



NEW LIBERTY
INNOVATION SCHOOL

Welcome all. Challenge yourself. Create a positive impact.

STUDENT & FAMILY
RESOURCE BOOK
2018-2019 SCHOOL YEAR

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Salem Public Schools
29 Highland Avenue
Salem, MA 01970

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, gender identity, 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 extra-curricular activities."

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LEADERSHIP TEAM & WELCOME LETTER

Fall 2018

Dear NLIS Students & Families,

Welcome to New Liberty Innovation School! We are so happy you've decided to join us. We are a small high school within the Salem Public School District. We are competency-based, which means student progress is measured against academic, social-emotional, and employment-related competencies that align with the Massachusetts Curriculum Frameworks, Next Generation Science Standards, and the MA Work-Based Learning Plan. Students earn competencies from work and projects both inside and outside of the classroom, and have unlimited opportunities to demonstrate skills learned in each.

Our program works beyond the scope of traditional high school education by providing students with small class sizes, real-world learning opportunities, and the ability to focus on topics and projects of interest to each student. NLIS staff provides students with wrap-around support and coaching, which enables students to fully engage in their learning and make academic and social-emotional progress.

This year we will again work to engage students in class through our popular December Project Month (Symposium Month) and ongoing off-site Adventures. Students will also have increased access to college and employment training and planning through our College and Employment Center, which will be run by our Employment Specialist. We will also continue to focus on developing stronger, more meaningful two-way relationships with our students' families through our positive home visits program.

Some changes for this year include a new way of running advisory whereby our entire community comes together three mornings a week to engage in a community-building activity. This will allow students to get to know each other better and provide students and staff with the opportunity to develop positive relationships. We are also increasing the length of three classes/day to allow for more project-based learning. We know that students love the hands on work they do in science and we want to incorporate more of these types of activities into every class. Lastly, we will no longer have 5 blocks/day, but 4 (although school will still end at 3:45 Mon-Tues/Thurs-Fri). Fourth block will be a project block where students will be REQUIRED to design their own project for the trimester. Also, students graduating this year will be working with our Employment Specialist on post-graduate planning. Attendance is mandatory! Dismissal time on Wednesdays will be 1:30 again this year.

It's my pleasure and honor to work with and support your young person each day at New Liberty. My door is always open. Feel free to call or email me any time.

Jen

NLIS Leadership Team, 2019 School Year

Jennifer Winsor, Principal

Jennifer Thomas, School Adjustment Counselor; Coordinator of Counseling Services

Holly O'Leary, Blended Learning Strategist; Academic Facilitator

CORE BELIEFS

NLIS Core Beliefs & Tagline

These were created with input from students, staff, and NLIS families in the spring of 2017.

Welcome
Reflect
Learn
Grow

Welcome all. Challenge yourself. Create a positive impact.

THREE PILLARS, 21st CENTURY LEARNING SKILLS, AND THEORY OF ACTION

Academics

Academics come first at New Liberty. Our educational structure (competency-based education, scheduling flexibility, and Blended Learning) allows us to personalize learning for individual students, and help them to learn in the formats that resonate with them. Students work towards skills or competencies, in academic, social-emotional, and workplace subjects, which create a well-rounded program of study.

Employment

Students at New Liberty are provided with “sheltered employment” opportunities where they can practice work-readiness skills while in school and find what they love to do. We also have partnerships with local organizations to provide paid internships to a select group of students each year and can organize a variety of unpaid internships. Additionally, students must complete several weeks of consistent, successful employment during their tenure at the school to graduate, giving them a head start in the working world.

Essential Habits

We believe success derives from successful habits, which is why staff at New Liberty focus on creating habits for future growth in our students. Each of our students receives an education in forming the successful habits and 21st century learning skills they will take with them into the working world and beyond to become productive in both personal and professional settings. Our Essential Habits include social-emotional skills like being an active listener, executive function skills like being organized and goal oriented, and 21st century skills such as collaboration and leadership.

21st Century Learning Skills

We teach our students the following skills through our Essential Habits, Academics, and Employment competencies.

Communication
Collaboration
Critical Thinking
Creativity

STUDENT AGREEMENT 2018-2019 SCHOOL YEAR

By signing this document you have agreed to the following during the school day (both in the building and out during field trips, Y visits, and breaks):

1. Come to school every day on time (9:00).

- If you are going to be late or absent, you must call the school (front desk) (978-825-3470) or text one of your Advisors.
- If you are out due to an illness, treatment, hospitalization, or death in the family; observance of a religious holiday; or documented court/legal/governmental appearances by you, **you must bring a note to the front desk person upon your return.**
- These are considered EXCUSED absences and will be marked as such in Aspen.
- Without a note, all absences will be considered UNEXCUSED.

*For students under 16**

- 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.
- After 5 UNEXCUSED absences the NLIS Student Support Team will work with you and your family to come up with a plan to help you succeed in school.

*For students 16+**

- After 5 UNEXCUSED absences, the NLIS Student Support Team will work with you and your family to come up with a plan to help you succeed in school.

*See the "Response" handouts for details on what happens when you continue to be absent frequently.

More details on when and why some work/internships would count as excused absences and information on how to get credit for completing work at home can also be found in the "Response" handouts.

2. Adhere to the NLIS Cell Phone Policy

Last year cell phones prevented many students from focusing on their school work and completing benchmarks and competencies. At the same time, we want you to learn to use your phone wisely and appropriately. Staff will work with you to come up with a solution that allows you **to get off your phone completely when needed** and use it when it's appropriate.

To make things clearer, we are putting a new policy into place.

For all classes (including community meetings, advisory, and work done outside of class, such as in a Boost Room), **you must put your phone on silent and put it away as soon as class begins.** At the start of class your teacher will give you

the option to put your phone in a box or in a charging station (if they have one). Another option is to give your phone to a different staff member first thing in the morning for them to hold. These choices are all optional.

However, **should you take out your phone for any reason, except when asked to do so by your teacher, you will be asked to put your phone in the box or the charging station IMMEDIATELY. This is not a choice.** If you refuse, you will be asked to see the principal or a Student Support Team member right away.

This person will ask you to hand over your phone to them, which you can collect at the end of the day. It will be locked up during the day.

If you continue to struggle with keeping your phone out, you may lose it until a family member comes in for a meeting and/or a different individual plan will be created for you with the Student Support Team.

From time-to-time you may need to use your phone for an emergency situation. If that is the case, you need to communicate that up front with your teacher and the two of you can work on a plan for the day. This should be a VERY RARE thing. If this becomes an everyday event, all of the same policies above will apply. If you are waiting for an important phone call, know that your family/support member/etc. can always call the main office and the front desk person will come find you.

Family members should refrain from contacting their young person during the day via their cell phone as it can be very disruptive to them and their class. Please call the front desk if you need to speak to your young person right away. Your young person can communicate with you through their phone during their lunch and breaks.

Finally, students will not be allowed on the computer the first 10 minutes of class this year.

3. Adhere to the NLIS Responsible Use of Technology Policy

Agrees to adhere to the NLIS Responsible Use of Technology Policy 2019 (See policy for details). Students and guardians (if under 18) will be expected to sign this policy in order to use school computers, chromebooks and iPads.

4. Attend all of your classes and stay in school the whole day.

4. Attend all of your classes and stay in school the whole day.

For those under 16: You must stay in the building all day

Students under 16 are not allowed to leave the building during breaks, lunch, or any other time unless they are on a walk with their class, on a field trip, or are accompanied with a staff member chaperone.

For those 16+:

Earned privilege to leave school during breaks and lunch with a chaperone and return on time

Like last year, students are only allowed to leave during breaks and lunch with a chaperone and must return on time. The chaperone will give you a warning when it is almost time to go back in. While you are outside of the building, you must stay within a block of the school (fountain, CVS, etc.). Breaks and lunch are NOT long enough for trips to Wendy's and other places several blocks away.

However, unlike last year, **this will now be an EARNED privilege and students not in good standing (i.e. not following school norms around acceptable behavior, skipping class, and having daily attendance below 60%) will NOT be allowed to leave for breaks and lunch.**

Early Dismissal

You are not allowed to leave early unless you have a documented reason for it, such as a job, a court appointment, a doctor's appointment, or because you are sick. You must show that documentation to the front desk person upon returning.

Before leaving, you need to provide documentation or have a parent/guardian make a call to the Job Coach, your advisor, or the front desk person (978-825-3470). These people will share that your early dismissal was approved and is therefore EXCUSED.

All other reasons will be considered UNEXCUSED absences.

