for an extended period of time, and consistent with state law. Teachers are to supply class work and materials for the tutor. The tutor will submit the completed work to the teacher for grading.

Please call the Health Office at (978) 740-1119 for the forms necessary for home instruction approval.

**ATHLETICS AND STUDENT ACTIVITIES REGULATIONS**

**Eligibility To Participate:** In order to be eligible to play interscholastic athletics or participate in an extracurricular activity, a student may not fail more than one class during the prior marking period. Any student who is failing one class or has more than two D’s will be placed on academic probation for the remainder of the season. Students on academic probation must attend a mandatory study hall. Incomplete grades are considered failing grades until a passing grade is verified by the teacher.

If a student is academically ineligible at the start of the season that student may not pass back onto a team. However, if there are extreme circumstances, a student has the right to request a hearing before the Eligibility Appeals Committee. Consideration will be given to situations such as a family death.

**Drug and Alcohol Policy:** The Salem High School Athletic and Student Activities Departments have a zero tolerance tobacco, alcohol, and drug policy. Violations can occur for a student-athlete or activity participant from the start of fall practices until the last day of the school year, regardless of whether that student’s sport or activity is in season. Consequences for violations will take place from season to subsequent season during the same school year if possible. If it is not possible during the same school year, the consequences will occur during the next athletic or activity season the following school year. In addition, violations will carry from year to year, not restart at the beginning of each school year.

Zero tolerance means that infractions incur specific, pre-determined consequences, and that there are choices that provide fair and equal treatment for all. The consequences shown in the Salem High School Student-Athlete Handbook are in accordance with the MIAA minimum penalties which occur when the principal deems that a violation occurred after the student-athlete has an opportunity to be heard. Students participating in student activities will be held to the same Drug and Alcohol Policy and its consequences depicted in the Athletics section of this handbook.

**Spectator Regulations:** Any student attending a Northeastern Conference or Massachusetts Interscholastic Athletic Association event is subject to the rules
and regulations of the host school, the MIAA and the NEC. Appropriate behavior and decorum is expected at all athletic events – without which a student may be banned from attending further SHS athletic events. Salem High School disciplinary rules apply to all off campus games, practices, and activities.

**ATHLETIC POLICIES AND HANDBOOK**
*(Concussion Information – See Pages 57 – 58)*

<table>
<thead>
<tr>
<th>Fall Season</th>
<th>Winter Season</th>
<th>Spring Season</th>
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<td>Football: V/JV/F</td>
<td>Gymnastics: V/JV</td>
<td>Track and Field: V/JV, B/G</td>
</tr>
<tr>
<td>Soccer: V/JV, B/G</td>
<td>Indoor Track: V/JV, B/G</td>
<td>Softball: V/JV/F, G</td>
</tr>
<tr>
<td>Volleyball: V/JV/F, G</td>
<td>Swimming: V/JV</td>
<td>Tennis: V/JV, B/G</td>
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<tr>
<td>Cheerleading: V/JV</td>
<td>Wrestling: V/JV</td>
<td>Volleyball: V, B</td>
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<td>Cheerleading: V/JV</td>
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**2018-2019 Season Start Dates**

**FALL**
Football starts two weeks before the start of school. All other sports begin the 3rd Thursday in August. Double and single sessions are not to exceed 10 up to and including the Friday prior to Labor Day. *(Exception: Football allowed 7 additional days.)*

**WINTER**
Begins the Monday after Thanksgiving.

**SPRING**
Begins the third Monday in March. The end of the season is determined by the last MIAA sponsored tournament or event in which the Salem High team is a participant.

**STAFF AND VARSITY COACH DIRECTORY:**

<table>
<thead>
<tr>
<th>Athletic Director</th>
<th>Mr. Scott Connolly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics Secretary</td>
<td>Ms. Ellen Hanson</td>
</tr>
<tr>
<td>Fall Faculty Manager</td>
<td>TBA</td>
</tr>
<tr>
<td>Winter Faculty Manager</td>
<td>TBA</td>
</tr>
<tr>
<td>Spring Faculty Manager</td>
<td>Mr. Tom Doyle</td>
</tr>
<tr>
<td>Athletic Trainer</td>
<td>Ms. Samantha Norman, A.T.C., Spaulding Hospital</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Fall Season</th>
<th>Winter Season</th>
<th>Spring Season</th>
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</thead>
<tbody>
<tr>
<td>Cross Country: Girls’ Basketball</td>
<td>Evelyn Oquendo</td>
<td>Boys’ Track and Field</td>
</tr>
<tr>
<td>Mr. Richard Stafford</td>
<td>Ms. Jessica Moreira</td>
<td>Mr. Richard Stafford</td>
</tr>
<tr>
<td>Football: Boys’ Basketball</td>
<td>Mr. Tom Doyle</td>
<td>Baseball</td>
</tr>
<tr>
<td>Mr. Matt Bouchard</td>
<td>Ms. Mary-Faia</td>
<td>Softball</td>
</tr>
<tr>
<td>Boys’ Soccer: Hockey</td>
<td>Mr. Gino Faia</td>
<td>Girls’ Lacrosse</td>
</tr>
<tr>
<td>Mr. Michael Collins</td>
<td>Mr. Jimmy Guy</td>
<td>Ms. Katie Wilkins</td>
</tr>
<tr>
<td>Girls’ Soccer: Girls’ Indoor Track</td>
<td>Mr. Chris Scanlan</td>
<td>Boys’ Lacrosse</td>
</tr>
<tr>
<td>Mr. Chris Scanlan</td>
<td>Ms. Olivia Barton</td>
<td>Mr. Shahin Mousa</td>
</tr>
<tr>
<td>Volleyball: Boys’ Indoor Track</td>
<td>Mr. Sabina</td>
<td>Boys’ Tennis</td>
</tr>
<tr>
<td>Mr. Craig Massey</td>
<td>Ms. Olivia Barton</td>
<td>Mr. John Robinson</td>
</tr>
<tr>
<td>Football Cheerleading: Wrestling</td>
<td>Mr. Cliff Exilhomme</td>
<td>Girls’ Tennis</td>
</tr>
<tr>
<td>TBA</td>
<td>O’Malley Barton</td>
<td>Mr. Chris Patenaude</td>
</tr>
<tr>
<td>Basketball Cheerleading</td>
<td>Ms. Olivia Barton</td>
<td>Mr. Craig Massey</td>
</tr>
</tbody>
</table>

**Athletic Department Expectations**
Developing positive student-athletes in an environment that fosters their personal, academic, social, and athletic growth with the support of coaches, parents, teachers, peers, administrators, and the community.

The material outlined in this Athletic Section of the Student Handbook defines the interscholastic athletic policies and procedures for all students participating in our high school programs. The information is intended to provide a better understanding of the Athletic Department’s philosophy, goals, and policies. Participation on an interscholastic team can be a rewarding educational experience. However, it is important that student-athletes realize the increased academic and behavioral expectations, time demands, responsibilities, and dedication necessary in committing to a team.

Governances

Salem High School is a member of the Massachusetts Interscholastic Athletic Association (MIAA) and the Northeastern Conference (NEC) and must abide by all rules set forth by those organizations.

MIAA: All schools are voluntary members of the MIAA and compete only with member schools. As a member, Salem agrees to abide by and enforce all rules and regulations of the association. The primary role of the State Association is to maintain rules and regulations that ensure equity in competition for the student-athlete and to maintain a balance with other educational programs. The Association solicits input and is responsive to requests for rule modification from member schools, appointed committees, and coaches’ associations. The MIAA attempts to enforce such rules that assure the greatest good for the greatest number and to ensure that competition is conducted in an appropriate manner.

One of the primary functions of the MIAA is to sponsor and conduct post-season tournaments leading to the determination of geographical district and state champions. When our varsity teams qualify for and enter into such tournaments, we are completely subject to the specific rules and regulations that govern each tournament as set by the MIAA. Tournament qualifications, divisional placement, and geographical district criteria are sport specific. Some of our teams may qualify for regional tournaments beyond the MIAA tournaments that are sponsored and conducted by the combined state associations that make up the region of the competition.

Some of our varsity teams may host and/or play in seasonal tournaments that are sponsored by local school districts or other qualified agencies. MIAA regulations specify that such tournaments be sanctioned by the Association and be conducted totally under their policies, rules, and regulations. The MIAA does not sanction or sponsor any sub-varsity tournament competition. The MIAA is a member of the National Federation of State High School Associations (NFHS) and is bound by their set of rules, policies, and regulations. More information can be obtained about the Association at www.miaa.net.

NEC: Salem is a voluntary member of the Northeastern Conference. This conference was established for the primary purpose of promoting interscholastic activities among member schools and for the assurance of such advantages that may be gained by a unified effort. Conference membership facilitates the arranging (to every extent possible) of schedules, the equalizing competition, the conducting of league meets, the naming All-Stars, and the determination of league champions. The NEC provides the opportunity for competition without excess travel and with schools of similar athletic philosophy. Conference membership implies abiding by conference schedules, rules, and regulations. Member schools are: Beverly, Danvers, Gloucester, Lynn Classical, Lynn English, Marblehead, Peabody, Revere, Salem, Saugus, Swampscott, and Winthrop.

Salem High School Athletic and Extracurricular Activities Policies

Drug and Alcohol

The Salem High Athletic Department has a zero tolerance tobacco, alcohol, and drug policy for use and for possession of these substances. Violations can occur for a student-athlete from the first day of fall practices until the last day of the school year or final athletic event (whichever is later), regardless of whether that student-athlete is in season. Consequences for violations will take place from
season to subsequent season during the same school year if possible. If it is not possible during the same school year, the consequences will occur during the next athletic season of participation by that student-athlete the following school year.

In addition, violations will carry from year to year, not restart at the beginning of each school year.

According to the MIAA Bluebook; “a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as ‘NA or near beer.’”

First offense = must commit to a tobacco, drug, or alcohol cessation program. Failure to commit to a program will result in removal from the team on which the student-athlete is currently participating and all other athletic teams until program commitment is established. The student-athlete will miss 25% of all contests in that sport, but may practice for rehabilitation purposes after enrolling in a rehabilitation program. If the offense occurs at the end of one season, the student-athlete will miss a total of 25% of the competitions between the current and the following seasons. Captains will lose their captainship. Student-Athletes who violate the chemical health policy will lose the ability to serve as captain or be elected captain for one calendar year; and, afterwards, that student-athlete must show progress and other leadership traits to become a captain based on the coach’s discretion. The Northeastern Conference adopted the following rule on August 27, 1998: If a student is elected a team captain and she/he violates the MIAA or their own school drug and alcohol policy at any time during the year, she/he will lose the privilege of being a team captain. With a first offense, a student-athlete may ride the bus with the team and sit on the bench, but may not dress in a uniform of any sort.

Second offense = may not participate for the rest of the season which must total at least 60% of the competitions, and must complete a cessation program to be eligible for participation in subsequent seasons that year and for the years that follow. If the infraction occurs at the end of a season, or does not fulfill the 60% of contests missed, the student-athlete will miss a number of competitions between the current and following seasons that totals 60%. Captains will lose their captainship and underclassmen will lose the possibility of becoming a captain of a team. With a second offense and beyond, a student-athlete may not ride the bus with the team, sit on the bench, or dress in uniform.

Offenses beyond two result in removal from athletic programs, so that the student-athlete may focus solely on his or her addiction. After at least one complete season to focus solely on recovery (partial seasons do not count), the student-athlete may practice, but not compete for a season if a therapist deems the participation to be helpful for the student-athlete’s mental and emotional progress, and if it does not negatively impact the rest of the team. A therapist must certify the student-athlete for restatement in MIAA activities after a complete season off and after missing a minimum of 60% of contests. Additionally, the student-athlete only may compete (after a complete season off and a season of practicing with the team) depending on the development of a contract and a conversation between the Athletic Director, parent(s) or guardian(s), coach(es) and the student-athlete.

Attendance
A student-athlete should always consult his/her coach prior to missing a practice. If it is an emergency and the coach cannot be reached, the student-athlete or guardian should contact the Athletic Office at (978) 740 - 1113.

• If a student-athlete misses a practice, and the absence is unexcused, she or he will miss a competition.
If a student-athlete misses a competition, and the absence is unexcused, she or he may miss a subsequent competition.

Two unexcused absences result in removal from the team.

No practice held by a head coach, or by an assistant coach on behalf of the head coach is to be considered optional. No official practice may be held without a SHS coaching staff member present. Practices are held daily, over school vacations, and may be held on weekends.

If a student-athlete misses school, she/he may not participate in practice or competitions on that day—except for school-related absences, college visits, doctors’ notes, court dates, religious holidays, or family deaths.

Student-Athletes may miss at most one block to be eligible for practice or competitions.

If a student-athlete has an excused absence on a Friday, he or she may be eligible for competitions on Saturday or Sunday. Excused absences will be determined by the coach on a case by case basis. Depending on the excused absence and the coach’s policy, the student-athlete may not start at the next competition. Repeated excused absences inhibit the team’s and the student-athlete’s performance, and may result in removal from the team. General examples of excused absences are certain family issues, sickness, academic commitments, etc. General examples of unexcused absences are hair appointments, shopping for prom, extended family trips during vacation, etc.

Conflicts with Extracurricular Activities

An individual student-athlete who attempts to participate in several extracurricular activities undoubtedly will be in a position of conflict with her/his obligations. The Athletic Department recognizes that each student should have the opportunity for a broad range of experiences in extracurricular activities. Student-Athletes have a responsibility to do everything they can to avoid continuous conflicts. This would include being cautious about belonging to too many activities where conflicts are bound to happen and immediately notifying the faculty, advisors, and coaches involved when a conflict does arise. When a conflict arises, the coach and advisor will attempt to work out a solution. At the coach’s discretion student-athletes who have a conflict between athletics and extracurricular activities may be ineligible to participate in upcoming competitions. Student-Athletes should consult with their coach before the season begins if there are foreseeable conflicts between activities, and, once the season begins, should notify their coach immediately of any upcoming conflicts.

Definition of the Levels of Athletic Participation

a. **Varsity** — only the best student-athletes will complete at this level. Varsity student-athletes must possess fierce dedication to the team, sport, and school. Seniors may be cut from a varsity team. Seniors who are not cut, but who are not competitive may remain on the team to manage or to participate in other team building ways—permitting that a conversation between the coach, guardian, and student-athlete occurs. Student-Athletes in grades 9 through 12 may participate at this level.

b. **Junior Varsity** — seniors may not participate at this level for teams that carry a limited number of student-athletes who participate. Retaining seniors on a junior varsity team reduces the number of underclassmen who are able to compete at the more competitive varsity level. Student-Athletes in grades 9 through 11 may participate at this level. Seniors may participate at this level if a complete junior varsity team cannot be fielded without them.

c. **Freshmen** — Only freshmen may participate at this level. Coaches will use this time to determine if the student-athlete is best suited for junior varsity or varsity competition, or if the student-athlete is better suited for an alternative sport.

The coach will use her or his discretion to determine the level of competition most appropriate for each student-athlete and the amount of playing time a student-athlete will be allotted at that level. There will be no negotiation once the
coach makes these decisions based on what is best for the team and what is most beneficial to the development and progress of each player. It should be understood that playing time could be limited by the strategy of the game, coach’s discretion, and conditions that allow as many students as possible to participate and share the experience and benefits derived from team membership and competition.

**Team Captains**

**Selection:** Each coach will establish a process for the selection of team captains. A blanket department policy that dictates to each program may not allow for circumstances or nuances that need to be considered in each sport. Coaches are encouraged to keep captains to minimum whenever possible and to take an advisory vote, not a determining vote, of the team into consideration.