Students must sign out at the front desk before they leave school early (including breaks, lunch, dismissal, etc.).

Stay in Your Classes

You are expected to stay in all of your classes all day. You may work out breaks (still inside the school), as needed with your teachers. However, if you abuse this, you may lose these extra breaks. If you are found in the halls/cafeteria, etc. during class time, a staff member will work with you to come up with a plan to get you back into class as quickly as possible.

5. Come to school drug-free

NLIS is a professional setting that has zero tolerance for drugs and for our students being under the influence (of alcohol, pills, or drugs of any kind) during the school day. If you come to school under the influence or smelling like marijuana, you will meet with a Student Support Team member right away.

You will also be required to work in a separate room during the day and your family will be notified. You and your personal belongings will also be searched.

If you are found with drugs on you, you will receive a suspension hearing, be referred for substance-abuse counseling, and/or be required to meet with the district's School Resource Officer, before returning to school. You may also be referred to the Salem Police.

Furthermore, students are not allowed to vape or smoke in school or during school-sponsored events such as field trips. Students who are found vaping or smoking in school, will receive a suspension hearing and their family will be notified. Vapes should also not be taken out in school for any reason.

6. Adhere to our Dress Code

One of New Liberty's three pillars is employment and employment readiness. To this end, we believe that school should mirror what is typically required and appropriate in the workplace.

Acceptable and preferable dress will be eventually added to the Professional Competency and students will demonstrate these benchmarks through their choice of clothing.

The following dress code is taken in part from Evanston Township HS (IL) and fits with the spirit of the code agreed upon by students and the principal in the spring of 2017.

The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

1. Basic Principle: Certain body parts must be covered for all students at all times.

Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

2. Students Must Wear, while following the basic principle of Section 1 above:

- A Shirt (with fabric in the front, back, and on the sides under the arms), AND
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
- Shoes.

3. Students May Wear, as long as these items do not violate Section 1 above:

- Hats facing straight forward or straight backward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff
- Religious headwear
- Hoodie sweatshirts (wearing the hood overhead is allowed, but the face and ears must be visible to school staff)
- Fitted pants, including opaque leggings, yoga pants and "skinny jeans"
- Pajamas
- Ripped jeans, as long as underwear and buttocks are not exposed
- Tank tops, including spaghetti straps; halter tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).

4. Students Cannot Wear:

- Violent language or images.

- Images or language depicting drugs or alcohol (or any illegal item or activity)
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice)
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face or ears (except as a religious observance)

5. In the Science lab you must wear:

- At least a short-sleeved shirt (no tank tops, sleeveless shirts)
- Hair tied back (for certain labs)
- Midriff covered
- Feet covered, no open toed shoes/sandals

We suggest you bring a change of clothes to school for labs.

Our dress policy applies equally to males, females, and non-binary students.

If any staff member or student has a concern about a student's clothing, they should bring that concern to the principal or another member of the Leadership Team immediately. The LT will then decide the response, which *may* include meeting with the student, a call to the student's parent or guardian, and a possible change of clothes at New Liberty. Students *will not be sent home* due to their clothing choices.

7. Act as a good neighbor in the school, mall, and fountain

This means:

- No skateboarding/bikes inside the mall or the school
 - If traveling to school via skateboard or bike, please carry your skateboard/walk your bike in the mall and store appropriately at school. Work with Hadee Benoit to find a good storage place in school.
- No tossing/throwing balls inside the mall, fountain, or inside the school (except when part of a game with a staff member supervising)
- No swearing, yelling, running, or horsing around (like climbing the light poles) in the mall or fountain (and discouraged in school)
- No blocking the entrance to the Village Tavern
- No smoking or vaping within 20 feet of the school (not allowed inside the mall)
- No going over to Salem Prep High School
- No going into garage

Behavior of this kind may result in a loss of privileges (like open campus) and possibly a suspension, depending on the severity of the activity.

8. Don't Plagiarize

Your work for class must be your own. You cannot copy or lift entire sentences or paragraphs from the internet, a book, or another student's work. You will receive no credit for plagiarized work and will be asked to meet with the principal.

9. No fighting, bullying, harassment, verbal threats, weapons, or vandalizing

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 our School Resource Officer, when appropriate, to maintain a positive and safe educational environment.

Lighters, tobacco products, and vaping products/devices should never be out in the open at school. Students will be warned and said products/devices will be held until the end of the day, if they continue to be taken out.

More details on bullying and cyberbullying can be found [HERE](#) (in this Resource Book).

Any other infractions not covered in this agreement will be addressed using the Salem Public Schools District-Wide Student Handbook (which can be accessed at the [SPS webpage](#)) and/or Massachusetts laws related to school (which can be accessed on the [DESE webpage](#)). Some of these laws are located at the end of this book.

Student Signature

Parent/Guardian Signature

Student's Name (please print)

Date

Response for Not Following Some Student Agreements

1. Come to school every day on time (9:00)

For students under 16

- 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.
- After 5 UNEXCUSED absences the NLIS Student Support Team will work with you and your family to come up with a plan to help you succeed in school. (After 8 unexcused absences, a letter will be sent home.)
- If your attendance does not improve after an intervention, you **will be referred to the SPS Truancy Officer and a Child Requiring Assistance (CRA) petition may be filed with the Juvenile Court.**

For students 16+

- After 5 UNEXCUSED absences, the NLIS Student Support Team will work with you and your family to come up with a plan to help you succeed in school. (After 8 unexcused absences, a note will be sent home.)
- If your attendance does not improve after an intervention, and **you have 10 consecutive UNEXCUSED absences, a note will be sent home that you are in danger of being unenrolled.**
- If we do not hear back from you to make a plan to come back to school within 3 days of receiving the letter, you will be unenrolled from NLIS.
- Once you are removed from the NLIS rolls, this information may be reported to state agencies including the Department of Children and Families (DCF), the courts, probation and/or public housing as required. Truancy may disqualify your family from receiving public financial assistance. Financial assistance may include food stamps, housing vouchers, childcare, medical insurance benefits, etc.
- If you are removed from the NLIS rolls, you will need to work with the Salem Parent Information Center (PIC) to re-enroll. This may require you to fill out a completely new application.

For students who miss school due to work commitments and HAVE the Employment Competency

- Please work with your supervisor to schedule your work hours for after school and the weekend, so that you will not need to miss school.
- If you know that you will always need to come in late or leave early due to work, you must provide our Employment Specialist with **documentation** to verify that you are indeed at work instead of school.
- We can then work to give you a slightly shorter schedule to accommodate work. However, **this may extend the time it takes you to graduate.**
- If you do not communicate your work schedule with the Employment Specialist, we will assume that your absences from classes are for some other reason and UNEXCUSED.
- If you miss an entire day of school for work, it will be considered an UNEXCUSED absence. You should work with your Advisors to make sure you do not fall behind in your classes.

For students who miss school due to work/internship commitments who DO NOT yet have the Employment Competency

- Please work with your supervisor to schedule your work hours for after school and the weekend, so that you will not need to miss school.
- If you know that you will always need to come in late or leave early due to work/an internship, you must provide our Employment Specialist with **documentation** to verify that you are indeed at work/an internship instead of school.
- If you miss an entire day of school for work/an internship, you should work with your Advisors to make sure you do not fall behind in your classes.
- The good news is that the time you spend at work or an internship that is towards the employment graduation requirement, **counts as time in school and you will not be penalized for being absent.**
- **Be sure to work closely with our Employment Specialist to track your days and get your MA Work-Based Learning Plan filled out so that you can earn your competency!**
- If you do not communicate your work/internship schedule with the Employment Specialist, we will assume that your absences from classes are for some other reason and UNEXCUSED.

For students who complete school work at home.

- Can't get into school, but still able to work from home? If you complete class work such as Google Classroom work at home, you can get credit for having been in that class. You will not be counted as absent or your absence will be considered EXCUSED. (This is the beauty of Competency-Based Education.)
- But, you must show your work to your teacher (can be via email) and the Blended Learning Strategist to make sure your absence is EXCUSED in Aspen.

3. Attend all of your classes and stay in school the whole day.

When you leave early, you will complete a paper or google online survey about the reason for leaving. Your advisors/Student Support Team will monitor this closely and follow up with you and your family, if they see a pattern of unexcused early dismissals. An ongoing pattern of this may result in the loss of privileges such as attending specific Adventures and/or open campus.

A word on CONSEQUENCES at NLIS

Because we follow the Think:Kids/Collaborative Problem Solving Model at NLIS, we do not give detentions and avoid giving suspensions except for very serious school policy infractions.

You can expect that when you are not adhering to this agreement you will meet with a staff member to have a "Plan B Meeting," where you work together to problem solve and come up with an agreed-upon solution. The staff member will meet with you again at a later date and check to see how well you are upholding your end of the agreement. You can make adjustments to the plan from there. We believe in having students learn skills in collaboration, problem solving, and creating solutions as well as having a voice in the process. We take pride in having a welcoming, safe and positive school culture. Taking care of one another and learning how to make amends when you make a mistake is essential to being part of our community. The consequence will be about mending the relationship or repairing any damage done.

Another way that we address infractions is through our use of Restorative Justice Circles, Conferences, and Community Meetings. These activities allow us to discuss concerns that impact the entire NLIS community together and to consider ways to make things better as a community. If serious harm happens between students, we will have a conference to address the harm and work on repairing relationships. Go [HERE](#) for more information on our community-building activities.

For more serious and/or on-going offenses, you may lose a privilege for a certain amount of time, such as loss of open campus for two weeks. You may also sign an agreement or contract in regards to how you will interact with another student in the building. You may also be asked to enter into a mediation with another student with whom you are in conflict. We do this to prevent fights. We also frequently have parents/guardians come to the school to discuss concerning behavior.

DAILY SCHEDULE

For Trimester 1, 2, and 3

Schedule will vary during Symposium Month (December)

Schedule will vary on Adventure Days

Monday-Tuesday, Thursday-Friday

Community Time/Advisory	9:00-9:40
Block 1	9:40-11:00
Block 2	11:00-12:00
Lunch	12:00-12:40
Block 3	12:40-2:00
Break	2:00-2:10
Block 4	2:10-3:45

Every Wednesday (Early Release @ 1:30)

Community Time/Advisory	9:00-9:45
Flex Block 1*	9:45-10:45
Break	10:45-10:55
Flex Block 2*	10:55-11:55
Adventure	11:55-1:00
Lunch	1:00-1:30

*We believe when students take ownership of their learning they become invested and engaged in school, therefore we developed Wednesdays to be our "Flex Days." Students will create their own work plan for two blocks focusing on missing work or projects to help them toward graduation. Students will have access to work with all teachers during our Flex blocks. All students are expected to attend school on Wednesdays!

Program Elements & Initiatives: NLIS Community

Advisory And Team Building Together

What is it? Why is it important?

Advisory is a bit like a homeroom or your home base. Every advisory is run by a few staff members and you will stay with your same advisory for most of your time at NLIS. This is an opportunity for you to have a family-like atmosphere at school with a few caring adults to provide extra support and coaching to you. Being in a competency-based school is different and we know that students do well when they have small, personalized experiences that help to support learning and progress through the ILP. This home base will help you to set goals for moving through high school in a successful manner. Your advisors will be in regular contact with your parents/guardian to keep them informed on your progress and to help better understand you. You will also have fun and learn social-emotional skills and work on tasks related to employment.

What will you do in advisory and in team building time?

- Have fun
- Do hand's on and competitive, collaborative activities
- Progress updates and class changes
- Engage in activities to earn Essential Habits competencies
- Time to unwind and relax
- Finish up school work from other classes
- Employment related tasks
- Advocacy and community service projects

Do I need to attend advisory?

Yes, especially as more Essential Habits competencies are now required and advisory is one of the main places you will develop evidence for them.

Circles, Community Meetings and Team Building Time

What are they?

Circles are a practice we started at our school two years ago and they are a way to improve communication and build community within our school. This is a democratic process where all voices are heard from and each member of the

Commented [1]: Is this changing this year? Or do we want to reword it?+jenthomas@newlibertysalem.com
Assigned to Jen Thomas

circle is on equal footing as all others. Students are just as powerful as teachers and as we get better at this practice can become the circle “keepers.” This a deep and meaningful way to practice speaking and listening from the heart.

Community meetings help us to celebrate accomplishments like excellent attendance, completion of competencies, getting a job, etc. It is a time for us to come together as a school and plan events and share news as well as progress.

Team Building Time will happen one to two times a week now as an entire community. You will be participating in problem solving, sometimes building things, sometimes competing against other groups. It is a time to work in a small group and time to prepare for the coming day.

Do I need to attend them? Do they lead to competencies?

Attendance in circles, Community Meetings and Team Building Time will help you to build excellent team skills and a positive school climate. Engaging positively in these three tasks will lead students to building evidence of skills in many of our competencies such as Respectful, Mindful and Reflective, as well as 21st Century Skills like Collaboration and Communication.

Program Elements & Initiatives: Family & Community Engagement

Family-Teacher Home Visits (1647)

The organization 1647 (website [here](#)) partners with schools to improve family engagement. One way they do this is by training teachers and staff to conduct family-teacher home visits. These are voluntary meetings where teachers/staff get to learn more about their students and their families. The purpose of the meeting is to just develop a relationship. They aren't intended to go over grades or school rules or student attendance. These meetings are 100% voluntary. Neither parents/families nor teachers/staff are required to participate. However, we do hope that many will this year, as we believe this will help our students' succeed at New Liberty.

Open House & Student-Led Conferences

This year we will hold a more formal Open House early in the fall for family members to get to know more about the school and meet with their young person's teachers. Teachers will also share information on what they are teaching and families will have an opportunity to experience what their young person's classes are like. We will also run student-led conferences at two points during the year-- late fall and early spring. This is where students will share what they are working on and their progress with their families. Families will also have an opportunity to learn more about our unique grading system--Competency-Based Education--and our ILP (Individualized Learning Plan).

School Site Council (SSC)

We will again hold SSC meetings every few months at the school. We are seeking parents/guardians and community members to join this important school advisory group. The SSC helps make important decisions for the school and is an important way for families to get involved at New Liberty.

Brothers for Success (SSU)

This year our young males (including those students who identify as male) will have the opportunity to join the Brothers for Success Group run in partnership between Leap for Education and Salem State University. The goal of BFS is to facilitate the successful transition from high school to college for males of color. Students will have the opportunity to participate in 6 bi-weekly sessions focused on establishing trust and building cohesion within the group. Within the broader framework of College Readiness, students will explore issues, challenges and opportunities that are specific to young men of color. Dialogue centered sessions will be facilitated by Dr. Steven Oliver, Assistant Professor at Salem State University and include current SSU students who will give first-hand accounts of their current experiences.

Our Family Engagement Coordinator will coordinate and assist with getting students to these sessions.

Program Elements & Initiatives: Student Voice & Engagement

Student Leadership

The Salem Public Schools new 5-Year Strategic Plan puts improved and increased student voice, engagement, and school ownership as some of the core ways to improve the high school experience for young people.

We will again hold weekly Student Leadership meetings to build skills within our student body on leading their peers. Students who consistently attend meetings will have a great voice in shaping the school culture and school policy. Student Leaders will meet monthly with the leadership team of NLIS to advise the Principal and her team on how things are going in general and specifically. Student leaders will help to pick and lead adventures/field trips. At New Liberty, we take student voice and ownership of learning very seriously so we actively support students in their abilities to become leaders. We know that the more stake they have in their school the more successful they will become as scholars and citizens.

Adventures

Since the spring of 2015, New Liberty has been going on frequent adventures. We have found that engaging students in different types of learning encourages them to be more curious about the world and more confident in engaging with it. Also we have found that some students thrive in becoming leaders of their peers in settings outside a traditional classroom. For example, some students who are rather disengaged in the classroom become leaders or facilitators in the woods or during physical challenges such as rope climbing or overcoming physical obstacles. Students rise to the challenge of problem solving and then grow to trust each other more in a place like Boda Borg or Project Adventure, hiking a mountain or on a canoe trip.

We will also be spending one adventure a month giving back to our local community through service.

This year, we will be going on adventures on a weekly basis on Wednesdays. Students will reflect on their learning afterwards and gather evidence from these trips to display skills in applicable competencies.

Attendance Celebrations

In Community Meetings, we will have regular celebrations of accomplishments such as birthdays and most importantly excellent attendance as well as improvements in attendance. Most of the students at New Liberty have struggled with either school engagement or attendance. Recognizing when students are doing well leads to confidence and pride.

We know that students who are engaged in their education, make steady progress on their path to graduation. We as a staff at NLIS want to celebrate those students who have good attendance.

Electives

One of the struggles of being a small school is not having a large variety of elective classes to offer students. However, being small and personalized does allow us to respond to particular student interests. This year we will integrate elective-type activities into Adventures and project classes. Students can also work with their advisor to connect with local programs of interest, such as dance groups, many of which are free to Salem students.