**Expectations:** The position of captain is one of honor, leadership, and responsibility. As a result, student-athletes serving in that capacity are expected to conduct themselves in an exemplary manner in and out of school. Any captain involved in any violation of the discipline code that results in a school or athletic suspension may lose their captainship.

**Captain’s Practice:** The term “Captain’s Practice” usually means that the team’s captain(s) organize and conduct out-of-season practice for that sport without adult supervision. The MIAA does not in any way sanction, encourage, or condone “Captain’s Practice” in any sport. “Captain’s Practice” may be a clear violation of the rule defining season limitations. There also is a practical consideration. If it can be demonstrated that a school is allowing “Captain’s Practice” the liability and responsibility for an injured student-athlete may be quite serious.

**Forms and User Fee Regulations**

The Salem School Committee has adopted a no fee policy for all sports and extracurricular activities. For athletics, all forms must be turned in for the student athlete to participate.

**Grades and Eligibility**

Salem High School has a stricter policy than the Massachusetts Interscholastic Athletic Association (MIAA) policy.

In order to be eligible to play interscholastic athletics or participate in an extracurricular activity, a student may not fail more than one class during the prior marking period. Any student who is failing one class or has more than two D’s will be placed on academic probation for the remainder of the season. Students on academic probation must attend a mandatory study hall. Incomplete grades are considered failing grades until a passing grade is verified by the teacher.

If a student is academically ineligible at the start of the season that student may not pass back onto a team. However, if there are extreme circumstances, a student has the right to request a hearing before the Eligibility Appeals Committee. Consideration will be given to situations such as a family death.

Eligibility is determined on the day the report cards are issued each quarter. **All student-athletes must be taking the hourly equivalent of six year long courses.** Each student must practice for 10 days before he or she participates in a competition, with the exception of football which requires a 15 day practice time for individuals joining a team later than the first day of the season.

**Fall Sports:** Fourth quarter grades and final cumulative grades from the previous school year will determine eligibility for fall sports. Summer school
classes will count toward final cumulative grades. First quarter grades will determine eligibility if the report cards are issued before the conclusion of the season. While a student may fail off a team after the posting of first quarter grades, a student may not pass back onto a team if he or she becomes eligible after the first quarter grades are posted.

**Winter Sports**: First quarter and second quarter grades will determine eligibility for winter sports. While a student may fail off a team after the posting of second quarter grades, a student may not pass back onto a team if he or she becomes eligible after second quarter grades are posted.

**Spring Sports**: Second and third quarter grades will determine eligibility for Spring Sports. While a student may fail off a team after the posting of third quarter grades, a student may not pass back onto a team if he or she becomes eligible after third quarter grades are posted. Fourth quarter grades will determine eligibility if the report cards are issued before the conclusion of the spring season.

If a student-athlete is not academically eligible, he or she may not practice, possess a uniform, or be part of a team or club roster and bench at any level. While students may not pass back onto a team, continuing to work on their grades will help the students become eligible for future seasons.

**Practice time allotted before competition occurs**: Generally, all teams must practice for 10 days before a competition. Student-athletes who are cut from a team may join a non-cut sport for up to one week after cuts are made. After the first two weeks of (including the cut week) the season, a student may no longer join a team unless that student falls under a MIAA school transfer waiver. All scrimmages count as practices.

**Failure to Remain Eligible**
Students who fail to remain eligible (academic or otherwise) during an athletic season will not receive a “Certificate of Participation” or a “Varsity Letter”.

**Good Citizen Rule**
As described in the MIAA Blue Book a student-athlete may not represent their school in practices or in competition if they are on an in-school or out-of-school suspension. In addition, a suspended student-athlete is ineligible for participation for at least the number of days of the suspension. Depending on the severity of the issue and/or the length of the suspension, the coach and Athletic Director may meet to determine whether the student-athlete may still participate on team. The Athletic Director and Principal reserve the right to remove a student-athlete from a team for excessive disciplinary problems and may or may not reinstate the student-athlete upon sufficient evidence of improvement.

As the MIAA believes, we believe that athletics is a privilege, not a right.

**Physicals**
In order for a student-athlete to remain eligible, proof of an updated physical examination must be submitted before the student-athlete is allowed to participate in any practice or competition. A doctor’s physical expires 13 months from date of the original physical. Any student-athlete barred from participation due to doctor’s orders because of illness or injury may not participate again until a “return to participation” form is filled out by the doctor.

**Pre-Season Responsibilities**
The coach of each sport will hold an informational meeting prior to the start of the season. All candidates are expected to attend and must meet the following requirements prior to attending any tryouts or practice sessions:

- Have evidence of passing a current physical examination.
• Have submitted signed parental consent and insurance forms.
• Be under 19 years of age.
• Be academically eligible.
• Notify the Athletic Director if she/he is a transfer student.
• Must have fulfilled all financial obligations for equipment issued the previous season.

School Insurance/Injuries
The school provides secondary health insurance coverage for all student-athletes injured during the season. The insurance plan takes over where family insurance, if any, leaves off. There are coverage and time restrictions within the policy. For a copy, please call the Athletic Office. According to the policy provisions, all claim forms must be picked up and filed with the insurance company within 90 days of injury. This is a policy provision - DO NOT FORFEIT BY INCOMPLETE INFORMATION OR DELAY. Please have the school fill out their portion of the form. Parents must fill out a section of the form and have their doctor fill out the back. Do not leave this form at the doctor’s office because often times they believe it to be theirs and file it. After having the doctor fill out the form, the parent/guardian should mail it to Corporate Design Insurance, 64 Bridge Street, Salem, MA 01970. If this information is not received by them within 90 days then the coverage is void.

After your insurance company pays their portion, the remaining bills should also be forwarded to the Corporate Design Insurance Company.

School Equipment Responsibilities
Student-Athletes are responsible for and are expected to maintain proper care of all equipment issued to them. Student-Athletes are responsible for payment of any items lost or stolen, and for damaged equipment. Any item not returned will be assessed at a rate comparable to the current replacement costs. All equipment is to be returned within three days of the completion of the season. Student-Athletes are not to wear uniforms (practice or game) at any time other than those allowed by the specified team regulations. Student-Athletes who do not return equipment during one season will not be allowed to participate in any manner during the next season.

MIAA Bonafide Team Member Rule
A bonafide member of the school team is a student who is regularly present for, and actively participates in, all team practices and competitions. STUDENT-ATHLETES ON ALL TEAMS MUST COMPLY WITH THE BONAFIDE TEAM RULE. BONAFIDE MEMBERS OF A SCHOOL TEAM MAY NOT MISS A HIGH SCHOOL PRACTICE OR COMPETITION IN ORDER TO PRACTICE OR COMPETE WITH AN OUT-OF-SCHOOL TEAM. Violations of the above rules will result in ineligibility for a suspension of 25% of the season. The second offense will result in a suspension for 25% of the season and ineligibility for tournament play.

MIAA Game Expulsion Rule
Any member of a squad in any sport who is ruled out of a contest (including a jamboree, scrimmage, etc.) shall not participate in the next schedule competition with a member school or in MIAA tournament play. Note: ice hockey and soccer require a two game disqualification. The disqualified student-athlete is ineligible for any contest in that sport until the next contest at the same level has been completed. Exceptions: basketball: five personal fouls, ice hockey: six minutes in penalties, wrestling: technical disqualification, girls’ lacrosse: two yellow cards.
Some of the reasons that an official may eject a student-athlete or coach from a contest that would lead to a one or two game expulsion are: fighting and flagrant unsportsmanlike conduct which is defined as but not limited to violent action toward a player, official, or spectator, the use of foul or abusive language, taunting, trash talking, spitting, and the like.

**MIAA Taunting Rule**

Taunting includes any action or comments by coaches, players, or spectators which are intended to bait, anger, embarrass, ridicule, or demean others, whether or not the deeds or words are vulgar or racist. Included is conduct that berates, needles, intimidates, or threatens based on race, gender, ethnic origin or background, and conduct that attacks religious beliefs, size, economic status, speech, family, special needs, or personal characteristics.

Examples of taunting include but are not limited to: “trash talk,” defined as verbal communication of a personal nature directed by a competitor to an opponent by ridiculing his/her skills, efforts, sexual orientation, or lack of success, which is likely to provoke an altercation or physical response; and physical intimidation outside the spirit of the game including “in the face” confrontation by one player or another such as standing over/straddling a tackled or fallen player, etc.

The penalty for taunting includes ejection.

**MIAA Intent to Injure Rule**

Any student in any sport (in the opinion of the game official) who willfully, flagrantly, or maliciously attempts to injure an opponent shall be removed from the contest immediately, and shall not participate in any sport season for one year from the date of the incident. Fighting does not apply to this section unless warranted in the judgment of the game official.

**Player’s Agreement to Participate and Parental Consent**

High school sports are designed to provide participants with hours of enjoyable activity. The rules are written to promote competition in a fair and a safe environment. If players are to realize the benefits of selflessness, striving for a common cause, and the development of skills, knowledge, fitness and other sport-related outcomes, they must assume many personal responsibilities.

The most important of the participant’s responsibilities relates to what must be done to avoid injuries to self, teammates, and opponents. In spite of rules to prevent injuries and equipment to protect vulnerable body parts, participation does include risk of injury. Injuries may be very slight or very severe, such as bruises, lacerations, broken bones, injuries to eyes and teeth, and those with long-term catastrophic consequences, including permanent paralysis or even death. Even in supervised programs, it is possible only to minimize, and not completely eliminate, the risk. Participants have the responsibility to help reduce the chance of injury through following the rules of instructions from the leadership and proper conditioning specifically:

- Obey the letter and spirit of the rules. Use your body and equipment only for purposes provided for in the rules.
- Discourage rule violations among your teammates.
- Avoid aggressive acts and remain under emotional control at all times. Players are legally liable for injuries to others, including spectators, due to “reckless disregard” for the safety of others. The players must give undivided attention to instruction on the skills and techniques of the sport and then try their best to perform according to the instruction. When difficulty is encountered, a coach must be notified. Leaders should be obeyed regarding behavioral conduct, whether at the activity site or traveling to and from games or practices.
• Players must wear appropriate clothing when playing. Shoes that have the appropriate coefficient of friction for the playing surface are essential to safe play.

• Players must participate fully in the conditioning and training drills that are designed to: strengthen muscles, strengthen tendons and ligaments; provide required flexibility; and provide required cardiovascular fitness. The physical condition of the player is an important element in avoidance of injury.

• Players must report all personal physical problems and injuries to the athletic trainer, coaches and parents. Medical assistance must be sought, particularly when pain persists.

• In order to participate after an injury, the injured student-athlete must be free from pain and the rehabilitation program must have restored complete range of motion, strength and normal speed and agility to the injured part. Before resuming participation, those injuries that require medical attention, must be cleared by a physician with a written note on the doctor’s stationary.

Transportation
Students are required to ride the provided bus to and from all away games. At no time will a student be allowed to drive herself or himself to a contest. Any exceptions to this rule must receive prior approval of the Athletic Director or Principal.

Fundraising/Boosters
While we encourage parents/guardians to participate in their child’s athletic endeavors, we ask that you remember the following:

• As representatives of Salem High, all fundraising ideas must be reviewed by the head coach and the Athletic Director for approval.

• Out of fairness to all sports, fundraisers may not occur more than two weeks before the season for that sport begins, and may continue until the conclusion of that season. The only exception is events held in the summer.

• The head coach has the final say on banquet locations, gifts, trophies, etc.

College Recruitment
While being recruited by a college can be a very exciting time, it also can be a tremendously overwhelming time. In the event that a recruiter should contact a student-athlete personally, the student-athlete should consult with her/his coach, the Athletic Director and/or guidance counselor to make sure all policies and procedures regarding contact with high school student-athletes are being followed. College recruitment information can be found on the NCAA website: www.ncaa.org (which also contains the form Division I and II recruits must complete before engaging in recruiting activities).

In accordance with student record regulations the Salem Public Schools considers the following to be Directory Information, which will be released without the consent of eligible students or parents: a student’s name, address, telephone listing, date and place of birth, major field of study, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, photograph, class degrees, honors and awards, grade level, and post-high school plans. In addition, the Armed Forces Recruiter Access to Students and Student Recruiting Information Act requires that schools make students’ names, addresses, and telephone numbers available to military recruiters and institutions of high learning.

Parents and eligible students not wishing to have some or all of the information listed above released without their consent should notify their building principal or guidance department in writing.

All of the above rules meet or exceed the MIAA minimum as the MIAA permits on a school to school basis (Athletic Policies Updated 2012).

DANCES
Dances are a privilege and not a right. Students absent from school or suspended for the day are not eligible to attend a dance that evening. Students will not be admitted after 9:00 p.m. unless prior permission has been given by an administrator. If a student leaves a dance or is told to leave, no refund will be given. Salem High dances are for Salem students only.
unless announced beforehand. Cigarettes, alcoholic beverages and drugs are not permitted by students or their guests. Dances allowing guests will follow the guidelines below.

- Middle school students are not allowed at Salem High School dances.
- Guests for the freshman and sophomore dances may not be over 18 years old.
- Guests for the Cotillion, Jr. Prom and Sr. Prom may not be over 20 years old.
- Guest approval forms should be picked up at the Student Activities office. Approval forms must be completed and returned to the Student Activities office two weeks prior to the dance. Housemaster will notify student if guest’s approval has been denied.
- School Dress Code applies at school dances.

Admittance to Grade-Specific Dances and Activities
Grade-specific dances and activities include the Junior/Senior Cotillion, Sophomore Social, Freshman Fling, Senior Show, and Senior Week Activities. To attend, students must have earned the correct number of credits for the specified grade level. Students short credits, but with the ability to regain dance-specific grade level by the end of the year, must be passing all eight classes and considered in good-standing (see good-standing section) to attend. An appeal process is available for students not having enough credits for senior year. See Assistant Principal to begin this process.

The following table shows the credit range indicating student grade level:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh.</td>
<td>0 - 5.75</td>
</tr>
<tr>
<td>Soph.</td>
<td>6 - 12.75</td>
</tr>
<tr>
<td>Junior</td>
<td>13 - 18.75</td>
</tr>
<tr>
<td>Senior</td>
<td>19 - 32</td>
</tr>
</tbody>
</table>

EXTRA-CURRICULAR ACTIVITIES POLICY
Students participating in non-athletic activities will follow the same academic eligibility and drug and alcohol policy requirements as set-forth in the Athletics Sections of this handbook.

STUDENT IN GOOD STANDING
A student in “Good Standing” demonstrates by their grades and good citizenship that they are mature, responsible young adults. The following characteristics depict the attendance, grades, and behavior reflective of a student in “Good Standing.”

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Academic</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Truancy</td>
<td>Passing all classes</td>
<td>No Pending Discipline</td>
</tr>
<tr>
<td>No Class Cuts</td>
<td>No Incompletes</td>
<td>Always respectful</td>
</tr>
<tr>
<td>On Time for Class</td>
<td></td>
<td>Supports a safe-learning environment</td>
</tr>
</tbody>
</table>

BUS – (SCHOOL TRANSPORTATION POLICY)
Grades 9-12: Transportation may be provided as per the following schedule on a first come, first serve basis.

The fee schedule for transportation is:

- $250 per rider with a maximum of $400 per family.
- $150 per rider for a one way transportation.