Students who are close to graduating can also sign up for classes at either North Shore Community College or Salem State.

Finally, students with a particular skill or talent may be able to run their own class for students (such as art) during the day.

Time spent engaged in these types of extra-curricular/elective offerings counts towards required benchmarks and competencies for graduation. Students are also able to join sports teams at Salem High School.

Prom

NLIS seniors may attend the Salem High School spring prom, if they wish and if that is permitted by SHS.

Taking Vocational Ed Classes at SHS

Students who come to NLIS from SHS, who were already enrolled in a vocational (CTE) program (automotive, culinary, etc.) *beyond 9th grade* may be able to continue taking their classes at SHS. This will be determined on a case-by-case basis by the NLIS Principal and the SHS CTE Director.

Program Elements & Initiatives: College & Employment Planning

We are fortunate to have a new full-time Employment Specialist this year, who will assist students with all requirements for completion of the professional readiness competencies.

College and Employment Center

New Liberty has a designated space where students can get support in their job, internship, and college searches. Our center contains resources, some hard copy and some digital (Naviance, RoadTrip Nation), to assist students in better understanding their strengths and skills, and what careers and college programs might be a good fit for them. Our Employment Specialist will have designated times to work with individual students or small groups. The Employment Specialist will share important updates and information with students on a regular basis.

Students will receive assistance in all aspects of the college or trade school application process, to include: research, visits, applications, financial aid documents, scholarships, etc...

Internships/work experience is a critical part of the student experience at NLIS. Our ILP encourages students to **try out a few different jobs/internships and requires them to successfully complete work at one job/internship for a minimum of 8 consecutive weeks receiving two employer evaluations**. Students MUST submit their hours worked at a job or internship, as it provides the documentation required for work to count toward the professional readiness competencies and as TIME AT SCHOOL. The Employment Specialist provides guidance and support for students throughout the job search process and during their work/internship experience.

In partnership with Leap for Education, NLIS students can access additional college search, visits, application support and assistance with financial aid forms.

Dual Enrollment

Our Employment Specialist assists students in applying and registering for college courses at Salem State University or North Shore Community College which are taken while attending NLIS. Massachusetts high school students can take one class/semester for free at Salem State University and at regular tuition rates at North Shore Community College. This is an excellent way to learn more about college and get a head start on your college credits.

NSMC Internship

Over the years we've heard from students that they are interested in pursuing careers in the medical profession. To that end, New Liberty staff will be working this year to develop a partnership with North Shore Medical Center in Salem that would allow interested and eligible students to enroll in internships at the Center. This fits nicely with our Biomedical Pathway, which our Science teacher oversees. (More on that [HERE](#).)

Root Kitchen Training Program

Commented [2]: Guidance as to when to set these times would be helpful - thanks

Commented [3]: I was thinking for the 11/12 graders block 4 one day/week... starting just with the 12th graders in the fall

Commented [4]: Is this current information? Or do I need to change it?

Commented [5]: Needs to be updated

[Root](#) is a newer organization in Salem that offers a youth development program. It is a 12 week program with a focus on gaining employment skills especially within the food service industry. The students participate in regular seminars and skill based training leading to an internship and earning the food safe certifications which increase a student's marketability for jobs within the industry. This program is another employment/training option for NLIS students while attending school. However, because of the time requirements of the program, students leave school early, which may result in it taking longer to graduate. Our Employment Specialist can help connect interested students to Root.

HiSet

Some students choose not to stay at New Liberty and to pursue their HiSet (GED) instead. Sometimes students are curious as to whether they could pass the tests, but still want to continue working towards a high school diploma. We can help refer students to a variety of local HiSet prep programs, however, we are not a HiSet prep school and cannot prepare students for this at New Liberty.

Commented [6]: Do we want to include this? Or just let those who are curious know this information?

Commented [7]: Let's keep it bc this has been an issue in the past.

Program Elements & Initiatives: Student Safety, Wellness, & Support

At New Liberty we understand that students cannot succeed academically, if their social-emotional and safety needs are not met. To this end, we have a large and robust team of professionals here to provide on-site counseling and referrals to students.

Student Support Team (SST)

The mission of the Student Support Team (SST) is to assist students, parents and teachers with services that foster a healthy and positive school community. SST strives to promote positive mental, emotional and social relationships in the school community by providing interventions, prevention, advocacy, and education and by strengthening community. The goal of NLIS student support services is to alleviate as much as possible the personal, social, and emotional challenges that are impediments to academic and personal success.

The NLIS SST is made up of our Coordinator of Counseling Services, our Wellness Teacher, our Clinical Interns, and our Recruitment and Intake Specialist. The SST meets weekly to discuss the academic and clinical needs of all students and to plan and follow up on interventions to help them succeed at school. The team frequently brings students' families in to discuss student progress and well-being. Lastly, most members of the SST receive yearly Safety Care Training from the school district.

Essential Habits

The newly adopted SPS Strategic Plan requires schools to create new programs and curricula to meet the social-emotional needs of their students. At New Liberty, we have put students' social-emotional needs front and center since opening in 2011. One way we do this is through direct instruction of important life skills (Essential Habits) such as how to have perseverance, how to be sensible and mindful, and how to be organized and respectful. Our new ILP has revamped our Essential Habits competencies to make them more concrete and easy to assess. All teachers will work to develop these skills with our students through advisories, adventures, and academic class time.

Think: Kids Collaborative Problem Solving Model

Since opening in 2011, NLIS has used the philosophical tenet of "kids do well if they can." We see student's struggles as lagging skills. Students who run into difficulty will meet with a teacher, Advisor, or staff member to collaboratively to solve the problem. This approach helps students to gain the skills they need to overcome the challenges they may be facing.

Meditation Room

Two years ago two graduating students found that meditation helped them improve their ability to focus, complete academic work, and make quicker and calmer progress towards graduation. These graduates urged NLIS to create a space in school to encourage regular meditation practice to support calm and greater focus in school. Our meditation room will be frequently used by students and staff this year to encourage students and staff to grow their abilities to be mindful. This will lead to a positive, safe, and calm school culture. Also Mindful is a competency within the Essential

Habits, so students who regularly practice a relaxation skill or meditation technique will be developing evidence towards competence in this area.

Salem YMCA Youth Membership

New Liberty does not have a gym on-site, however, we do have a contract with the Salem YMCA, which allows us to bring students to the Y on a regular basis. There they are able to engage in swimming, basketball, use of the weight and fitness room, and occasionally group classes. We will now require all students to demonstrate evidence that they know how, and can follow guidelines for living a healthy life through nutrition, exercise, and making sensible decisions. Because these competencies are now required, we hope that all students will participate more actively during Y trips.

School Nurse

We have a nurse's office at New Liberty and have a part-time nurse who will be shared between our school and Salem Prep. Some of the primary duties of our nurse include: health screenings, maintenance of student health records, medication administration, establish and run health care plans as needed, act as a liaison between home, school, and health care provider, join the SST as needed, and promote the health and wellbeing of the entire school community. Our nurse will give important trainings to staff throughout the year.

New Liberty students will also have access to the Teen Health Clinic at the high school which can provide health care and reproductive counseling services.

Homeless Student Resources

Housing struggles can make it challenging for students to complete high school. At New Liberty, we are dedicated to supporting all students. We offer support and wrap around services to students and families who are having a housing crisis. In addition, the Salem Public Schools has a Homeless Student Liaison, whom we work with closely. This year we are partnering with [The Haven Project](#) from Lynn to offer on-site support to students who are struggling with homelessness.

ALICE (Alert, Lockdown, Inform, Counter, Evacuate)

ALICE is an active shooter training program that has been adopted by the Salem Public Schools, and is currently in use at thousands of schools and offices across the country. SPS staff was trained in ALICE last year and conducted a modified drill with students in the spring.

ALICE is a school safety program created in 2000 to offer additional options to students and staff in dealing with an armed intruder situation. Two of the individuals who founded and developed the program are long term law enforcement professionals. A 30-year educational professional is a member of the team and works to ensure that ALICE teaching/training materials are age-appropriate, psychologically sound, and address the issues of individuals with special needs.

For more information, go to [this pdf](#) from the Salem Public School's website.

Our School Safety Team prepares, evaluates and responds to community emergencies. The team is made up of Jen Winsor, Hadee Benoit, Jen Thomas and Allison Bargus.

Resources to Support Safety Outside of School

<p>Lahey Salem Psychiatric Crisis Team</p>	<p>Offers emergency safety evaluations and referrals for treatment as needed (psychiatric hospitalization, partial hospitalization programs, short-term stabilization beds, one time psychiatric medication evaluation, substance abuse treatment access). Can come to school or to home if situation warrants. 24-hour availability: (978)744-1585 or (866) 523-1216</p>
<p>North Shore Rape Crisis Center</p>	<p>Offers counseling and support groups. Gives support at hospital, police station, or court. 24-hour Hotline: 1-800-922-8772</p>
<p>HAWC (Healing Abuse Working for Change)</p>	<p>Provides shelter for victims of abuse. Offers legal support and education around abuse. 24-hour Hotline: 1-800-547-1649</p>
<p>Family Resource Center MassGeneral for Children at North Shore Medical Center</p>	<p>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 nsmcfamilyresourcecenter.org to see a list of their programs. Also call 978-354-2660 or 978-354-2670</p>
<p>Massachusetts Substance Abuse Helpline</p>	<p>1-800-327-5050 or www.helpline-online.com</p>
<p>Suicide Prevention</p>	<p>Suicide Prevention Lifeline: <ul style="list-style-type: none"> ● 1-800-273-8255 <p>Crisis Textline: <ul style="list-style-type: none"> ● Text: 741-741 <p>Samaritans Statewide Hotline <ul style="list-style-type: none"> ● Call or Text: 1-877-870-HOPE (4673) <p>National Suicide Prevention Lifeline <ul style="list-style-type: none"> ● 1-800-273-TALK (8255) <p>The Trevor Helpline <ul style="list-style-type: none"> ● 866-4-U-TREVOR (488-7386) ● Specifically for Lesbian, Gay, Bisexual and Transgender youth and young adults </p></p></p></p></p>

Health Quarters Sexual & Reproductive Health Services	They offer wellness exams, STD testing, birth control, pregnancy testing, etc. 100 Cummings Center, Suite 131-Q Beverly, MA 01910
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Program Elements & Initiatives: Academic Programs

ESL (English as a Second Language)

English Language Learners (ELs) at New Liberty receive support from our licensed ESL Teacher. Our teacher pushes in and pulls students out of class to provide them with the particular language support they need. All of our ELs made gains in their English Language Development based on the ACCESS test administered last year.

Special Education

Our Special Education teacher co-teaches classes with our general education teachers and teaches one sub-separate class for students who need additional one-on-one support. Our Special Education Teacher makes sure the goals in students’ IEPs (Individual Education Plans) are being met. Our teacher works closely with a Salem Public School’s Team Chair, a person who organizes and facilitates the IEP meetings, to make sure parents/guardians are invited, a translator is present, etc.

Our Coordinator of Counseling Services oversees support for our students on 504 Plans and provides counseling to students who require it per their Plan or IEP.

Blended Learning and the Blended Learning Center (BLC)

One of the unique and strongest aspects of our school is our Blended Learning Center and the Blended Learning model, both of which are overseen by our Blended Learning Strategist/Academic Facilitator. Blended Learning is a flexible teaching method that personalizes learning for students. It focuses on both online learning and traditional classroom education depending on individual student needs. Blended learning helps create an effective way for students to learn and demonstrate competence while being able to go at their own pace. Students focus on topics of interest to them through specific online programs and classes, through one-on-one tutoring, and small group instruction, as they work to complete required competencies. Blended Learning allows teachers to better leverage themselves and personalize student learning within their classrooms. In the Blended Learning Center (BLC) students will work closely with our Blended Learning Strategist to focus on their specific needs to earn the required competencies to graduate.

Schoology/Google Classroom (working from home)

Last year almost all students’ classes could be accessed anywhere using Google Classroom. This year teachers will work to update their Classrooms and move them to Schoology, a more robust online classroom system. This is an example of the Blended Learning model of teaching. Learning anytime, anywhere is a cornerstone of Competency-Based Education and Schoology/Google Classroom greatly helps our students complete their graduation requirements. All NLIS students

receive an @newlibertysalem.com gmail account, which allows them to access Google docs, Google Classrooms, and any other Google Apps for Education. This also allows students to contact their teachers if they need support or have questions on assignments.

December Symposium

December Symposium Month is a required experiential-learning activity for all of our students. They choose one of four project options to join based on their interest and academic needs. Each project is run by two teachers and has an interdisciplinary focus. Students worked alone or in small groups to complete a project over the course of the three weeks, which culminates in a "Symposium Showcase Night" just before break, where family members, outside partners, and members of the district administration get to see the final products. Symposium Month was a huge success the last two years with students engaged in a variety of activities from starting their own real business to solving a fake murder using crime lab techniques.

Project Lead the Way Biomedical Pathway (PLTW)

PLTW is an exciting, entirely hands-on STEM (science, technology, engineering, math) curriculum that is used in many schools across the country. New Liberty has received a \$30,000+ 5-year grant from PLTW, Mass STEM Hub, and Worcester Polytechnic Institute, to implement this program. The money allows our Science teacher to engage in weeks of intensive training and for us to purchase all needed lab materials and curriculum. We are so excited to continue offering this class to our students this school year. In fact, in an effort to allow more students to take a PLTW Biomedical class, we have expanded our science course requirements for all students not graduating this year.

Library

The library at NLIS is always available for students. We now have digital check-out records to help students keep track of books they have borrowed. However, your best resource for finding a book or other media (video, dvd, etc) is Jennifer Cale (our new Humanities Teacher); she can not only help you find an in-library hard copy of a book you may be interested in, but she can also help you navigate various online library resources and access materials from other libraries.

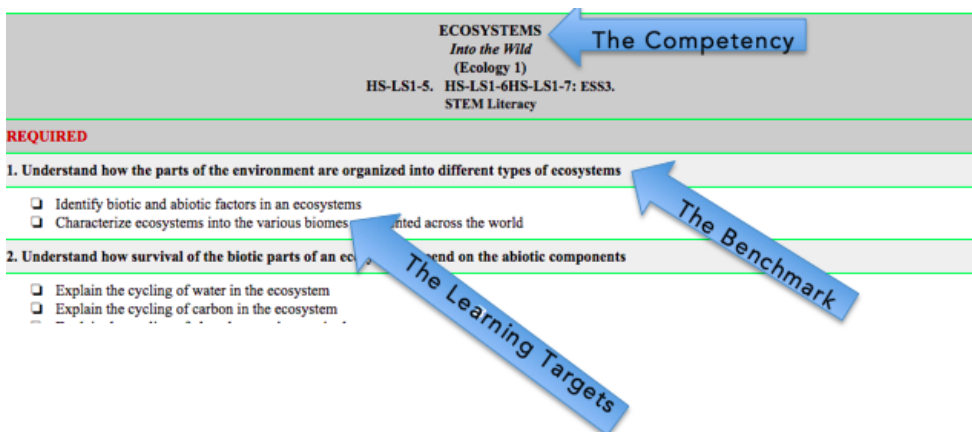
January Graduation

We will once again hold a graduation ceremony in January for students who complete all graduation requirements by December 2018. We are happy to provide this option for students who are close to completing their program of studies and do not want or need to stay an entire year.

Graduation Requirements

ILP & Grading

Students are assessed against competencies, benchmarks, and learning targets in our Individual Learning Plan (ILP). For example, in our Science ILP the breakdown is as such:



Every piece of work students complete (both inside and outside of school) is assessed against the ILP learning targets. A student is given a grade of a IP (In Progress, no credit yet, almost not work done), E (Approaching, some benchmarks completed, but no credit yet), BC (Basic Competent), C (Competent), or HC (Highly Competent). After a student has demonstrated a variety of learning targets under a benchmark *at least three times*, they are given a final grade for the entire benchmark. If a student earns anything less than an HC, they may continue to work on that benchmark to improve their score. However, once they have demonstrated it at at least a BC level, they are considered competent. Students must demonstrate competencies at at least a BC level to graduate.

NLIS Required Course Roadmap to Graduation

We have made some revisions to our Graduation Roadmap for all students not graduating this year:

Graduation Requirements:

1. Demonstrate BC (or higher) for 33 required classes and 6 required Essential Habits (not covered exclusively in classes)*
2. Demonstrate BC (or higher) for 8 additional Extension Competencies
3. Participate in at least 3 Student-Led Conferences
4. Demonstrate BC (or higher) in Professional Readiness (3 competencies, including Capstone)

5. Pass all required MCAS tests (ELA, math, STE)
6. Apply to at least one college or career training program

*Some EH competencies will be covered in advisory, BLC, adventures, internships, etc.