(These rates reflect the school year 2016-2017 rates subject to change)

Families are eligible to apply for a reduced fee:

No fee is reduced unless Financial Application is filed. The income level must fall within the established limits noted on the income chart. Your eligibility to pay a reduced fee will be thoroughly verified. You are required to submit your documentation in a sealed envelope and staple it to your application. If not supplied you will not be eligible for reduced fees.

Paying riders will be accepted on a **first come, first serve** basis as follows:

a) Space availability by route  
b) Distance to/ from school  
c) Round trip riders  
d) One way riders  
Students not selected will receive their check and be placed on a waiting list. If a seat becomes available, parents will be contacted.
Payments may be made in two parts; $100 deposit by July 1st when reserving transportation, final payment by August 1st. Payment accepted by check or money order only. Cash will not be accepted. There will be a $15 charge if a check is returned.

There will be no refunds of any monies after September 15th.

BUS PASSES: Bus passes will be issued. There will be a fee of $10.00 for a replacement pass. Students will not be allowed on the bus without a pass. For paying riders, bus passes will not be issued until full payment is received.

SCHOOL BUS STOPS: The bus routes will be similar to the current ones. Children will walk to a common bus stop. Students are not entitled to street to street or door to door pickup or delivery. Parents are responsible for getting the child to the correct bus stop. Any child standing at unauthorized locations or bus stops not assigned by transportation, will not be picked up. Do not assume bus stops are in the same location as the previous year as they may change. School bus drivers are not permitted to make changes, additions or deletions of any bus stops.

Please note that Salem Public Schools Student Bus Policy is always in effect. Riding the school bus is a privilege. Behavior issues will be dealt with in accordance with School Policy. Salem High School’s Code of Conduct adheres to the bus. Suspension or revocation of riding privileges will not afford a refund of bus fees for any reason.

CAFETERIA

In order to maintain clean and orderly cafeterias, the following rules must be observed:

1. Students must use their own student ID numbers to receive lunch.
2. Students receiving a lunch are expected to maintain an orderly single line at all times at the serving area.
3. No line cutting is permitted.
4. Once the students are finished eating, they are required to clean up the trash and the food trays from their table.
5. Students must keep the table and floor in their area in clean condition for others.
6. Students are not to loiter at the entrance to the cafeteria or serving area.
7. Card playing and/or other games of chance are prohibited.
8. Students may not take food from the cafeterias without prior permission from Housemaster.
9. Students wishing to move from one cafeteria to the next must use stairwell inside cafeteria.
10. When entering the IMC during lunch, students must use the first floor entrance and sign in at the front desk.
11. Students using student activities must use the first floor cafeteria to exit.

HEALTH SERVICES

A registered nurse is on duty during the school day. If a student becomes ill or injured during the school day, he/she should report to the health office, which is located on the first floor. Students who are ill should not remain in the restrooms or leave the building without reporting to the health office. Students must receive a pass from their teacher before visiting the health office, unless he/she is acutely ill or seriously injured. Students with minor illnesses or injuries are discouraged from leaving their classes to visit the health office. An elevator key is available for a student with a medical condition requiring the use of an elevator. A $15.00 deposit is required. The deposit will be forfeited if the key is lost or not returned. All students must be in compliance with Massachusetts General Law regarding immunization and physical exams.

COMMUNICABLE DISEASES POLICY:
The health office must be notified when a student is absent due to a communicable disease. A statement from the physician must be presented before the student is readmitted to
school. The cooperation and assistance of the parents is necessary in ensuring the safety and well being of the students. If your student:

1. Is ill before school, keep him/her home.
2. Has an acute or chronic medical problem requiring medication or attention during the school day, notify the nurse.
3. Needs to be dismissed from school, the parent or a designated responsible person must provide transportation.
4. Is to be excused from P.E. classes for a medical reason, a physician’s statement must be given to the nurse

**MEDICATION POLICY:**

Any student who is required to take medication during the regular school day must comply with the following regulations:

1. Written dated orders from a physician detailing the student’s diagnosis, the name of the drug, dosage, route of administration and time the medication is to be administered.
2. Written dated request from the student’s parent or guardian that the school complies with the physician’s order.
3. The medication must be brought to school in a container properly labeled by the pharmacy and kept in the health office.
4. Students may not carry medication on their person. With physician’s order, parental permission, and nurse approval, students may carry asthma inhalers, insulin delivery systems, Ana-kits, and Epipens for example. The forms for these exceptions are available in the health office.
5. Tylenol (acetaminophen 325mg) is available for students, as needed, who have parental permission slips on file.

The **Teen Health Center** is located within the high school and provides teens access to adolescent medicine primary care and counseling services. These comprehensive services include school and sports physicals, immunizations, sick and injury visits, medical gynecological care as well as mental health/psychosocial services.

The Health Center accepts most insurance coverage. Students without insurance or those receiving confidential services will receive services at no cost. No one will be denied access to services because of inability to pay. The Health Center is open Monday through Friday 8:00am - 3:00pm throughout the school year.

**HOURS OF OPERATION**

6:30 am: Main lobby opens for students who arrive to school early.
6:45 am: Breakfast in the lobby starts and the first floor cafeteria is open to eat breakfast.
7:12 am: Doors to student lockers and classrooms open.
7:15 am: Breakfast service ends.
7:24 am: Classes begin. Students not in their classes by this time are marked *Tardy to School*. A consequence will be assigned in accordance with the school’s *Tardy Policy*.
2:02 pm: School day ends.
2:10 pm: Teacher Day-Back (see Day-Back Schedule) and Administrative Detention begin. Students not attending either must leave the academic and art wings of the building.
2:30 pm: Main lobby closes. Students not attending Day-Back or detention must leave the building.
4:00 pm: IMC and Computer Lab closes.

**INSTRUCTIONAL MEDIA CENTER (IMC)**

The following rules govern use of the IMC:
1. The IMC is opened from 7:12 AM – 4:00 PM, Monday through Friday.
   The IMC is not opened after school on early release days. Please listen to the
daily announcements in case the IMC is closed for any reason.

2. All students are to enter and leave the IMC by level 1. The stairwell inside the
library is NOT to be used by students. They are to use the main stairwell in
the corridor.

3. Respect for the rights of others demands that there be little talking. An
ordered, quiet atmosphere that lends itself to study must be maintained at all
times.

4. Teachers may send students to the IMC during the school day. Teachers must
call ahead and will fill out an orange library pass with the students’ names,
the time they left the classroom, and the reason why they are sending them to
the IMC.

5. Upon arrival, students must show their pass to the library staff and sign-in. If
students leave the IMC before the end of the period, they must sign out.

6. Students sent to the IMC during class time are expected to be on task. If they
are not, they will be sent back to class.

7. Students may use the IMC computers before and after school, and during
class if they have an orange library pass from their teacher. Please note that
teachers who have signed up their class to use the IMC computers have
priority over those students who have dropped in.

8. Internet use is allowed only after both the student and their parent/guardian
have signed and returned the Salem Public School’s Acceptable Use Policy
(see the Signature Page/Acknowledgement Form in this handbook).

9. Use of the IMC’s computers and the Internet is limited to school work only.

10. Students may come to the IMC for quiet study or reading during their lunch.
    Students who are loud or disruptive will be asked to return to the cafeteria.

11. NO FOOD or DRINK is allowed in the IMC.

12. Students may not move or rearrange the furniture in the IMC without
    permission from the library staff.

13. The IMC should be neat and orderly for all patrons. Thus students need to
dispose of their trash and push in their chairs before they leave.

14. Students must present their school ID to check out items from the IMC. All
    items can be checked out for two weeks and may be renewed once if there are
    no holds on them. Students are responsible to return items on time and in
    good condition for the next user.

15. Payment is required for lost or damaged materials before a student leaves the
    Salem Public Schools including graduating seniors.

**INFORMATION RELEASE**

The school may release a student’s name, address, telephone listing, and place of
birth, major field of study, dates of attendance, weight and height of members of
athletic teams, class participation in officially recognized activities and sports,
degrees, honors and awards, and post-high school plans without the consent of
the eligible student or parent, provided that the school gives public notice of the
types of information it may release under 603 CMR 23.07 and allows eligible
students and parents a reasonable time after such notice to request that this
information not to be released with out the prior consent of the eligible student or
parent. Such notice may be included in the routine information letter required
under 603 CRM 23.10.
The school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, of the Department of Youth Services under the provisions of M.G.L c. 119. SS 51B, 57, 69, and 69A respectively.

**PARKING**

Licensed students may park in student parking areas during school hours. All cars parked in student parking areas must be registered with Salem High School administration.

1. Students parking in fire lanes, handicapped areas, or unmarked lanes will be towed without warning and at owner’s expense.
2. Vehicles improperly parked may be towed without notice.
3. Vehicles on school grounds are subject to search for banned material substances when reasonable suspicion exists that they may be present.
4. Violations of motor vehicle rules will result in revocation of driving privilege as well as possible disciplinary action.
5. The driver of a motor vehicle and all passengers must wear seat belts when on school property.
6. Students not in “Good Standing” will lose parking privileges.

**SCHOOL CANCELLATIONS AND DELAYED OPENINGS**

School closing or delayed opening announcements will be made by radio on radio stations WBZ, 1030 AM, WESX 1230 AM, and on television stations WBZ Channel 4, WCVB channel 5, WHDH channel 7 and WLVI channel 56. Announcements will also be listed on the local cable station, Salem Access TV or on the web site @salem.k12.ma.us. A Connect-Ed phone call will also be placed.

In the event that students have already arrived at school and the weather worsens during the school day, except in the case of crisis or emergency, students will not be dismissed until the end of the regular school day to allow buses to make regularly scheduled runs.

**STUDENT LOCKERS**

All students have the opportunity to use a locker for the school year. Lockers are the property of Salem High School and must be secured with a lock once registered. Only one locker is assigned per student. Students are responsible for the contents and condition of the locker assigned to him or her and must remove all contents when the locker is vacated. Please report any damage or theft to an Assistant Principal immediately. Students will be assigned a locker according to their grade: 9th grade - 3rd floor, 10th grade – 2nd floor, 11th – 1st floor, and 12th - red lockers/1st floor.

**VISITORS**

Non-Salem High School students wanting to “shadow” Salem High School students in school for guidance purposes must have prior approval by Guidance Department, Housemaster, and the student’s teachers. This can be accomplished by obtaining the visitor’s form from the Housemaster’s office. Accompanying student must provide reason for visit, name of parent, address and telephone number for verification purposes. All forms must be handed in to the Housemaster, five (5) school days prior to visitation for final approval.

All visitors to Salem Public School buildings are required to sign in and out of the building. Visitors will be provided with identification at the time of their visit.

**DISTRICT POLICIES AND PROCEDURES FOR ALL STUDENTS**

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, socioeconomic 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 extracurricular activities”.

**PROCEDURES FOR REPORTING OR FILING A DISCRIMINATION COMPLAINT**

Any student or family seeking to report or file a complaint alleging discrimination on the basis of the above policy or to make an inquiry concerning the application of anti-discrimination laws and regulations in the Salem Public Schools, please contact:

Jill Conrad, Chief of Systems Strategy
Salem Public Schools
Office of Human Resources
29 Highland Avenue, Room 131
Salem, MA 01970
HARASSMENT POLICY

Salem Public Schools is committed to maintaining an educational and work environment free from all forms of harassment and violence. Harassment based on race, religion, national origin, sex, disability or sexual orientation is unlawful and prohibited in the Salem Public Schools. According to the Salem School Committee’s policy on harassment (See SC Policy 5410), “It shall be a violation of this policy for any individual to inflict, threaten to inflict, or attempt to inflict violence or otherwise interfere with a student’s education or an employee’s work through conduct or any other form of communications.

This policy applies to all school employees, students, volunteers, contracted vendors, and other members of the school community. Each member of the school community has a responsibility to ensure that harassment and violence does not occur in the schools or at school sponsored activities.

DEFINITIONS

Harassment is unwanted or unwelcome physical or verbal behavior relating to an individual’s race, religion, national origin, sex, disability, or sexual orientation, which negatively impacts the educational or work environment. This includes, but is not limited to, unsolicited remarks, gestures, physical contact, and the display or circulation of written or illustrated derogatory material.

Sexual harassment refers to sexually motivated behavior that is unwelcome and personally offensive, and interferes with a student’s education or an employee’s work environment. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature.

Examples of behavior that may be considered sexual harassment include without limitation:

- Whistling, catcalls or offensive noises;
- Stares or obscene gestures;
- Suggestive remarks, jokes about a person's appearance, or derogatory sexual terms;
- Displaying offensive photographs, illustrations, or sex-related objects;
- Blocking a person's movements;
- Touching, brushing, pinching or patting;
- Pulling or lifting of clothing;
- Pressure for dates, sex, or information about personal sexual experiences.

In certain circumstances, sexual harassment may constitute child abuse under Massachusetts General Laws Chapter 119, Section 51A. The Salem Public Schools will comply with Massachusetts law in reporting suspected cases of child abuse to the Massachusetts Department of Children and Family Services.

Certain circumstances may violate state or federal Civil Rights, Hate Crimes, or Harassment statutes. The Salem Public Schools will comply with its Memorandum of Understanding and report appropriate incidents to the Salem Police Department.

REPORTING AND FILING COMPLAINTS

Any individuals who believe that they have been the subject of any form of harassment or violence should report the conduct to a teacher or administrator. Staff will forward the complaint to a building administrator who will initiate an investigation.

Complaints may also be filed with Assistant Superintendent, at Salem Public Schools, Telephone - 978-740-1214.
Anyone filing a complaint may pursue her/his rights under the law and file a complaint with the appropriate state and federal agencies at anytime:

Commonwealth of Massachusetts: Massachusetts Commission Against Discrimination
1 Ashburton Place, Boston
Information and Complaints: 617-994-6000
Complaints must be filed within 6 months.

Federal Government: Education Department, Office for Civil Rights
J.W. McCormack Post Office & Courthouse, Boston
Information and Complaints: 617-223-9662
Complaints must be filed within 180 days.

Federal Government: Equal Employment Opportunity Commission
J.W. McCormack Post Office & Courthouse, Boston
Information and Complaints: 617-565-3200
Complaints must be filed within 300 days.

Staff who witness or have knowledge of actual or possible harassment or violence are required to report the incident to a building administrator, even if the victim does not express disapproval or wish to file a complaint.

All verbal and written complaints will be investigated promptly and in as impartial and confidential a manner as possible, to ensure prompt and appropriate action.

Any individual, who after an appropriate investigation is found to have engaged in any form of harassment, will be subjected to disciplinary action up to and including student expulsion or staff termination.

No individual will be subject to any form of coercion, intimidation, retaliation, interference, or discrimination for filing a complaint or cooperating in an investigation. Retaliation is unlawful and the Salem Public Schools will take the appropriate disciplinary action against any individuals involved. All staff members are required to participate in a school department investigation.

Violations of this policy will be cause for disciplinary action up to and including expulsion from school, termination of employment, or revocation of school department or city contracts.

Annually, each administrator will provide a written copy of this policy to all staff, and provide new employees with a copy at the time of their employment.

ANTI-BULLYING POLICY

DEFINITIONS AND POLICIES

Definitions
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:

• 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.

STUDENT ATTENDANCE POLICY AND PROCEDURES

STATE AND DISTRICT POLICY

Salem Public Schools requires a high level of participation in engaged learning. Regular class attendance enables students to benefit from classroom discussions, presentations, and interactive activities. These shared academic experiences are integral to the learning process and cannot be recreated or replicated.

Massachusetts state law requires compulsory attendance for all students. Chapter 119, Section 21 of the MA General Laws states that all children between the ages of six and 16 must attend school. The Salem School Committee attendance policy encourages families to ensure that students attend school every day (See SC Policy 5101).