Transition Planning for Students on an IEP

All students will work with our Employment Specialist on their post-secondary college/training program and employment plans, as they get closer to graduating. Students on IEPs will additionally work with our district Transition Coordinator, Special Education Teacher, Advisor, and Team Chair on their postsecondary plans, as they get closer to graduating.

Other Information

Calendar for the 2018-2019 SY

Go [HERE](#) to view the calendar. Hard copies have been sent home and will be available at our front desk.

Important dates

Go [HERE](#) for MCAS dates

Event	Date	Time (if applicable)	Location
First day of school/First day of Trimester 1	9/5/18	9-1:30	
NLIS/Family Picnic on the first day		11-1:30	Peabody St Park (the Point neighborhood, behind Wendy's)
NLIS Open House	9/24/18	5:30-7:30	NLIS
Salem Halloween Parade (NLIS students and staff participate)	10/4/18	TBD	Depart from Shetland Park
Students and staff attend team building activities at Project Adventure in Beverly	10/5/18	During the school day	Bus will depart from NLIS in the morning and return by the end of the day
No school (Columbus Day)	10/8/18		
School closed for teacher professional development	11/6/18		

No school (Veteran's Day)	11/12/18		
Tentative Date for Fall Student-Led Conferences	11/20/18	8am-6pm	NLIS
Last day of Trimester 1 (report cards will be sent home within two weeks of the close of the trimester)	11/21/18		
Event	Date	Time (if applicable)	Location
No school (Thanksgiving Break)	11/22/18-11/23/18		
First day of Symposium (Project Month)	11/26/18		
Symposium Showcase Night	12/20/18	5:30-7:30pm	NLIS
Last day of Symposium	12/21/18		
No school (Break)	12/22/18-1/2/19		
First day of Trimester 2	1/2/19		
January Graduation (for students who complete their requirements by the end of December)	1/10/19	5:30-7:30pm	NLIS
No school (MLK Jr. Day)	1/21/19		
No school (Winter Break)	2/18/19-2/22/19		
Tentative Date for Spring Student-Led Conferences	3/21/19	8am-6pm	NLIS
Last day of Trimester 2 (report cards will be sent home within 2 weeks of the end of the trimester)	3/29/19		
First day of Trimester 3	4/1/19		
No school (Spring Break)	4/15/19-4/19/19		
No school (Memorial Day)	5/27/19		
Graduation*	6/13/19	5:30-7:30pm	TBD
Last day of Trimester 3/Last day of school (assuming no snow days)	6/17/19		

***May be changed to later in June, if we have a lot of snow days**

Early Release Days

Students have an early release every Wednesday. The schedule will be as follows:

Classes and advisory from 9:00-11:45am. Students will then go on a chaperoned local Adventure or to the Salem Y until a little before 12:30. Lunch will be served at NLIS at 1:00 and students will be dismissed at 1:30.

Wednesdays are NOT optional days. Students must attend all day, including the local Adventure or Y. Beginning this year all students must demonstrate mastery of health-related competencies through participating at the Y or other similar activities (like Project Adventure). The same attendance and closed-campus rules apply on Wednesdays.

Report Cards & Progress Reports

Students will receive progress reports for all of their classes mid-way through each Trimester. This keeps them informed of their progress and also shows them any missing assignments.

Report cards will be handed out and mailed home approximately two-weeks after the end of a trimester/symposium.

Assessments

Students will participate in a variety of standardized assessments over the course of the year.

MCAS

A complete list of all 2018-2019 test dates can be found [HERE](#). Students who have yet to pass the ELA or math test, will have the opportunity to re-test in November and March. Students who haven't yet passed the science test, will retest in February and June. This spring our incoming 10th graders will be taking the MCAS 2.0 (Next Generation MCAS) on the computer. This should be similar in style to the MCAS tests they took in 8th grade.

If your young person is due to take an MCAS test of any kind this year, you will receive a written reminder and follow-up phone calls from New Liberty staff.

Students who have failed a test in the past are scheduled into MCAS prep classes.

Students who earned a score of NI (needs improvement) for ELA or math, must continue taking classes in that subject area for at least one year after taking the test.

ACCESS

All students identified as English Language Learners must participate in ACCESS testing every year. The ACCESS testing window happens from January to February 2019.

Our ESL Teacher works with the district to appropriately place students in ESL classes and into their English Language Development Level (ELD) using ACCESS scores, MCAS scores, and demonstrated ability in class. Students should take this test seriously, as they can exit an EL designation after scoring high enough on it.

W-APT Assessment

Our ESL Teacher may administer the W-APT (WIDA ACCESS Placement Test) from time-to-time to our English Language Learner students. This is a modified version of the ACCESS assessment.

MAP

All NLIS students take the [MAP](#) (Measures of Academic Progress) assessment for reading comprehension and math skills at three points during the school year. This is a very sophisticated assessment that is used in thousands of schools around the country. Our teachers will receive very detailed reports that will identify very specific skill strengths and needs for each student. This will allow teachers to provide very targeted supports and interventions. The first round of testing will happen in late September. Students new to NLIS should take the math test BEFORE their first day of class so that they can be placed in the best math class for their skill level.

SchoolCity

The Salem Public Schools has adopted [SchoolCity](#), an assessment that classroom teachers can use to build exams that directly assess Mass Curriculum Frameworks standards. Our competencies are built using the standards, so our teachers will be able to also use this new assessment to track student content knowledge in class.

Athletic Options

Students who wish to participate in a sport while attending New Liberty, have the option to join one of the team's at Salem High School. Students must be in good academic standing and must get approval from SHS' Athletic Director before joining. Students must remain in good academic standing to remain on the team. Students must also abide by all of the expectations, policies, and regulations set forth by the Salem High School Athletic Department. Students may leave NLIS early, with permission from the Principal, to attend practices and games, however, this may extend the time it takes a student to graduate.

Visitors and Children

All visitors to NLIS must sign in upon entering the building. Visitors are allowed to come in for pre-arranged meetings or to stop by to say hi to staff. However, they may not remain at NLIS beyond that without approval from the Principal.

Students may bring their children by to say hi to staff and for a quick visit. However, we are not a child-proofed facility and cannot provide child care. Therefore, children cannot come to class or hang out in the building, unless this has been approved by the Principal.

Publicity

Every year we send students home with a packet of forms to be filled out by a parent or guardian. One form is a Photo Release Form. Please sign this form to indicate that your young person can or cannot have their picture taken/be filmed for school-based social media pages or marketing purposes while at school.

Lockers

Students are entitled to a locker, should they wish to use one. Our Recruitment and Intake Specialist can assign them and give students the combination.

Boost Rooms

In order to help our students better focus on their work, we have three "Boost Rooms." Students are allowed to work quietly, alone in a room if they receive permission from their teacher. Students who cannot work independently or who abuse this privilege in any way, will lose the ability to work in them. Students may not bring their cell phones into the Boost Rooms while they work and may not use social media on a computer in the rooms. Doing so will lead to a loss of Boost Room privilege.

Medication Policy

Every year we send students home with a packet of forms to be filled out by a parent or guardian. One form is a Permission to Treat Form for our School Nurse. Signing this allows our school nurse to administer a few common over-the-counter medications like Tylenol, should a student need it. Additional forms are required for students who must take prescription medications during the school day.

Student Records Policy

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.

- 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.

School Cancellations and Delayed Opening

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

Parking

Unfortunately, we cannot provide parking for our students. However, we can validate parking for the Museum Place Mall Garage for families and support people when they come to meet with us or our students.

School Choice

Beginning this year we can now accept up to 10 students from outside of Salem through the state's Inter-District School Choice Program. Students can be in any grade (9-12) but must provide their own transportation to and from school. Our school is unique to the North Shore and as of August 2018 we have already had several students express interest in transferring to NLIS from neighboring districts. Please contact Terrell Greene at terrellgreene@newlibertysalem.com or 978-825-3470 for more information.

Staff Teams

Who's on what team at New Liberty?