EXCUSED AND UNEXCUSED ABSENCES—DEFINITIONS

Excused Absences
The Salem School Committee policy defines an excused absence as “An illness, treatment, hospitalization, or death in the family; observance of a religious holiday; documented court/legal/governmental appearances by the student; or administrator-approved absences and field trips (including college visits).”

Unexcused Absences
Unexcused absences are any that are not covered by the above definition. Examples of unexcused absences may include, but not be limited to:

- Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor or other medical professional
- Cutting class (could result in a suspension)
- Truancy
- Family vacations
- Undocumented absences
• Non-emergency family situations

**Attendance Requirements and Interventions**
The Salem School Committee Policy #5101 states that “A student out of school for four (4) or more days consecutively within a term or who exhibits a pattern of absenteeism, must have a doctor’s note when returning to school for that absence to be excused. In exceptional situations (flu epidemic, chicken pox, etc.) the school nurse will determine whether or not a doctor’s note shall be required to re-enter school. The Salem School District will be proactive in efforts to intervene when absenteeism is high and/or impacts student learning. For such irregular attendance of any kind, a student shall be referred to the school attendance officer. Students absent from school for eight (8) or more days or fifteen half days in any six-month period may, upon the recommendation of the school nurse or school principal, be referred to more serious administrative intervention or action.”

**Reporting Requirements for Students Absent from School**
Whenever a student is absent from school, a parent or guardian must call the school’s main office as soon as possible on the morning of the day of the absence. A list of school main office phone numbers is below.

The parent or guardian reporting the absence must leave a message with the student’s full name, the reason for the absence, the anticipated date(s) of absence, and the class he/she is in. All absences are cross-checked daily to compare teachers’ absence lists and with parent calls. If your child has been marked absent without a parent-call, the school will make every effort to contact the parent/guardian or emergency contact number. The Salem Public Schools prefers that a telephone call is made ahead of the absence and that once the child returns to school, a note is also sent in with the student stating which days were excused by the parent and the reason for the absence. Please note that when a student has been absent for five (5) or more consecutive days, parents must obtain a doctor’s note and submit it to the school.

**Family Vacations and Travel**
Parents and students are reminded that the MA State Law requires compulsory attendance for all students. We strongly discourage family vacations and travel when school is in session. In addition to compromising the attendance law, family vacations interrupt the educational process in ways that make-up work cannot reverse. Teachers are not required to provide homework assignments prior to a family vacation or travel and students who are absent due to family trips will not be given schoolwork because such absences are considered unexcused. Allowing students to miss school sends a very strong message to your child that school is not that important. That is not a message we want to convey to Salem students.

**Tardiness**
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! Please note the start-times for your school and plan to arrive at the building at least five minutes before that time.

A student is tardy when he/she is not in the classroom at the instructional start time, ready to begin the school day. The only exception is 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 elementary-aged children who arrive late must have a parent or guardian 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.

**Consequences for Five (5) or More Unexcused Absences and Excessive Tardiness**
Parents and guardians are encouraged to contact schools staff and work collaboratively with them to correct the reasons that the student is missing school. After five (5) unexcused absences have occurred, a letter will be sent home. 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.

After eight (8) unexcused absences have occurred, a second letter will be sent home stating that if absences continue, it may be necessary to have a meeting at the school and/or refer the family to the Attendance Officer for further action(s).
If a student is absent for eight (8) or more days in a quarter, and/or if the student has an excessive number of days of which he/she is tardy for school, school officials may file a CRA (Child Requiring Assistance) petition with the Juvenile Court, which could result in a hearing before a Juvenile Court Judge. Prior to the filing of a CRA, families and students will be required to work with school administrators to improve the student’s attendance.

Chronic absenteeism may also lead to academic failure for the year and retention of the student.

**SHS Absence Procedure:**

Students should turn in a note to his/her Housemaster within two (2) school days upon returning to school. Students should strive to make up missed schoolwork as a result of an absence, within two weeks of the student’s return to school - a reasonable amount of time for allowance of makeup work. In the event of an extended absence, parents/guardians should contact the student’s housemaster to discuss the absence and plan for make-up work. Parents/guardians are encouraged to contact teachers to assist in collecting missed work and getting the student current on all assignments. Email is an efficient way to contact staff members. All staff email addresses are listed on the SHS Website, as well as on quarterly grade reports.

**Student Absenteeism:**

Patterns of student absenteeism are closely monitored. The following protocols and procedures will be in place to facilitate communication between the school and parents, ensuring that attendance challenges will be addressed in a positive, timely manner.

Student absence – Parents/guardians will be informed via computerized phone call each day/evening an absence occurs. Absences will also appear on the student’s five-week progress reports and report cards.

**Recurring Absences:**

- Upon a student’s third absence per quarterly marking period, parents/guardians will be informed via a phone call from school personnel. Reasons for the absences and possible supports for improving attendance will be discussed. Note – one absence is equal to six hours of missed instruction. Three absences is equal to 18 hours of missed instructional time.
- Upon a student’s fifth absence per quarter, a letter will be mailed home requesting a parent/guardian meeting at school to discuss the ongoing absence from school. Student’s name will be forwarded to Attendance Officer for possible court intervention. Members of the Student Support Team will attend meeting with parents and student.
- Upon a student’s eighth absence per quarter, a letter informing parents/guardians of a mandatory attendance meeting will be mailed and phone contact will be made to verify the meeting time and date. Members of the Student Support Team will attend meeting with parents and student.
- The Student Support Team will work with school administrators, attendance officer, parents and students to improve student attendance, and/or establish a transition plan back into classroom.

**SHS Tardy Procedure:**

The school day begins at 7:24 a.m. and ends at 2:02 p.m. A student is tardy when s/he is not in his/her classroom at 7:24 a.m. Teachers and administrators are working hard to encourage all students to come to school on time, ready to learn. Missing even five minutes
a day due to tardiness adds up to fifteen hours a year, which is equal to almost three days of school!

1. Students not in their class at 7:24 a.m. must sign in to school at the front desk in the main lobby.
2. Each student will be granted one tardy per quarter for which he/she will not receive detention.
3. Each student tardy two through five times per quarter will be assigned a fifteen (15) minute detention for each tardy infraction. It is expected that the tardy detention will be served on the day the student arrives tardy to school.
4. Each student tardy six or more times per quarter will be assigned a sixty (60) minute detention for each tardy infraction. It is expected that the tardy detention will be served on the day the student arrives tardy to school.
5. Once a student has accumulated five (5) late arrivals to school in a quarter, parents will be notified via phone call to arrange a parental/school intervention.
6. Once a student has accumulated eight (8) late arrivals to school in a quarter, parents will be notified by school personnel to arrange a meeting.
7. Students who arrive late to class will be assigned an after school detention with that teacher either that day, or the teacher’s next day back.

NOTE: If a student has both a teacher detention and an administrative detention on the same day, he/she will report to the teacher detention first and then (upon completion) report to the administrative detention with a note signed by the teacher.

Students who do not serve tardy detentions on the day of the infraction WILL NOT be allowed to participate in extra-curricular athletics and school-sponsored clubs activities. Students who participate in extra-curricular athletics and school-sponsored clubs activities without serving detention will face consequences, including possible loss of participation privileges.

Students who accumulate tardy detentions WILL NOT be allowed to participate in school sponsored events, such as dances, proms, etc. and will be subject to further disciplinary actions, including mandatory attendance at Saturday School or suspension from school.

Students who are habitually tardy will be addressed by the school administration. Administration will make every effort to implement interventions to assist the student in being on time to school and classes. Interventions can include, but are not limited to, disciplinary action.

Early Dismissal
If a student needs to leave school anytime during the school day, parents/guardians are required to send in a note to the housemaster’s secretary. The student must be picked up at the school’s front desk in the main lobby where personnel will call the classroom to notify the child and the teacher. Missed work must be made up.

Changing Dismissal Routine
If a student’s normal dismissal routine is to be altered on a particular day, parents/guardians should send a note to the classroom teacher describing the change and indicating who will meet the child at school, if someone is to do so. If a child does not have a note and the school cannot immediately locate the parent, the child will be dismissed following the normal routine.

Please make sure to contact your school secretary to update any phone number changes.

ACCEPTABLE USE OF TECHNOLOGY

The Salem School Committee recognizes the importance of technology and electronic media to contemporary education, and holds that their use is essential to the day-to-day administrative operations of schools. The Committee sees these media as tools to foster learning and as an integral part of the functioning of contemporary society. The Committee further recognizes, however, that the power of this technology brings with it certain
Responsibilities and risks for those who use it. The School Committee’s policy (See SC Policy 5501) requires all users of technology in the district to read and sign an Acceptable Use of Technology Agreement.

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 liability.

**COMMUNITY NORMS**

To align with the mission and vision of SHS, it is expected that all students adhere to the following community norms.

<table>
<thead>
<tr>
<th>Norms</th>
<th>Responsibilities/Actions</th>
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<tr>
<td>Participate in Two-Way</td>
<td>• Respectful Language &amp; Vocabulary</td>
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<tr>
<td>Communication</td>
<td>• Active Listening</td>
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<td>Engage in Expected Use</td>
<td>• Allow technology during non-instructional time (lunch/passing time</td>
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<td>of Technology</td>
<td>between classes)</td>
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<td>• Do not engage in pushback at technology request (put away, shut off,</td>
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<td>hand over)</td>
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<td></td>
<td>• Ask permission before using</td>
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<tr>
<td>Respect People and Property</td>
<td>• Respect people’s personal space and belongings</td>
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<tr>
<td></td>
<td>• Clean up after yourself (Put trash in barrels and recyclables in recycle</td>
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<td>bins)</td>
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</table>
Be on Time

• If you are late, have a pass
• Be mindful of starting and ending class on time
• Everyone will be in class before the bell, ready to start

STUDENT CODE OF CONDUCT

Students in the Salem Public Schools are expected to treat all members of their school and district-wide community with dignity and respect. A school community includes anyone who attends, works in, or interacts within the school. Students, teachers, administrators, school adjustment counselors, paraprofessionals, custodians, secretaries, cafeteria workers, parent volunteers, and school visitors are all considered members of a school community.

All members of the school community have the responsibility to conduct themselves in a way that demonstrates respect for all individuals, their rights and their property. All members of the school community must also understand and support the standards of conduct of the school and assist in the enforcement of rules and regulations. Students are expected to be safe, responsible, and respectful throughout the school day, at the bus stop, in the cafeteria, on the playground, and in the classroom. This behavior is also expected during all curricular, co-curricular, athletic and special events of the school both on and off campus, including school-sponsored trips and those times when school buses or other school-provided transportation is used.

A student’s participation in co-curricular, athletic, or other school or district events is a privilege, not a right or entitlement. Such activities include but are not limited to dances, proms, athletic, theater, and musical events. Failure to meet the Salem Public Schools code of conduct, both while in school and in the community, may result in revocation of such privileges including the possibility of further penalties according to the Salem Public Schools Discipline Policy.

These rules and regulations may be supplemented by those developed by each individual school and/or classroom teacher. The academic success and safety of students are contingent upon students maintaining appropriate and responsible behavior.

The discipline procedures for students with disabilities shall follow applicable state and federal laws.

All members of the school community are subject to the laws of the Commonwealth and City ordinances. The school will report acts which may violate the law to the police, including but not limited to assault and battery, possession of a dangerous weapon resulting in a felony charge, destruction of property (graffiti, arson, tagging, and theft), domestic or dating/relationship violence, inappropriate sexual assault or sexual behavior, harassment and civil rights threats or violations, actual or constructive possession of a controlled substance, reasonable belief that a student has sold or offered to sell a controlled substance. Other acts may also be reported to the police as appropriate. Student information, including student records, will be shared with the resource officer assigned to each, when appropriate, to maintain a positive and safe educational environment.

STUDENT DISCIPLINE

The Salem School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct (See SC Policy 5408).
THREE CATEGORIES OF RULE INFRACTIONS

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 principal’s office for parent or student review.

DUE PROCESS

No student shall be disciplined without being afforded appropriate due process. Prior to discipline which does not involve exclusion from school or school-related activities, the student should be informed of the charges against him/her and given an opportunity to present his/her side of the story. For discipline involving exclusion, the procedures set forth in the following sections will be followed.

DISCIPLINARY PROCEDURES

A student who engages in, or contributes to, any behavior that disrupts the safe and orderly environment of the school is subject to disciplinary action. Depending on the severity of the rule infraction involved, the Salem School Community authorizes school principals to apply a series of disciplinary actions including:

- Revocation of Privileges
- Detention
- Suspension (Short- or Long-term; in or out of school)
- Expulsion

Students are also reminded that conduct at school may lead to consequences beyond school discipline. These consequences may include requirements for monetary restitution or fines for damages caused. In addition, when school staff has a reasonable basis for believing that a crime has been or is being committed by a student on school property or at school-related events, such matters shall be reported to the police. Reportable crimes include, but are not limited to possession of a controlled substance or dangerous weapon, assault, vandalism, stalking and hazing.

Revocation of Privileges

A school principal may remove a student from privileges such as extracurricular activities and attendance at a school-sponsored event, based on a student’s misconduct. Such a removal is not subject to due process procedures.

Detention

Schools and classroom teachers may determine that an after-school detention is warranted as part of progressive discipline.
Suspension
Suspensions may be short 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 10 (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 may be 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 may not 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).

Expulsion
Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student alleged to have committed one of these acts shall be afforded the same due process rights as for a long-term suspension. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

PROCEDURES FOR STUDENT DISCIPLINE
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)

- 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 M.G.L. c. 71, §37H or §37H½ for more than ten (10) 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 37H½
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 ½

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, §37H¾**

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).

1. **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:

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.

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.

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 [42], 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.

c. 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 ¾ 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. A student who has not yet been determined to be eligible for special education services or 504 accommodations may be entitled to the protections under certain circumstances. See also the Salem School Committee Policy (SC Policy 5408.01)

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 Salem Public Schools Department of Pupil Personnel Services.

PROCEDURAL PROTECTIONS FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A child who has not been determined to be eligible for special education but is who is suspected of having a disability and has engaged in behavior that violated a code of student conduct, may assert any of the protections of a student with a disability if the school system had knowledge or should have had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

The District will be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred if:

1. The child’s parent expressed concern in writing to the school or school system, that the child is in need of special education and related services;
2. The child’s parent had requested an evaluation of the child; or
3. The child’s teacher or other school personnel expressed specific concerns about the child’s pattern of behavior directly to the District Special Education Administration.

The District will not be deemed to have such knowledge if the child had been previously evaluated and determined not to be a child with a disability or the child’s parent:

1. has not allowed an evaluation of the child; or
2. has refused services under the IDEA.
If the District did not have knowledge that the child was a child with a disability before school personnel took disciplinary measures against the child, then the child may be subjected to the same disciplinary measures applied to any child who engages in comparable behaviors, with one limitation, as follows. If the parent requests an evaluation of the child during the time period in which the child is subjected to disciplinary measures, the District must conduct the evaluation in an “expedited” manner. Until the expedited evaluation is completed, the child remains in the educational placement determined by school personnel. If the IEP Team ultimately determines that the student is a child with a disability, the District will immediately proceed with the development of an IEP or 504 Accommodation Plan for the student, and will institute all protections provided to students with disabilities form that point forward.

DRESS AND APPEARANCE

Students should dress appropriately adding to a positive, productive school environment. Student dress is unacceptable if it is a distraction to the learning process or school sponsored activities, is considered to be offensive, or if it affects the health, rights, and/or safety of the person or others. Ultimately, showing inappropriate body parts can be considered sexual harassment.