Leadership Team

Sets policies and priorities for the school + assesses how well we're doing

Jen Winsor
Jen Thomas
Holly O'Leary

Student Support Team

Works to help students succeed academically and social-emotionally

Jen Thomas
Robin LoConte
Terrell Greene

Family Engagement Team

Is a liaison between NLS families to promote family home visits + positive family engagement

Jen Winsor
Terrell Greene

Humanities Team

Teaches ELA, ESL, art, and social studies-related classes

Jennifer Cale
Jenni Clock
Nora Davis

Science/Math Team

Brenda Perez Goodrum
David Collamore
Holly O'Leary
Nora Davis

Essential Habits Team

Robin LoConte
Jen Thomas

School Safety Team

Prepares, evaluates and responds to community emergencies

Jen Winsor
Hadee Benoit
Jen Thomas

Allison Bargas

School Site Council (SSC)

Advises the principal on policies and priorities of the school

Jen Winsor

Holly O'Leary

Hadee Benoit

(Parents, community partners, and one student)

School Culture/Climate Team

Oversees the morning Community Meetings, Team building and Advisory

Jen Thomas

Jenni Clock

Robin LoConte

Employment & College Readiness Support Team

Helps students apply to college and other post-high school options + find a job/internship

Carolyn Curwen

Jen Winsor

Brenda Perez Goodrum (biomedical-related jobs/pathway)

Blended Learning and Technology Resources at NLIS

Helps students individually with online learning, manages technology usage and policies of NLIS Tech as well as support staff with Blended Learning within their classes

Holly O'Leary

Staff Roles & Directory

Jennifer Winsor, Principal

- Sets goals and priorities for the school based on data and in collaboration with the Leadership Team and all staff
- Instructional leader (coordinates teacher professional development and instructional coaching; sets instructional priorities for school)
- Fosters a professional environment that values collaboration, data use, and continual improvement where staff work together to collect and analyze data to sustain cycles of inquiry and improvement
- Operational leader and manager (ensures school is compliant with all applicable laws and ensures smooth management of day-to-day activities)
- Fosters teacher and staff leadership
- Evaluates staff
- Promotes consistent communication to staff, students, and families
- Acts as a liaison between New Liberty and the school district
- Makes and manages the school budget
- Heads our marketing and public relations efforts
- Oversees hiring of new staff, creates Hiring Committees
- Handles student discipline (searches, suspensions, behavior contracts, etc.)
- Uses Think: Kids CPS Model (“Plan B” meetings)
- Keeps abreast and responds to student attendance, academic, behavioral, and social emotional data
- Creates Graduation Roadmaps for students upon transferring into NLIS
- Works to increase and deepen student leadership, voice, and ownership at NLIS
- Oversees all student discipline in the building
- Member of School Site Council
- Works with FELT and Family Engagement Facilitator to increase parent/family engagement
- Works to establish and deepen outside partnerships to promote student internships/jobs, training programs, elective classes, and adventure-type opportunities

Jennifer Thomas, Coordinator of Counseling Services (Leadership Team member)

- Co-manages all Student Support Team (SST) members with the Principal
- Supervises SST meetings to address any attendance or behavioral struggles. Works with the team to develop interventions and track these to see which work best based on each student
- Leads and supports activities to develop and build a positive school culture including Adventures
- Organize and provides training for staff professional development related to student social-emotional wellness and adolescent development
- Supports staff in upholding a “trauma sensitive” learning environment for our students.
- Refers students to appropriate outside resources (for such needs as substance use, mental illness, homelessness, etc.)
- Supervises all student counseling services
- Provides student counseling
- Lead staff person to assist students in crisis
- Develops along with a team of teachers the Advisory program at NLIS

- Teaches, mentors, and models the use of circles and other restorative justice work for staff and students at NLIS
- Develops partnerships to benefit the social-emotional wellbeing of our students
- Works closely with families to promote students' social-emotional health
- Coordinates development and updates all 504 Plans
- Writes and oversees progress of students' social-emotional IEP goals
- Assists the Wellness Teacher in assessing and assisting students as they work to earn Essential Habits (EH) competencies
- Assists teachers in working with students' challenging classroom behaviors
- Clinical/counseling representative at all IEP meetings
- Field Instructor for Clinical Interns

Holly O'Leary, Blended Learning Strategist/Academic Facilitator (Leadership Team member)

- Oversees student scheduling and tracking student ILP progression
- Helps coordinate the development and implementation of the Graduation Roadmap
- Develops and runs new project-based learning models for students who are over-age and under-credit
- Manages the Blended Learning Center (BLC)
- Provides direct coaching and support to students on their pathway to graduation in BLC
- Supports and trains teachers in incorporating Blended Learning practices into their classes
- District-trained Math Coach
- Assist the Principal in the development and facilitation of meetings and professional development sessions related to blended learning and other topics
- NLIS technology coordinator; manages Google Accounts and Apps for Education, NLIS website and all technology equipment (computers, iPads, Chromebooks)
- Oversees administration of MAP and SchoolCity assessments; ensures new students receive baseline assessments upon joining the school
- Reviews and responds to student academic data reports with teachers
- Assists in developing and running progress reports and report cards
- Co-teaches Capstone class
- Uses Think: Kids CPS Model ("Plan B" meetings)
- Member of School Site Council

Riley Ashe, Simone Dancier, & Mackenzie Swensen, Clinical Interns

- Supervised by our Coordinator of Counseling Services
- Members of SST
- Conduct new student intake meetings
- Administer student social-emotional assessments
- Under the supervision of Coordinator of Counseling Services, also provide crisis counseling
- Supports students to engage them in academic work
- Oversees breaks and other duties as needed
- Provides on-going and as needed counseling, individual and group
- Assists with Adventures
- Runs, reviews, and responds to student social-emotional and behavioral data reports
- Oversees building-wide attendance interventions
- Supports Coordinator of Counseling Services in collecting data and other assigned tasks

Hadee Benoit, Bilingual Senior Administrative Specialist

- Oversees operations (fire drills, ordering supplies, maintenance, places orders for repairs, substitutes, staff attendance, food services, security system, phones, etc.)
- Maintains updated inventory of supplies, purchases instructional supplies for staff
- Oversees storage in the building
- Helps with logistical planning for all school events (Family Night, graduation, large staff meetings/PD)
- Provides bilingual support for SST, mailings home, etc.
- Acts as a testing proctor (MCAS, ACCESS)
- Registrar (tracks and maintains all student records)
- Oversees Aspen and JumpRope management; supports Front Desk Para with projects
- Provides budget support (management of accounts receivable and payable)
- Informally manages Front Desk Para
- Uses Think: Kids CPS Model ("Plan B" meetings)
- Chaperones breaks
- Cultural leader; mentors staff and students

Jennifer Cale, Humanities Teacher

- Teaches ELA-related subjects (such as Literature and Creative Writing) and history-related classes
- Integrates art-based projects into classes; can teach art classes
- Oversees all aspects of our NLIS Library
- Using MAPS/SchoolCity assessments this year to drive instruction
- Works with Blended Learning Strategist to develop online classes and incorporate blended learning into her classroom
- Uses Think: Kids CPS Model ("Plan B" meetings)

Jenni Clock, ESL Teacher

- Push-in, pull-out direct support of all ELs at New Liberty
- Oversees all aspects of ACCESS assessment and W-APT
- Provides specific supports and interventions based on students' language needs
- Assists other teachers in modifying/making accommodations to content and instruction to meet the needs of ELs
- Using MAPS/SchoolCity assessments this year to drive instruction
- Works with Blended Learning Strategist to develop online classes and incorporate blended learning into classroom
- Develops and runs new project-based learning models for students who are over-age and under-credit
- Member of School Culture Team; helps to run morning community meetings
- Uses Think: Kids CPS Model ("Plan B" meetings)

David Collamore, Math Teacher

- Teaches a variety of math classes, including Algebra, MCAS Prep, Geometry, Financial Literacy, Advanced Math, and related electives
- Using MAPS/SchoolCity assessments this year to drive instruction
- Works with Blended Learning Strategist to develop online classes and incorporate blended learning into classroom

- Uses Think: Kids CPS Model ("Plan B" meetings)

Carolyn Curwen, Employment Specialist

- Instructs, supports and guides students throughout the job/internship search and hiring process.
- Works closely with students towards the completion of the Professional Readiness Competencies.
- Trains students in the use of career and college exploration software, such as Naviance, RoadTrip Nation, and other online career development resources.
- Works one-on-one and in small groups with students to increase their knowledge and awareness in the following areas: career interests, career exploration (job shadow, informational interviews, etc), basic employability skills, resume writing, cover letters, interview skills, college search, college application process, college testing requirements, financial aid, scholarships, etc.....
- Educate students to be lifelong career self-advocates, understanding where and how to find employment resources and assistance.
- Coordinates with students to obtain hours and evaluations from internship employers.
- Collaborates with local organizations and business to develop opportunities for NLIS students within the realm of employment and the exploration of career options.
- Coordinates PSAT and SAT testing/information.
- Assists students in applying and registering for Dual Enrollment classes at Salem State University and North Shore Community College.
- Engages students in the building of their post-graduate plan to include continuing education opportunities, financial supports, community resources, etc.....tailored to the student's individual needs and interests.