The following clothes and accessories are not allowed:

• Clothing, jewelry, or related apparel that refers to alcohol, drugs, gang affiliation, tobacco, profanity, or makes sexual connotations, or suggests double meaning.
• Headgear (hats, sweat bands, hoods, scarves, ski masks, bandanas, do-rags). Students with health or religious reasons requiring headgear must request permission through their housemaster.
• Clothing that disrupts or interferes with the educational process (sunglasses, bare midriffs, ripped clothing, etc.)
• Accessories that pose a potential for damage, safety, and/or injury (chains worn on pants, protruding studs from clothing, sharp objects on clothing or jewelry)
• Jewelry that is dangerous or inappropriate for age-level.

Students must follow the clothing regulations listed below:

• Shirt must meet pants. No “under clothes” should be visible.
• Shorts and skirts need to be mid-thigh in length
• No revealing neck-lines or shirts made of netting

Students who do not adhere to the dress code will be considered a disruption to the operation of school. Appropriate disciplinary action will take place up to and including suspension.

Electronic Device Policy

USE OF CELLULAR TELEPHONES & ELECTRONIC DEVICES, OR OTHER FORMS OF TECHNOLOGY IS A PRIVILEGE.

The use of technology is an increasingly important part of today’s world. Our goal at SHS is to teach students how to use technology appropriately and responsibly in order to enhance, not interfere with, their educational experience.

Students may use personal electronics, including headphones during the following times:

• Before and after school
• During student’s assigned lunch in the cafeteria
• During passing time – between the end of one class and the beginning of the next
• When permitted by a teacher for an educational purpose
• Students may not use personal electronics during the following times: during instructional time, whenever classes are taking place whether students are in the classroom, hallways, bathrooms, IMC, etc.

It is extremely important that you keep your music at an appropriate level so you can respond accordingly to an adult, or react in the event of an emergency. It is strongly suggested that you keep one ear free of ear buds/headphones to follow appropriate community norms and school rules.

Appropriate use of these devices in the classroom includes looking up facts, determining mathematical calculations, entering due dates in a calendar, photographing relevant notes/homework assignments and other educational purposes in the classroom deemed by the teacher as appropriate. If a student in a classroom is found/determined by the teacher to be using his/her electronic device for non-educational purposes, the teacher will follow the steps listed below. Only the classroom teacher can determine when it is appropriate for a student to utilize an electronic device.

Consequences for using an electronic device without permission in the classroom:

• 1st Offense: Teacher asks the student to put the electronic device away.

• 2nd Offense: Teacher confiscates and holds onto the electronic device until the end of period, placing it in a secure location within the classroom, and teacher communicates w/ parents.

• 3rd and Subsequent Offenses: Teacher confiscates electronic device and turns into the security monitor who will bring it to the housemaster. The housemaster will meet with the student to discuss consequences for his/her non-compliance. The electronic device will be confiscated and the student will either serve a detention to get it back or have a parent come in to get it. Repeated violations can result in further student discipline, loss of technology privilege, and / or parent/guardian conference.

Note: If a student refuses to give the phone to the teacher, security will be notified to escort the student to the housemaster’s office. The housemaster will meet with the student to discuss consequences for his/her non-compliance. The electronic device will be confiscated and the student will either serve a detention to get it back or have a parent come in to get it. Repeated violations can result in further student discipline, loss of technology privilege, or parent/guardian conference.

Hallway – During instructional time all electronic devices should not be visible. Electronic devices visible in the hallway will be confiscated and turned into the housemaster. If a student refuses to give the electronic device to a staff member in the hallway, security will be notified to escort the student to the housemaster’s office. The housemaster will meet with the student to discuss consequences for his/her non-compliance. The electronic device will be confiscated and the student will either serve a detention to get it back or have a parent come in to get it.
Repeated violations can result in further student discipline, loss of technology privilege, or parent/guardian conference.

IMC – The library is a place for students to support their learning experience while at SHS. Classroom rules, particularly using cellphones or other electronic devices for educational purposes only, apply to the library. These expectations apply to students utilizing the IMC during their assigned lunch as well.

RESOURCES TO SUPPORT SAFETY OUTSIDE OF SCHOOL

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Shore Rape Crisis Center</td>
<td>Offers counseling and support groups. Gives support at hospital, police station, or court. 24-hour Hotline: 1-800-922-8772</td>
</tr>
<tr>
<td>HAWC (Healing Abuse Working for Change)</td>
<td>Provides shelter for victims of abuse. Offers legal support and education around abuse. 24-hour Hotline: 1-800-547-1649</td>
</tr>
<tr>
<td>Family Resource Center</td>
<td>Supports children, adolescents, parents, and professionals. Provides educational materials, links to community resources, conferences, and family support in all areas of children’s developmental and behavioral health. Visit usmcfamilyresourcecenter.org to see a list of their programs. Also call 978-354-2660 or 978-354-2670</td>
</tr>
<tr>
<td>Massachusetts Substance Abuse Helpline</td>
<td>1-800-327-5050 or <a href="http://www.helpline-online.com">www.helpline-online.com</a></td>
</tr>
</tbody>
</table>
| Web Resources for Facts and Information About Drug Use | www.freevibe.com  
www.abovetheinfluence.com  
www.thecoolspot.gov                                                        |

STATE, FEDERAL, AND CITY LEGISLATION

COMPLAINT PROCEDURE

A student, employee or parent/guardian who feels that he or she has been the victim of harassment, discrimination, retaliation, hazing, inappropriate physical restraint practices or denied educational or employment opportunities should report this to an administrator. A student may feel more comfortable reporting an incident to a teacher, counselor, nurse, Conflict Resolution Coordinator, or other trusted adult. The adult must report the complaint to the principal or Housemaster. This administrator will begin the Level I Complaint Procedure. A student may choose an adult to accompany and assist him/her throughout the complaint procedure.

The Salem Public Schools will comply with all state and federal statutes, including MGL C 119; 51A, and the Memorandum of Understanding with the Salem Police Department in reporting mandated and suspected incidents to the appropriate law enforcement and/or social service agency.

The Complaint Procedure consists of the following steps:

**LEVEL I**
The complaint must be made to a building administrator. Within five (5) school days of the receipt of the complaint the administrator shall meet with the complainant for a discussion of the matter, and an investigation will be conducted. If the complaint is resolved satisfactorily, the administrator will complete the Administrative Follow Up Report and forward it and all supporting documentation to the Title IX Coordinator. If a satisfactory resolution cannot be achieved within ten (10) school days of receipt of the complaint, the administrator will refer the complaint and all supporting documentation to the Assistant Superintendent - Human Resources to initiate Level II.

If the alleged complaint involves the building administrator, the complainant shall have the right to begin the complaint at Level II.

**LEVEL II**
Upon receipt of the complaint, the Assistant Superintendent - Human Resources will review the
complaint, findings, and recommendations from Level I, and take appropriate action within ten (10) school days. If the complaint is resolved satisfactorily, the Assistant Superintendent – Human Resources will complete a written Administrative Follow Up and forward it and all supporting documentation to the Title IX Coordinator. Failure to achieve a satisfactory resolution of the complaint within ten (10) school days of its receipt at this level, shall result in the movement of the complaint and all supporting documentation to Level III.

**LEVEL III**
The Superintendent of Schools shall review the complaint, findings, and recommendations from the previous Levels, and take appropriate action within fifteen (15) school days of receiving the complaint. If the complaint is resolved satisfactorily, the Superintendent will complete a written Administrative Follow Up and forward it and all supporting documentation to the Title IX Coordinator. Failure to achieve a satisfactory resolution of the complaint within fifteen (15) school days of its receipt at this level, shall result in the movement of the complaint and all supporting documentation to Level IV.

**LEVEL IV**
The School Committee shall review the complaint, findings and recommendations the previous Levels, and take appropriate action within twenty (20) school days of receiving the complaint. The Assistant Superintendent - Human Resources will complete a written Administrative Follow Up and forward it and all supporting documentation to the Title IX Coordinator.

Retaliatory action taken against an individual as a result of the filing of a complaint, cooperating in an investigation, or otherwise participating in this process in any way, will not be tolerated.

The complainant may pursue her/his rights under the law and file a complaint with the appropriate state and federal agencies at anytime.

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Massachusetts Commission Against Discrimination
1 Ashburton Place, Boston, Massachusetts
Information and Complaints: 617-727-3990

FEDERAL GOVERNMENT: EDUCATION DEPARTMENT, OFFICE FOR CIVIL RIGHTS
J.W. McCormack Post Office & Courthouse, Boston
General Information: 617-223-9662
To File A Complaint: 617-223-9662

FEDERAL GOVERNMENT: EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
J.W. McCormack Post Office & Courthouse, Boston
General Information: 1-800-669-3362
To File A Complaint: 617-565-3200
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**ALCOHOL AND DRUG USE**
Every student has the right to a drug free school. It is the responsibility of all students, parents and school personnel to work together to achieve this goal. The ingestion of a substance which interferes with a student’s ability to perform physically, intellectually, emotionally or socially is damaging to the student’s health and well being and could infringe upon the learning process and well being of others.

Chemical abuse and dependency are treatable health problems. The school system is responsible to provide preventive education for all students, identification, intervention and referral for those students using alcohol and other drugs, and support for those students attempting to change patterns of use that interfere with their overall school performance.

In support of this philosophy the Salem Public Schools prohibits the use or possession of alcohol or other drugs, or any device or paraphernalia associated with these substances, during the school day, on school property or at any school sponsored function, automobile and motorized vehicles.

**DISTURBANCE OF SCHOOLS OR ASSEMBLIES**

MGL CHAPTER 272: SECTION 40
Whoever willfully interrupts or disturbs a school or other assembly of people met for a lawful purpose shall be punished by imprisonment for not more than one month or by a fine of not more than fifty dollars; provided, however, that whoever, within one year after being twice convicted of a violation of this section, again violates the provisions of this section shall be punished by imprisonment of one month, and the sentence imposing such imprisonment shall not be suspended.
**DRUG-FREE SCHOOLS ACT OF 1988 STANDARDS OF CONDUCT**

The use of alcohol or other illegal drugs interferes with the purpose of the Salem Public Schools. Therefore, the use possession, or distribution of such substances, as well as the attendance at school or school sponsored activities while under the influence of such substances is not permitted in the Salem Public Schools or on school property. If a student is suspected of violating this policy, the administrator shall notify the parent or legal guardian and the police. If a student is identified as having violated this policy the following actions are available to the school administration:

- Recommendation for counseling
- Disqualification from extracurricular activities for up to one year
- Suspension
- Referral to police for formal charges
- Recommendation for alternative educational opportunities
- Referral for attendance in school sponsored alcohol and other drug education programs
- Recommendation for expulsion

Compliance with this standard of conduct is mandatory and governed by federal law.

The Student Assistance Program of the Salem Public Schools is available to assist parents and students who are experiencing difficulty as a result of alcohol or other drug use. Services provided by this program include:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Individual and Group Counseling</th>
<th>Intervention</th>
<th>Referral</th>
<th>Follow-up</th>
</tr>
</thead>
</table>

A counselor is available during the school day. Parents may call the program directly if they have concerns about a family member. Please contact your respective Housemaster at the high school to begin this process.

**FEDERAL GUN-FREE SCHOOLS ACT**

The Federal Gun-Free Schools Act is Section 14601 of the Improving America’s School Act, which was enacted in October of 1994. This act requires school districts and other educational agencies to expel from school for a minimum of one year any student who is determined to have brought a firearm to school. An exception is made to permit the chief administering officer (i.e. superintendent of schools) to modify the expulsion requirement on a case-by-case basis. The law does not preclude an expelled student from receiving educational services in an alternative setting.

**HOAX DEVICES**

MGL CHAPTE 266: SECTION 102AY2

Effective April 12, 2001 M.G.L. Chapter 266 Sec. 102AY2, establishes that it is a felony for any person to possess, transport, use, or place, or cause another to possess, transport, use or place, a fake bomb or “hoax device” with intent to cause anxiety, unrest, fear, or personal discomfort to any person or group of persons. This statute defines a “hoax device” as any device that would cause a person reason to believe that it places in danger life property by fire or explosion. A person convicted under this statute may be fined up to $5000 and/or sentenced up to two and one-half years in a house of correction or five years in state prison.

**HAZING**

The Salem Public Schools, pursuant to Massachusetts General Laws Chapter 269, Sections 17, 18, and 19, prohibits any form of hazing by school sponsored student activities/teams, and all unaffiliated student activities/teams utilizing the school name or its facilities.

Hazing is defined as any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly, endangers the mental or physical health of a student or other person, regardless of the individual’s willingness to participate.

Implied or expressed consent of a person or persons to hazing shall not be a defense against discipline under this policy.
Any student or staff member that witnesses, has knowledge of or suspects hazing shall report it immediately to a building administrator. All reports of hazing will be forwarded to and investigated by the building principal.

A violation of the Hazing Policy may also be a violation of civil or criminal law. Hazing is a mandatory reportable act included in the Memorandum of Understanding with the Salem Police Department, and principal organizers and participants will be reported. Where school policy and civil law overlap, or where criminal prosecution is pending or foreseen, the school will initiate disciplinary action of its own on the same infraction and impose penalties in accordance with due process and discipline procedures, independent of civil and/or criminal authorities.

On or before October first of each year, the high school principal will certify to the Department of Education that:

The Hazing Policy has been issued to all students and every group, team, and organization sponsored, recognized or permitted to use the school name or facilities;

The school has obtained an acknowledgement of their receipt of the law, its distribution to all participants and applicants for participation, and an agreement to comply with the policy;

The Salem School Committee has approved a disciplinary policy regarding organizers of and participants in hazing which is appropriately emphasized in the student and teacher handbooks;

The high school has a disciplinary policy regarding hazing which is available to any person upon request; and

The disciplinary policy has been filed with the Bureau of Student Services as required by MGL 71:37H.

The superintendent is directly responsible for enforcing and communicating this policy. Principals and administrators are responsible for:

Implementing the policy in their building/department;

Reviewing this policy with all faculty, staff, and students within their jurisdiction annually;

Monitoring the execution of this policy at the building level.

Any student or employee who after an appropriate investigation is found to have engaged in hazing will be subject to disciplinary action up to and including expulsion or termination of employment.

**M.G.L. Chapter 76, Section 5**

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation. (Ch. 622 of Acts of 1971, Ch. 282 of Acts of 1993, G.L.c76s.5)

**Search and Seizure**

A student search, either personal or locker, by a public school official or teacher will be found reasonable, under the US Supreme Court *New Jersey v. T.L.O.* (1985) standard, if (a) there are reasonable grounds for suspecting that the student has violated or is violating either the law or the rules of the school, and (b) the search itself is conducted in a manner reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

"Reasonable grounds" for a student search may include, for example, a school official’s personal observation that a student possess contraband material on school premises, or the
official’s receipt of a report to that effect by a teacher, another school employee, a student, or some other reliable source. Even a report from an anonymous source may constitute reasonable grounds for a search, if all the circumstances persuade the school official that the report is reliable (for example, there is independent information corroborating it). In general, the more serious the threat to public safety posed by the contraband material allegedly possessed by the student (e.g., a weapon), the more likely it is that a court would find reasonable grounds for school officials to act swiftly to conduct a search.

Section 504
No otherwise qualified individual shall solely by reason of handicap, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance (Section 504 of the Rehabilitation Act of 1973) Inquires regarding compliance with this law can be directed to the Director of Special Education @ 978-740-1249.

State and Federal Legislation Statement
This communication provides information concerning important pieces of state and federal legislation. These laws are promulgated by the Salem Public Schools to insure the equal enjoyment of opportunities, advantages, privileges, and courses of study regardless of race, color, religion, gender identity, national origin, or sexual orientation. Salem is an equal opportunity employer that complies with the provisions of M.G.L. c. 76, § 5, Title IX, Section 504, the Student's Record Law, and the Drug-Free Schools Act of 1988.

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 interpretation 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.

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:
   a. The standardized testing program to be conducted during the year.
   b. The general provisions of these regulations regarding parent and student rights, and that copies of these regulations are available to them from the school.

Title IX
No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or
activity receiving federal financial assistance. (Title IX of the Education Amendments of 1972)

Inquiries regarding compliance with these laws can be directed to the
Civil Rights Compliance Officer/ Title IX Coordinator,
Ms. Martine Albana, 978-740-1126, Salem High School, 29 Highland Avenue, Salem, MA 01970

Use or Possession of Tobacco Products on School Property Policies
City of Salem Board of Health Regulation #28

TOBACCO
In accordance with Massachusetts General Laws Chapter 71, Section 37 H, the Salem Public Schools in conjunction with the City of Salem, pursuant to the authority granted under Massachusetts General Laws Chapter 111, Section 31, have implemented a Tobacco-Free Schools Policy. This policy prohibits the use of any tobacco products within the school buildings, school facilities, and school activities, on the school grounds or on the school buses by any individual, including school personnel.

The Salem School Committee and City of Salem are dedicated to providing a healthy, comfortable, productive learning environment for students, staff, and citizens and endorses the implementation of this policy. This prohibition applies to all employees, students, visitors, and other property owned, used leased or rented by or from the Salem Public Schools. All Salem Public School employees, any individual, group or agency using a school facility, or anyone receiving payment for services from the School Department, are responsible for compliance and assistance in the enforcement of the Tobacco-Free Schools policy.

PENALTIES
The designated agents (principal and Housemaster) shall address violations in the following manner:

VIOLATIONS for USE:
1st Offense:
   a. Notify the violator’s parent(s), confiscation of tobacco products, paraphernalia and
   b. Urge the violator to participate in and complete a Tobacco Education Program, or, if the violator refuses,
   c. Issue the violator a ticket for $25, payable to the City of Salem within 21 calendar days.
2nd Offense:
   a. Notify the violator’s parent(s), confiscation of tobacco products, paraphernalia and
   b. Issue the violator a ticket for $50, payable to the City of Salem within 21 calendar days, and
   c. Urge the violator to participate in and complete a Tobacco Education Program.
3rd and subsequent offense:
   a. Notify the violator’s parent(s), confiscation of tobacco products, paraphernalia and
   b. Issue the violator a ticket for $75, payable to the City of Salem within 21 calendar days, and
   c. Enforce Class I violation, In-house suspension disciplinary action.

VIOLATIONS for POSSESSION:
1st Offense:
   a. Notify the violator’s parent(s) and confiscation of tobacco products, paraphernalia, and
   b. Enforcement of Class 1 Offenses in the Student Code of Conduct.
2nd Offense:
   a. Notify the violator’s parent(s) and confiscation of tobacco products, paraphernalia and
   b. Enforcement of Class 1 Offenses in the Student Code of Conduct.
   c. Issue the violator a ticket for $25, payable to the City of Salem within 21 calendar days.
   This fine will be waived one time if the violator chooses to enroll in and successfully completes the Tobacco Education Program.

Vocational Career and Technical Education
Admission Policy (July 1, 2014)

I. INTRODUCTION

The Career and Technical Education programs offer education to students in grades nine through twelve in the Salem Public Schools. An admission process is necessary in our vocational programs when space is a limiting factor. It is important to understand that vocational-technical laboratories (shops) are designed and equipped to serve a specific maximum number of
students safely. Consequently it may be impossible to accommodate the interests of all students. Therefore, a selection process is necessary to determine which applicants may benefit most from such educational opportunities. An exploratory program provides career awareness, student assessments, and educational and career planning for each of our Chapter 74 programs. This admission Policy was approved by the Salem School Committee on July 1, 2014.

II. EQUAL EDUCATIONAL OPPORTUNITY

It is the intent of the Salem Career and Technical Education Programs and the Salem Public Schools to comply with all provisions of the Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and the Carl Perkins Vocational Education Act of 2009 (Carl Perkins IV), Section 504 of the Rehabilitation Act of 1973, and P. L. 94-142.

Salem Career and Technical Education Programs admit students and makes available to them its advantages, privileges, and courses of study without regard to race, color, sex, gender identity, religion, national origin, sexual orientation or disability.

If there is a student of limited English proficiency, a qualified staff member of Salem High School will assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process. This will be done upon the request of the applicant.

A student with a disability may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.

Information on limited English proficiency and/or disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect the applicant’s admission to the vocational technical education program.

III. ELIGIBILITY

Students who are residents of Salem and enrolled at Salem High School are eligible to apply for admission to the technical programs. The applicant must be eligible to be promoted into the grade that they seek to enter for fall admission. Students will be admitted using the selection criteria contained in this Admission Policy.

Transfer Students
Transfer students are students who have moved to Salem from another district. Transfer students in grade 11 and grade 12 may apply for fall admission during the school year if they were previously enrolled in a Chapter 74 program that is also maintained at Salem High School and seek to enroll in that same program. Transfer students in grade 9 and 10 are eligible to apply for admission to the technical programs. All transfer students will be admitted by the same criteria contained in this Admission Policy.

McKinney – Vento
Students who are homeless will be admitted to The Vocational Technical Program at Salem High School according to the selection criteria contained in this Admission Policy.

Home School
Students enrolled in Salem High School who have been home schooled will be admitted using the selection criteria contained in this Admission Policy.

IV. ORGANIZATIONAL STRUCTURE

Salem High School is a public comprehensive school with Chapter 74 approved vocational technical education programs serving the City of Salem.

Salem High School is accredited by the New England Association of Schools and Colleges. Salem is committed to providing quality vocational technical education programs.

It is the responsibility of the Salem High Principal to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admission Policy.

Salem has an Admission Committee appointed by the Principal. The committee consists of a member of the Administration, Guidance, Special Education, Vocational Technical and Academic Departments. Responsibilities of the Admissions Committee include:

a. Determination of standards for admission
b. Development and implementation of admission procedure
c. Processing of applications
d. Ranking of students
e. Acceptance of students according to the procedure and criteria in the admission policy
f. Establishment and maintenance of a waiting list of acceptable candidates

The Principal does not participate in processing of applications, ranking of students, acceptance of students, or establishment of a waiting list. A decision not to admit a student to a vocational-technical program may be appealed to the Principal, as described in Section VIII under the Appeal Process.

Salem High School participates in school choice.

V. RECRUITMENT PROCESS

Salem Public Schools disseminates information about the Vocational and Technical courses offered at Salem High School through a variety of methods.

- Visitations to eighth grade classes in local schools include an informational slide/video presentation and are scheduled by the Vocational and Technical Head Teachers during the first semester.
- An Open House is scheduled during the fall. Prospective students and their parent(s)/guardian(s) have an opportunity to visit all Technology Education offerings and the vocational technical programs.
- Tours and visits by Salem 8th grade students in the spring.
- Brochures, which describe vocational technical programs, will be distributed through the middle school and high school.
• Information regarding Chapter 74 programs can be found on the Salem Public Schools website.

• Parents/Guardians may schedule individual visits with the Vocational Director and Vocational teachers at a mutually convenient time.

VI. APPLICATION PROCESS

APPLICATION PROCESS FOR ADMISSION TO THE NINTH, TENTH, AND ELEVENTH GRADE PROGRAMS

1. Students interested in applying to Salem High for admission to the vocational technical education programs must:

• Review the Program of Studies for academic and vocational technical placement with a Guidance Counselor. Ninth grade students explore the courses for future career pathway selections.

• Fill out a Program of Study course selection form, selecting vocational exploration.

In order to enroll in Salem High School’s Career and Vocational Technical Programs for the fall, applicants must have been promoted to the grade they wish to enter by their local school district. In addition, they must have passed courses in English Language Arts and mathematics for the school year immediately preceding their enrollment at Salem High School.

Transfer Students

• Transfer students who were previously enrolled in a Chapter 74 program maintained at Salem High School and wish to apply to that program must fill out a Program of Study course selection form, selecting the applicable program. Transfer student in grade 9 or 10 must fill out a Program of Study course selection form, selecting vocational exploration. Transcripts and discipline records are obtained from the last district attended as part of the Salem High School registration process.

• Review the course selection form with a parent/guardian and obtain a signature. Students must include academic course selections. Students must also return the course selection form to the appropriate Guidance Counselor by the deadline set by the Guidance Department.

Withdrawn Students

Students who withdraw from Salem High School’s Career and Vocational Technical Programs may reapply to the programs and will be evaluated using the criteria contained in the admission policy.

VII. SELECTION CRITERIA

All ninth graders who enroll at Salem High School may participate in a full school year vocational technical exploratory program designed to help them learn about their talents and interests relative to a variety of different vocational technical programs. In addition, vocational technical program (shop) teachers evaluate students during the exploratory program. At the end of the exploratory period, each student selects his/her program of choice, as well as a second and third choice from the explored shops.
If space is available, tenth graders may also participate in the Exploratory Program.

Students are evaluated and graded by each shop teacher during the period of exploration. If the number of enrollees seeking a particular shop exceeds the number of openings, the evaluative grades received by the students rank ordered would determine their placement in the particular shop.

Students will list their choices for course selection for the following year during their last rotation of the exploratory program. The following criteria will be used for placement in a permanent vocational program:

- Shop Behavior 20%
- Safety 20%
- Follows Instructions 20%
- Quality of Work 20%
- Competency in Technical Area 20%
- Total 100%

Consistent with the standard practices at Salem High School for quarterly reporting of student performance, mid-quarter and quarterly formal evaluations of each student’s performance in a given exploratory subject course shall be completed by the student’s exploratory subject teacher. Consistent with federal and Massachusetts student records and privacy statutes and regulations, these evaluations shall be made available in a timely manner to each student and to that student’s parent or guardian.

VIII. SELECTION PROCESS

Students are admitted into the shop of their choice based on the point total they received in all shops combined. For example, a student with a point total of 92 would be admitted before a student with a point total of 90. If a shop fills based on point total before a student gets his/her first choice, the Guidance Counselor then moves to the student’s second or third choice depending on whether there is an opening in that shop. Again, the student is admitted based upon overall point total. If a student’s combined point total in all shops is so low that he or she was not placed in either the second or third choice shop (the shops were filled by students with higher point totals), the student’s schedule will be addressed with an interview with their Guidance Counselor.

Transfer Process

Students who wish to transfer from one shop to another may apply for a transfer. Transfer requests will be considered subject to the availability of openings in the requested shops. Each transfer applicant will be interviewed and counseled individually to determine the appropriateness of the transfer for the particular student.

Appeal Process

A decision not to admit a student to a vocational-technical program may be appealed to the Principal of Salem High School. Any such appeal shall be made in writing, and shall be submitted to the Principal no later than seven (7) school days after the student receives notice that she/he has not been admitted to the program to which she/he was seeking admittance. Within (7) seven school days, the Principal shall make a determination on the student’s admittance to the specific program whenever an appeal is duly submitted. The Principal’s determination in the matter shall be final. The appeals process is to ensure that students are admitted according to the approved policy.
Vocational Career and Technical Articulation Agreements

The Culinary Arts Program and the Early Education and Care Program both have an Articulation Agreement with North Shore Community College where Salem High School students can earn college credit and advanced placement.

The Automotive Program has an Articulation Agreement with Benjamin Franklin Institute of Technology and Universal Technical Institute where Salem High School students can earn college credit and advanced placement.

Concussion Information

What is a concussion: A concussion is a type of traumatic brain injury (TBI) caused by a bump, blow or jolt to the head. Concussions can also occur from a fall or blow to the body that causes the head and brain to move quickly back and forth. Doctors may describe a concussion as a “mild” brain injury because concussions are usually not life-threatening. However, sports-related head injuries and concussions can have serious consequences for students, including long-term health and educational issues if they are not properly managed.

The Commonwealth of Massachusetts Executive Office of Health and Human Services now requires that all schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the following law: DPH 105 CMR 201.000. Student-athletes and marching band members, their parents, coaches, athletic directors, athletic trainers, volunteers, school nurses, and healthcare providers (physicians, nurse practitioners) must learn about the consequences of head injuries, and concussions through training programs and written materials. The Athletic Director will inform students and their parents about what must be turned in as proof of this training at the pre-season meeting.

Two free on-line courses are available and contain all the information required by law:

http://www.cdc.gov/concussion/HeadsUp/online_training.html


The written materials can be found at:

<table>
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<tr>
<th>Student-Athletes</th>
<th><a href="http://www.cdc.gov/concussion/pdf/Athletes_Fact_Sheet-a.pdf">http://www.cdc.gov/concussion/pdf/Athletes_Fact_Sheet-a.pdf</a> (English)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.cdc.gov/concussion/pdf/Athletes_Fact_Sheet_Spanish-a.pdf">http://www.cdc.gov/concussion/pdf/Athletes_Fact_Sheet_Spanish-a.pdf</a> (Español)</td>
</tr>
<tr>
<td>Parents:</td>
<td><a href="http://www.cdc.gov/concussion/pdf/Parents_Fact_Sheet-a.pdf">http://www.cdc.gov/concussion/pdf/Parents_Fact_Sheet-a.pdf</a> (English)</td>
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</table>

The law requires that athletes, marching band members, and their parents inform their coaches about prior head injuries at the beginning of the season. This Pre-Participation Head Injury/Concussion Reporting Form can be printed out from this link:


It will be REQUIRED to have this form filled out and returned to the Athletic Director prior to any student-athlete or marching band member’s participation in their season. If a student-athlete exhibits any signs or symptoms of a concussion, the law now
mandates taking the student out of play or practice, and requires a written certification from a licensed medical professional for “return to play.” This Post Sports-Related Head Injury Medical Clearance and Authorization Form can be printed out from this link:


It will be REQUIRED to have this form filled out and returned to the Athletic Director prior to resumption of a student-athlete or marching band member’s participation in their activities.

It could occur that a student-athlete or marching band member receives a concussion outside of school-related extracurricular activities. He/she will need to follow the same protocols as if it had taken place during practice or a game. In this case, a parent must fill out and turn into the school nurse the Report of Head Injury During Sports Season Form which can be printed out from this link:


Additional Resources
Massachusetts Concussion Regulations:
http://www.lawlib.state.ma.us/source/mass/cmr/cmrtext/105CMR201.pdf

Center for Disease Control and Prevention:
http://www.cdc.gov/concussion/

Brain Injury Association of Massachusetts:
http://www.biama.org/

Massachusetts General Hospital for Children Youth Sports Concussion Clinic:
http://www.massgeneral.org/children/services/treatmentprograms.aspx?id=1664

Children’s Hospital Boston:
http://www.childrenshospital.org/az/Site3156/mainpageS3156P0.html

Salem Public Schools (SPS) Responsible Use Agreement
Grades 6-12

When online, a student can both create and consume content. A student consumes content when he or she accesses music, videos, or other online resources. As a consumer, the student shall respect the rights of the creators and owners of the content he or she uses, and therefore, to cite these sources and when appropriate, seek permission to use content created by someone else. The student shall respect copyright and citation protocols and laws whenever he or she uses online content, technology, and media resources.

A student creates content when he or she posts art, photos, stories, and videos, or when he or she comments on blogs, wikis, YouTube, and social networking services like Facebook. Over time, this content results in an online identity. Each student shall be mindful of the impression that this online identity might leave with a family member, friend, prospective employer, or college admissions official, or others. Middle and high school years are a time during which students need to learn how to establish their online identities in a manner that is safe and respectful way to both themselves and others. Student Rights and Responsibilities Pertaining To Use of Technology and Electronic Media Rights:

As a student in the Salem Public Schools (SPS), you have the right to:
• a quiet and orderly place in which to learn;
• have ideas and feelings respected;
• personal safety;
• have questions answered; and
• access age/grade appropriate content and technology resources.

Responsibilities:
As a student in the SPS, you are expected to:
• be responsible for your actions;
• be aware of consequences for inappropriate actions; and
• behave responsibly toward other students and respect their feelings and property.

Responsible Student Users of Technology and Electronic Media:
• understand that passwords are private and should not be shared with others; logging off of a computer at the end of your work session ensures that others will not use your password;
• understand that SPS technology resources and the network are not private. SPS reserves the right to monitor and access any documents created on public computers or other media;
• conduct themselves in ways that will not promote a negative effect on themselves or others while using technology resources, including social networking sites;
• are mindful of the importance of the security of the SPS network. They do not endanger that security by circumventing security settings (bypassing filters, downloading software illegally) or interfering in any way with the efficient and proper functioning of the network; and
• respect the intellectual property rights of the creators of works they read, view and listen to online. This includes properly citing any resources that they choose to use, directly or indirectly, in their research or school work.

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 liability.

Acuerdo de Uso Responsable de las Escuelas Públicas de Salem (SPS) Grados 6-12

Cuando está en línea, un estudiante puede crear y consumir material. Un estudiante consume material cuando él o ella tiene acceso a música, videos u otros recursos en línea. Como consumidor, el estudiante deberá respetar los derechos de los creadores y los propietarios de los contenidos que él o ella utilice, y por lo tanto, debe citar las fuentes en cualquier trabajo presentado para ganar crédito en tareas escolares o para ser publicado y, cuando sea apropiado, solicitar autorización para utilizar el material creado por otra persona. El estudiante deberá respetar los derechos de autor y los protocolos de citación y las leyes cada vez que él o ella utilice material obtenido en línea, use recursos tecnológicos y los medios de comunicación.

Un estudiante crea contenido cuando él o ella coloca arte, fotos, historias y videos; o cuando él o ella hace comentarios en blogs, wikis, YouTube, y los
servicios de redes sociales como Facebook. Con el tiempo, este contenido crea una identidad en línea. Cada estudiante debe ser consciente de la impresión que esta identidad en línea podría dejar en un familiar, amigo, empleador o funcionario de admisiones de la universidad, u otros. Los años de intermedia y secundaria son un tiempo durante el cual los estudiantes deben aprender a establecer su identidad en línea de una manera que sea segura y respetuosa para sí y para otros.

**Derechos y Obligaciones del estudiante relacionados con la utilización de la tecnología y los medios Electrónicos**

**Derechos:**
Como estudiante en las Escuelas Públicas de Salem (SPS), tú tienes el derecho a:
- un lugar tranquilo y ordenado para aprender;
- a que tus ideas y sentimientos sean respetados;
- tener seguridad personal;
- que tus preguntas sean contestadas; y
- tener acceso a recursos tecnológicos y material apropiado a tu edad y grado.

**Responsabilidades:**
Como estudiante de las Escuelas Públicas de Salem (SPS), se espera que tú:
- seas responsable de tus acciones;
- seas consciente de las consecuencias que conllevan las acciones inadecuadas, y
- te comportes de manera responsable hacia los demás estudiantes y respete sus
- sentimientos y sus propiedades.

**Los estudiantes usuarios responsables de Tecnología y Medios Electrónicos:**
- Comprenden que las contraseñas son privadas y no deben ser compartidas con los demás; que salir del sistema al finalizar la sesión de trabajo evita que los demás usen su contraseña;
- Entienden que los recursos de tecnología y la red de SPS no son privadas. SPS tiene el derecho de monitorear y tener acceso a los documentos creados en computadoras públicas u otros medios;
- Se comportan de formas que no proyectan una imagen negativa de sí mismos u otros durante el uso de los recursos tecnológicos, incluyendo los sitios de redes sociales;
- Son conscientes de la importancia de la seguridad de la red de SPS. No ponen en peligro la seguridad eludiendo sus configuraciones (burlando filtros, descargando software ilegal), o interfiriendo de cualquier manera con el funcionamiento eficiente y adecuado de la red; y
- Respetan los derechos de propiedad intelectual de los creadores de obras que ellos leen, ven y escuchan en línea. Esto incluye la cita adecuada de los recursos que utilizan, directa o indirectamente, en sus trabajos de investigación o de la escuela; y
• Entienden que cualquier incidente de plagio es, en sí mismo, motivo para que una tarea y/o un curso sean desaprobados.

SIGNATURE PAGE

SALEM HIGH SCHOOL STUDENT/ PARENT HANDBOOK
ACKNOWLEDGEMENT FORM

It is the responsibility of each student to read and understand the provisions contained within the handbook. Any question(s) concerning any provision of the student handbook (e.g., Code of Conduct, Policies, etc.) should be addressed to the principal.

We acknowledge receipt of the Salem High School Student/Parent Handbook. By signing below, we acknowledge an understanding of the provisions and policies presented in this handbook.

We also have read and understand the policies and provisions presented in Salem High School’s Student Handbook.

Parent/Guardian Signature: ____________________________________________
Student Signature: _______________________________________
Date: _______________ YOG ______________________

Please sign and return this page to your Homeroom teacher. It will be kept on file for the school year.

RESPONSIBLE USE SIGNATURE PAGE: GRADES 6-12

Students & Parents/Guardians: Please review and sign the form below.

STUDENT
I have read and understand the rules of the SPS Responsible Use Agreement. I will use SPS technology resources productively and responsibly. I understand that consequences of my actions could include possible loss of access to media content and technology resources and/or school or other disciplinary action as stated in the student handbook.

Student Name (Print): _____________________________________________
Student Signature: _____________________________________________
Advisory Teacher: _______________________________________________
Date Signed: ______/____/____ Grade: _____________

PARENT/GUARDIAN
As the parent or guardian, I have read the SPS Responsible Use Agreement and I have discussed it with my child. I understand that my child will use technology and electronic media resources in the Salem Public Schools. I understand that technology resources are provided for educational purposes. I recognize it is impossible for the network filter to restrict access to all inappropriate materials and I will not hold the school responsible should my child encounter inappropriate content while on the school network.
Parent/Guardian Name (Print): ______________________________________

Parent/Guardian Signature: ______________________________________

Date Signed: _____/____/____

Unless this form is returned, this student will be denied access to the use of technology within instruction.

PÁGINA DE FIRMAS RESPONSABLES: GRADOS 6-12

Estudiantes y Padres o Tutores: Favor de revisar y firmar el formulario de abajo.

ESTUDIANTE

He leído y entendido las reglas del Acuerdo de Uso Responsable de SPS. Utilizaré los recursos tecnológicos de SPS de manera productiva y responsable. Entiendo que las consecuencias de mis acciones podrían incluir la pérdida del acceso al contenido de los medios y recursos tecnológicos en la escuela u otra acción disciplinaria, como se indica en el manual del estudiante.

Nombre del estudiante (Use letra de molde): ____________________________

Firma del estudiante: ______________________________________________

Maestro/a del aula: ________________________________________________

Fecha: _____/____/____ Grado: _____________

PADRE/MADRE O TUTOR

Como padre/madre o tutor, he leído el Acuerdo de Uso Responsable de SPS y lo he comentado con mi hijo. Entiendo que mi hijo utilizará tecnología y recursos electrónicos y de medios de comunicación en las Escuelas Públicas de Salem. Yo entiendo que los recursos tecnológicos se proporcionan para propósitos educativos. Yo reconozco que es imposible que el filtro de la red pueda restringir el acceso a todos los materiales inadecuados y no voy a juzgar a la escuela responsable si mi hijo encontrara contenido inapropiado, mientras navegue en la red escolar.

Nombre del padre/madre o tutor (Use letra de molde): ____________________________

Firma del padre/madre o tutor: ______________________________________

Fecha: _____/____/____

A menos que este formulario sea devuelto, a este estudiante le será negado el acceso al uso de la tecnología dentro de la instrucción.

Escuela Secundaria De Salem Manual Para Padres/Estudiantes

Formulario De Reconocimiento

Es la responsabilidad de cada estudiante de leer y entender las provisiones contenidas en este manual. Cualquier pregunta/s concernientes a las provisiones en este manual (por ej: código de conducta, polizas, etc.) deben ser dirigidas al principal escolar.

Reconocemos haber recibido el manual de Padres / Estudiantes de la Escuela Secundaria de Salem.

Firma del padre y/o estudiante ___________________________

Firma del estudiante ___________________________

Fecha: ___________
**School-Wide Rubrics**

Based on the core values expressed within Salem High School’s Mission Statement, our faculty has developed rubrics in the areas shown below. These tools are depicted on the pages that follow and will be used by students to develop the skills that the Salem Community believes to be essential in meeting success in the 21st Century.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>The student will work successfully in a group setting.</td>
</tr>
<tr>
<td>Visual Communication</td>
<td>The student will convey ideas through visual presentation skills.</td>
</tr>
<tr>
<td>Written Communication</td>
<td>The student will write effectively for a variety of purposes.</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>The student will communicate using oral presentation skills.</td>
</tr>
<tr>
<td>Habits of Mind</td>
<td>The student will show self-motivation, responsibility, independence, and will develop positive relationships.</td>
</tr>
<tr>
<td>Technology</td>
<td>The student will use technology effectively.</td>
</tr>
<tr>
<td>Problem Solving and Critical Thinking</td>
<td>The student will use critical thinking skills to problem-solve effectively.</td>
</tr>
</tbody>
</table>
**COLLABORATION**

**Goal:** The student will work successfully in a group setting.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Exceeds Standard</th>
<th>3 Meets Standard</th>
<th>2 Working Toward Standard</th>
<th>1 Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Goals</strong></td>
<td>Consistently and actively works toward short-term and long-term group goals.</td>
<td>Actively works toward short-term and long-term group goals.</td>
<td>Occasionally works toward short-term and long-term group goals.</td>
<td>Does not work toward short-term and long-term group goals.</td>
</tr>
<tr>
<td></td>
<td>Consistently maintains focus on task at hand.</td>
<td>Maintains focus on task at hand.</td>
<td>Occasionally maintains focus on task at hand.</td>
<td>Does not maintain focus on task at hand.</td>
</tr>
<tr>
<td><strong>Individual Responsibilities</strong></td>
<td>Consistently accepts and fulfills individual role within the group.</td>
<td>Accepts and fulfills individual role within the group.</td>
<td>Occasionally accepts and fulfills individual role within the group.</td>
<td>Does not accept and fulfill individual role within the group.</td>
</tr>
<tr>
<td></td>
<td>Consistently maintains an open line of communication with group members.</td>
<td>Maintains an open line of communication with group members.</td>
<td>Occasionally maintains an open line of communication with group members.</td>
<td>Does not maintain an open line of communication with group members.</td>
</tr>
<tr>
<td><strong>Dependability and Shared Responsibilities</strong></td>
<td>Consistently and actively contributes appropriate knowledge, opinions, and skills to the group.</td>
<td>Contributes appropriate knowledge, opinions, and skills to the group.</td>
<td>Occasionally contributes appropriate knowledge, opinions, and skills to the group.</td>
<td>Does not contribute appropriate knowledge, opinions, and skills to the group.</td>
</tr>
<tr>
<td></td>
<td>Consistently and appropriately compromises so that group may achieve goals.</td>
<td>Appropriately compromises so that group may achieve goals.</td>
<td>Occasionally compromises so that group may achieve goals.</td>
<td>Does not compromise so that group does not achieve goals.</td>
</tr>
<tr>
<td></td>
<td>Consistently helps group identify and troubleshoot problems.</td>
<td>Helps group identify and troubleshoot problems.</td>
<td>Occasionally helps group identify and troubleshoot problems.</td>
<td>Does not help group identify and troubleshoot problems.</td>
</tr>
<tr>
<td></td>
<td>Consistently ensures contributions are equitable.</td>
<td>Ensures contributions are equitable.</td>
<td>Contributions are not equitable.</td>
<td>Contributions are not equitable.</td>
</tr>
<tr>
<td><strong>Respect For Peers</strong></td>
<td>Consistently respects the feelings and learning needs of group.</td>
<td>Respects the feelings and learning needs of group.</td>
<td>Occasionally respects the feelings and learning needs of group.</td>
<td>Does not respect the feelings and learning needs of group.</td>
</tr>
<tr>
<td></td>
<td>Consistently respects and actively encourages the knowledge, opinion, skills, and contributions of the group.</td>
<td>Respects and encourages the knowledge, opinion, skills, and contributions of the group.</td>
<td>Occasionally respects and encourages the knowledge, opinion, skills, and contributions of the group.</td>
<td>Does not respect or encourage the knowledge, opinion, skills, and contributions of group.</td>
</tr>
<tr>
<td></td>
<td>Consistently offers and accepts constructive feedback.</td>
<td>Offers and accepts constructive feedback most of the time.</td>
<td>Occasionally offers and accepts constructive feedback.</td>
<td>Does not offer and accept constructive feedback.</td>
</tr>
</tbody>
</table>
**VISUAL COMMUNICATION**

**Goal:** *The student will convey ideas through visual presentation skills.*

<table>
<thead>
<tr>
<th>Criteria</th>
<th><strong>4</strong> Exceeds Standard</th>
<th><strong>3</strong> Meets Standard</th>
<th><strong>2</strong> Working Toward Standard</th>
<th><strong>1</strong> Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic or Theme</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation fully</td>
<td>Presentation partially</td>
<td>Presentation does</td>
<td>Presentation of topic or theme is exceptionally clear</td>
<td></td>
</tr>
<tr>
<td>addresses the prompt</td>
<td>addresses the prompt</td>
<td>not address the prompt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of topic or theme is clear</td>
<td>Presentation of topic or theme is weak</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes original use of elements that support the topic</td>
<td>Includes limited elements that support the topic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effective choice of visual mode</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects appropriate and innovative mode that effectively conveys the topic</td>
<td>Selects appropriate mode that effectively conveys the topic</td>
<td>Selects mode that is somewhat ineffective in conveying the topic</td>
<td>Does not select an appropriate mode in conveying the topic</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents ideas logically and with sophistication</td>
<td>Presents ideas in logical progression</td>
<td>Presents ideas with limited organization</td>
<td>Presents ideas with little to no organization</td>
<td>Omits introduction, body or conclusion</td>
</tr>
<tr>
<td>Uses concise and insightful introduction and conclusion</td>
<td>Uses introduction and conclusion effectively</td>
<td>Does not use introduction and conclusion effectively</td>
<td>Uses awkward transitions</td>
<td>Uses no transitions</td>
</tr>
<tr>
<td>Uses effective and smooth transitions</td>
<td>Uses clear transitions</td>
<td>Uses awkward transitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Craftsmanship and Mechanics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deliberately uses materials to their maximum potential</td>
<td>Uses materials effectively</td>
<td>Uses materials somewhat ineffectively</td>
<td>Uses materials ineffectively or inappropriately</td>
<td>Uses spelling, grammar and punctuation that prevents understanding</td>
</tr>
<tr>
<td>Use spelling, grammar, and punctuation with few to no errors</td>
<td>Uses spelling, grammar and punctuation with limited errors</td>
<td>Uses spelling, grammar and punctuation with many errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creativity, Originality, and Inventiveness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates exceptional creativity, originality and inventiveness</td>
<td>Demonstrates some creativity, originality and inventiveness</td>
<td>Displays limited creativity</td>
<td>Displays no evidence of creativity</td>
<td></td>
</tr>
</tbody>
</table>
## WRITTEN COMMUNICATION

**Goal:** The student will write effectively for a variety of purposes.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Exceeds the Standard</th>
<th>3 Meets the Standard</th>
<th>2 Working Toward Standard</th>
<th>1 Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on Topic/Task</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>States thesis/main idea succinctly in response to the prompt</td>
<td>States thesis/main idea effectively in response to the prompt</td>
<td>States thesis/main idea weakly or ineffectively in response to the prompt</td>
<td>Does not state thesis/main idea in response to the prompt</td>
<td></td>
</tr>
<tr>
<td>Thoroughly develops thesis</td>
<td>Develops thesis</td>
<td>Partially develops thesis</td>
<td>Does not develop thesis</td>
<td></td>
</tr>
<tr>
<td>Includes original use of details that support the thesis</td>
<td>Includes effective details that support the thesis</td>
<td>Includes limited details that support the thesis</td>
<td>Supporting details are missing or inappropriate</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents ideas logically and with sophistication</td>
<td>Presents ideas in logical progression</td>
<td>Presents ideas with limited organization</td>
<td>Presents ideas with little to no organization</td>
<td></td>
</tr>
<tr>
<td>Uses concise and insightful introduction and conclusion</td>
<td>Uses introduction and conclusion effectively</td>
<td>Does not use introduction and conclusion effectively</td>
<td>Omits introduction, body or conclusion</td>
<td></td>
</tr>
<tr>
<td>Uses effective and smooth transitions</td>
<td>Uses clear transitions</td>
<td>Uses awkward transitions</td>
<td>Uses no transitions</td>
<td></td>
</tr>
<tr>
<td>Language Use</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use spelling, grammar, and punctuation with few to no errors</td>
<td>Use spelling, grammar and punctuation with limited errors</td>
<td>Use spelling, grammar and punctuation with many errors</td>
<td>Uses spelling, grammar and punctuation that prevents understanding</td>
<td></td>
</tr>
<tr>
<td>Uses advanced sentence structure</td>
<td>Uses complete and varied sentences</td>
<td>Uses little variety in sentence type</td>
<td>Uses fragments and run-on sentences</td>
<td></td>
</tr>
<tr>
<td>Word choice adds clarity and voice</td>
<td>Uses effective and appropriate word choice</td>
<td>Uses word choice that is somewhat ineffective</td>
<td>Uses inappropriate, distracting word choice</td>
<td></td>
</tr>
<tr>
<td>Standard MLA Formatting (when applicable)</td>
<td>Uses appropriate format with no errors</td>
<td>Uses appropriate format with few errors</td>
<td>Uses appropriate format with frequent errors</td>
<td>Does not use appropriate format</td>
</tr>
<tr>
<td>Submits final product that is typed with few to no errors</td>
<td>Submits final product that is typed with limited errors</td>
<td>Submits final product that is typed with many errors</td>
<td>Submits final product that is handwritten</td>
<td></td>
</tr>
</tbody>
</table>
## ORAL COMMUNICATION

**Goal:** *The student will communicate using oral presentation skills.*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Exceeds the Standard</th>
<th>3 Meets the Standard</th>
<th>2 Working Towards Standard</th>
<th>1 Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Introduces topic clearly, concludes presentation effectively and actively engages the audience</td>
<td>Introduces topic clearly and concludes presentation effectively</td>
<td>Does not introduce topic clearly or concludes presentation weakly</td>
<td>Does not introduce topic or concludes presentation abruptly</td>
</tr>
<tr>
<td></td>
<td>Presents ideas in a logical sequence that increases understanding of topic</td>
<td>Presents ideas in a logical sequence that is easy to follow</td>
<td>Presents ideas in a sequence that is somewhat difficult to follow</td>
<td>Presents ideas randomly, making the presentation difficult to follow</td>
</tr>
<tr>
<td></td>
<td>Clarifies key points and makes them memorable</td>
<td>Clarifies key points</td>
<td>Does not effectively clarify key points</td>
<td>Does not clarify key points</td>
</tr>
<tr>
<td><strong>Poise</strong></td>
<td>Makes consistent eye contact with audience</td>
<td>Makes eye contact with audience</td>
<td>Makes limited eye contact with audience</td>
<td>Makes no eye contact with audience</td>
</tr>
<tr>
<td></td>
<td>Maintains posture that is natural and appropriate and conveys confidence</td>
<td>Maintains posture that is natural and appropriate</td>
<td>Maintains posture that is somewhat casual or overly stiff</td>
<td>Maintains posture that is casual and careless</td>
</tr>
<tr>
<td></td>
<td>Uses hand gestures and facial expressions that appropriately enhance the presentation</td>
<td>Uses appropriate hand gestures and facial expressions</td>
<td>Speaks without hand gestures or facial expressions</td>
<td>Uses gestures or facial expressions that detract from presentation</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>Speaks with volume, enunciation, pacing and fluency that highlight key points and aid understanding</td>
<td>Speaks with appropriate volume, enunciation, pacing and fluency</td>
<td>Speaks with volume, enunciation, pacing and fluency that are not always appropriate</td>
<td>Speaks with volume, enunciation, pacing or fluency that make comprehension difficult</td>
</tr>
</tbody>
</table>
HABITS OF MIND

Goal: The student will show self-motivation, responsibility, independence, and will develop positive relationships.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Exceeds the Standard</th>
<th>3 Meets the Standard</th>
<th>2 Working Towards Standard</th>
<th>1 Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-motivation</td>
<td>Consistently follows the attendance and tardy policies</td>
<td>Consistently meets deadlines</td>
<td>Occasionally follows the attendance and tardy policies</td>
<td>Does not follow the attendance and tardy policies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibility and independence</td>
<td>Consistently makes appropriate choices and good decisions</td>
<td>Makes appropriate choices and good decisions</td>
<td>Occasionally makes appropriate choices or good decisions</td>
<td>Does not make appropriate choices or good decisions</td>
</tr>
<tr>
<td></td>
<td>Consistently accepts complete responsibility for own effort and actions</td>
<td>Accepts responsibility for own effort and actions</td>
<td>Occasionally accepts responsibility for own effort and actions</td>
<td>Does not accept responsibility for own effort and actions</td>
</tr>
<tr>
<td></td>
<td>Consistently behaves in a way that enhances learning for self and others</td>
<td>Behaves in a way that enhances learning for self and others</td>
<td>Occasionally behaves in a way that enhances learning for self or others</td>
<td>Does not behave in a way that enhances learning for self or others</td>
</tr>
<tr>
<td></td>
<td>Consistently advocates for self in a way that is productive and respectful</td>
<td>Advocates for self in a way that is productive and respectful</td>
<td>Occasionally advocates for self in a way that is productive or respectful</td>
<td>Does not advocate for self in a way that is productive or respectful</td>
</tr>
<tr>
<td>Positive relationships</td>
<td>Consistently shows strong self-control and respect for others</td>
<td>Shows self-control and respect for others</td>
<td>Occasionally shows strong self-control or respect for others</td>
<td>Does not show strong self-control or respect for others</td>
</tr>
<tr>
<td></td>
<td>Consistently supports others with constructive feedback</td>
<td>Supports others with constructive feedback</td>
<td>Occasionally supports others with constructive feedback</td>
<td>Does not support others with constructive feedback</td>
</tr>
<tr>
<td></td>
<td>Consistently has positive interactions with others</td>
<td>Has positive interactions with others</td>
<td>Occasionally has positive interactions with others</td>
<td>Does not have positive interactions with others</td>
</tr>
<tr>
<td></td>
<td>Consistently demonstrates cooperation and leadership</td>
<td>Demonstrates cooperation and leadership</td>
<td>Occasionally demonstrates cooperation or leadership</td>
<td>Does not demonstrate cooperation or leadership</td>
</tr>
</tbody>
</table>
Goal: The student will use technology effectively.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Exceeds Standard</th>
<th>3 Meets Standard</th>
<th>2 Working Towards Standard</th>
<th>1 Does not meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Skills</td>
<td>Demonstrates proficiency of the operations of a computer, including keyboarding, and all elements of word processing, spreadsheet, database, and presentation software, and course specific programs.</td>
<td>Demonstrates most proficiency of the operations of a computer, including keyboarding, and all elements of Microsoft Office and course specific programs.</td>
<td>Demonstrates limited proficiency of the operations of a computer, including keyboarding, and all elements of Microsoft Office and course specific programs.</td>
<td>Demonstrates little to no proficiency of the operations of a computer, including keyboarding, and all elements of Microsoft Office and course specific programs.</td>
</tr>
<tr>
<td>Technological Use</td>
<td>Consistently and independently seeks and uses the appropriate technological tools to plan, to research and to complete assignments.</td>
<td>Usually seeks and independently uses the appropriate technological tools available to plan, to research and to complete assignments.</td>
<td>Occasionally and with some help seeks and uses the appropriate technological tools available to plan, to research and to complete assignments.</td>
<td>Does not seek out and use the appropriate technological tools available to plan, to research and to complete assignments.</td>
</tr>
<tr>
<td>Appropriate Use of Technology and Information Resources</td>
<td>Consistently and effectively evaluates the authenticity, accuracy, appropriateness, and bias of electronic resources.</td>
<td>Effectively evaluates the authenticity, accuracy, appropriateness, and bias of electronic resources</td>
<td>Occasionally does not evaluate the authenticity, accuracy, appropriateness, or bias of electronic resources.</td>
<td>Does not evaluate the authenticity, accuracy, appropriateness, or bias of electronic resources.</td>
</tr>
<tr>
<td>Appropriate Use of Technology and Information Resources</td>
<td>Consistently uses information and technology safely, legally and responsibly, including compliance with the school’s AUP – Ex: cites text, information, and images collected from electronic sources.</td>
<td>Uses information and technology safely, legally and responsibly, including compliance with the school’s AUP.</td>
<td>Occasionally uses information and technology safely, legally and responsibly, including compliance with the school’s AUP.</td>
<td>Does not use information and technology safely, legally and responsibly, including compliance with the school’s AUP.</td>
</tr>
<tr>
<td>Contributions of Technology to a Final Product or Presentation</td>
<td>Consistently demonstrates an ability to link information from different applications to appropriately enhance content of an assignment.</td>
<td>Demonstrates an ability to link information from different applications to appropriately enhance content of an assignment.</td>
<td>Occasionally does not demonstrate an ability to link information from different applications to enhance content of an assignment.</td>
<td>Does not demonstrate an ability to link information from different applications &amp; does not enhance content of an assignment.</td>
</tr>
</tbody>
</table>
PROBLEM SOLVING AND CRITICAL THINKING

Goal: The student will use critical thinking skills to problem-solve effectively.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>________</td>
<td>Exceeds standard</td>
<td>Meets standard</td>
<td>Working Towards Standard</td>
<td>Does Not Meet Standard</td>
</tr>
<tr>
<td>__________</td>
<td>________</td>
<td>________</td>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>Consistently identifies, defines, and restates the problem</td>
<td>Identifies, defines, and restates the problem</td>
<td>Partially identifies, defines, and restates the problem</td>
<td>Does not identify, define, or restate the problem</td>
<td></td>
</tr>
<tr>
<td>Consistently classifies relevant information and key components</td>
<td>Classifies most of the relevant information and key components</td>
<td>Occasionally classifies some relevant information and key components</td>
<td>Does not classify relevant information or the key components</td>
<td></td>
</tr>
<tr>
<td>Consistently asks and answers appropriate questions that demonstrate deep knowledge in pursuit of a solution</td>
<td>Asks and answers appropriate questions in pursuit of a solution</td>
<td>Occasionally asks and answers appropriate questions in pursuit of a solution</td>
<td>Does not ask appropriate questions in pursuit of a solution</td>
<td></td>
</tr>
<tr>
<td>Consistently employs a variety of strategies to solve the problem</td>
<td>Employs a variety of strategies to solve a problem</td>
<td>Employs a limited array of strategies to solve a problem</td>
<td>Does not employ any problem solving strategies</td>
<td></td>
</tr>
<tr>
<td>Consistently identifies steps to solve a problem</td>
<td>Identifies steps to solve a problem</td>
<td>Occasionally looks for and identifies steps to solve a problem</td>
<td>Does not look for or identify the steps to solve a problem</td>
<td></td>
</tr>
<tr>
<td>Consistently implements various strategies and performs any necessary actions or computations</td>
<td>Implements various strategies and performs any necessary actions or computations</td>
<td>Occasionally implements strategies and performs any necessary actions or computations</td>
<td>Does not implement strategies or perform any necessary actions or computations</td>
<td></td>
</tr>
<tr>
<td>Consistently checks work before proceeding with plan</td>
<td>Checks work before proceeding with plan</td>
<td>Occasionally checks work before proceeding with plan</td>
<td>Does not check work before proceeding with the plan</td>
<td></td>
</tr>
<tr>
<td>Consistently keeps an accurate record of work</td>
<td>Keeps an accurate record of work</td>
<td>Occasionally keeps a record of work</td>
<td>Does not keep a record of work</td>
<td></td>
</tr>
<tr>
<td>Consistently checks the results in the original problem to ensure the solution is reasonable</td>
<td>Checks the results in the original problem to ensure the solution is reasonable</td>
<td>Seldom checks the results in the original problem to ensure the solution is reasonable</td>
<td>Never checks the results in the original problem to ensure the solution is reasonable</td>
<td></td>
</tr>
<tr>
<td>Consistently explores other options to solving the problem</td>
<td>Explores other options to solving the problem</td>
<td>Seldom determines other options to solving a problem</td>
<td>Never determines other options to solving a problem</td>
<td></td>
</tr>
<tr>
<td>Consistently transfers knowledge to other problems</td>
<td>Transfers knowledge to other problems</td>
<td>Seldom transfers knowledge to other problems</td>
<td>Never transfers knowledge to other problems</td>
<td></td>
</tr>
</tbody>
</table>
**SHS LOCKER REGISTRATION FORM**

All lockers are the property of Salem High School and must be registered. Locker use is a privilege, not a right. All registered lockers must be secure with a lock. **Unregistered lockers will have their contents removed. Only one locker is assigned per student and only one student may use a locker.** You are responsible for the contents and the condition of the locker assigned to you, the removal of all contents when the locker is vacated and reporting any damage or theft to your housemaster. **You must print your locker combination below or tape your extra key to this form.** A signature below indicates that you have familiarized yourself with the rules pertaining to lockers. Please return this form to your house secretary.

Please print the following information:

<table>
<thead>
<tr>
<th>NAME</th>
<th>Grade</th>
<th>Advisory Room #</th>
<th>Advisors</th>
<th>Locker Number</th>
<th>Combination</th>
<th>Signature</th>
</tr>
</thead>
</table>

Please print the following information:

<table>
<thead>
<tr>
<th>NAME</th>
<th>Grade</th>
<th>Advisory Room #</th>
<th>Advisors</th>
<th>Locker Number</th>
<th>Combination</th>
<th>Signature</th>
</tr>
</thead>
</table>

Red lockers are for seniors listed as R.