- Commented [8]: do we want to add in "supports graduating students with post graduation planning"
- Commented [9]: This job description needs updating! I was hoping she could do it.
- Commented [10]: How's this??
- Commented [11]: Looks good. Thank you!

Nora Davis, Special Education Teacher

- Instructional support for all students on IEPs
- Teaches explicit academic and organization skills
- Writes, updates, and monitors student IEP goals with input from other teachers
- Administers special education-related assessments and evaluates and monitors progress based on test results
- Special education representative at all IEP meetings
- Collaborates with school and district personnel, parents/families, and various community agencies for the purpose of improving the quality of student outcomes
- Provides 688/transition support and planning for students as they get closer to graduating (with support from the district Transition Coordinator)
- Creates opportunities for students to practice independent learning and decision making as they transition into adulthood
- Supports teachers in differentiation and modification of work; promotes universal design for learning and inclusion
- Using MAPS/SchoolCity assessments this year to drive instruction
- Works with Blended Learning Strategist to develop online classes and incorporate blended learning into classroom

Terrell Greene, Recruitment and Intake Specialist

- Conducts outreach to other schools/programs to recruit students to NLIS
- Oversees all aspects of student transfers into New Liberty; works closely with PIC; assists with many aspects of student intake

- Teaches Orientation/Essential Habits Seminar class for students new to the school
- Works with Blended Learning Strategist to develop online classes and incorporate blended learning into their classroom
- Does an initial interview with all new students and provides staff with information on them
- Assigns lockers
- Assists with Brothers for Success Program (Leap/SSU)
- Subs for classes from time-to-time when other teachers are out
- Family Engagement Facilitator
- Assists with student discipline (such as searches)
- Available to work with students in crisis or for those who need some time out of class
- Uses Think: Kids CPS Model (“Plan B” meetings)
- MCAS Coordinator (oversees all aspects of MCAS testing at NL)
- Member of SST

Meah Kadziela, Front Desk Paraprofessional

- Monitors comings and goings of New Liberty and Salem Prep (neighboring school) staff and students, as well as visitors to both schools
- Monitors students leaving the building during school hours to ensure they have appropriate authorization
- Assists with monitoring and inputting of attendance in Aspen
- Calls home when students are absent
- Keeps a pulse on parent/family concerns; asks families “What do you need from the school?” when talking to them
- Collects student excused absence notes (takes parent phone calls) and retroactively makes absences excused
- Assists with light clerical work including photocopying, creating and hanging signs, data entry, answering the phone and taking messages, managing a student database in Google Spreadsheets, and checking voice mail daily
- Updates NLIS social media per request of Principal or Leadership Team
- Assists with mailings
- Assists with school beautification
- Runs Aspen reports for staff
- Assists with teacher and staff needs as able (photocopying, etc.); takes initiative for other needs in building
- Works to keep cafeteria/front desk clean

Robin LoConte, Wellness Teacher/Counselor

- Teaches health and wellness classes, such as Sensible and other Essential Habits
- Co-teaches Capstone class
- Co-teaches a project block with Holly
- Provides counseling to students
- Assists students in earning their Essential Habits competencies
- Assists staff in helping students earn their EH competencies
- Works with Blended Learning Strategist to develop online classes and incorporate blended learning into classroom
- Member of SST and School Climate Team
- Uses Think: Kids CPS Model (“Plan B” meetings)

Brenda Perez Goodrum, Science Teacher

- Teaches Biology-related classes and physics
- Recipient of PLTW and MIT grants
- Coordinating the establishment of new biomedical and biotechnology pathways at NLIS with a connection to North Shore Medical Center
- Using MAPS/SchoolCity assessments this year to drive instruction
- Works with Blended Learning Strategist to develop online classes and incorporate blended learning into classroom
- Yearbook Advisor

Allison Vargus, School Nurse (.5 time)

- Works 19 hours/week for NLIS and the Salem Prep
- Assesses student need and determines course of action
- Assists with referrals for outside care
- Supports SST when a student is in crisis
- Can give out some common meds with parental consent like Tylenol
- Can administer prescription medications for students with parental consent
- Trains school staff on youth medical needs
- Teaches staff about HIPPA laws on confidentiality and medical records
- Assists school in connecting with outside organizations to promote student health
- Coordinates medical care with other staff when not in the building

State, Federal, and City School-Related Legislation

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:

Alicia Palmer, Director of Human Capital Strategy & School Support
Salem Public Schools
Office of Human Resources
29 Highland Avenue, Room 131
Salem, MA 01970
978-740-1115
humanresources@salemk12.org

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

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

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

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

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

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

- wire
- radio
- electromagnetic

Commented [12]: Waiting for updated version from Molly (8/19/18)

- 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.

Anti-Hazing Policy

NLIS student groups are required to be informed of the state's anti-hazing law each year. The law is as follows:

M.G.L . c. 269

Section 17: Hazing; organizing or participating; hazing defined

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

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

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

Section 18: Failure to report hazing

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

Section 19: Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report

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

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and

eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Suspension & Expulsion Policy

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.

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 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 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, §37H

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

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

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

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

I. IN-SCHOOL SUSPENSION

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

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, 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 §37H⁴ 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 from that point forward.

Homeless Students (McKinney-Vento Act)

Information on the definition of a homeless student and the McKinney-Vento Act can be found on the DESE website [here](#).

The Salem Public Schools Homeless Liaison is Jodi Connolly. She can be reached at jodiconnolly@salemk12.or or 978-825-3601



NEW LIBERTY INNOVATION SCHOOL

Welcome all. Challenge yourself. Create a positive impact.

Responsible Use of Technology Agreements SY 2019

For the use of Computers, Mobile Devices, Internet Access, Google Apps for Education Suite, and all Internet Applications

Technology provides students with unique and powerful ways to enhance their learning. New Liberty Innovation School (NLIS) supports the use of technology for the purpose of enhancing and supporting learning and is pleased to offer users access to computer networks so that they can access district (Salem Public Schools)-supplied technology to enhance our students learning.

The expectation at NLIS is for our students to use technology to learn. Technology can be essential to facilitate the creative problem solving, information fluency, critical thinking skills, and collaboration that we see in today's world. While we want our students to be active contributors in our connected world, **we also want them to be professional, safe, legal and responsible.**

Responsible Citizenship

Being a good digital citizen at NLIS, we use information and technology in professional, safe, legal and responsible ways. It is important that we educate our students on what this means before we start using technology. The conversation must continue throughout our work. We embrace the following conditions of being a responsible digital citizen.

- **Respect yourself.** *I will select online names that are appropriate. I will consider the images that I post online to be professional, safe and legal.*
- **Protect yourself.** *I will not publish personal details or any contact details.*
- **Respect others.** *I will protect others by reporting abuse and not forwarding inappropriate materials or communication (this includes emails, text and social media postings).*
- **Respect intellectual property.** *I will suitably cite any and all use of websites, books, media etc.*

Google Apps for Education Suite

NLIS is offering students and staff a free educational suite of applications for use to enhance teaching and learning. Google Apps is a concept known as "cloud computing" where services and storage are provided over the Internet. NLIS provides every student with their own school email address through Google Apps Gmail, firstname.lastname@newlibertysalem.com. NLIS Gmail will not be used for personal emails and personal social networking. Students are also personally responsible for their personal Google Apps account (such as but not limited to Gmail, Google Docs, Slides, Spreadsheets, Classroom etc.).

Students will also affirm to the following:

- Use of Google Apps is a privilege, not a right, and that the system administrator(s) may close my account at any time deemed necessary. Inappropriate use may result in a suspension of privileges and/or other disciplinary measures.
- Students will accept personal responsibility for reporting any misuse of the Google Apps to school staff.
- Students will not use Google Apps to transmit or post any harassing, obscene, discriminatory or offensive material. All material posted will be in keeping with school assignments.
- School administration has the right to monitor all postings and that email sent through this account may be scanned for content violating the terms of this agreement and that suspect email may be reviewed by school administration.
- Email sent via Google Apps must be school related and must abide by the guidelines outlined in this document, NLIS Responsible Use of Technology Policy.
- Students will immediately report any threatening, obscene, or harassing email to school staff.

Managing Your Digital Footprint

Some examples of Appropriate Use include but are not limited to the following:

- **Personal Safety** - Do not send any message that includes personal information such as: home address, personal phone numbers and/or last name of yourself or any other person.
- **Password Protection** - Internet passwords are for each user's personal use only and are, therefore, confidential (including NLIS Gmail password). Never share your password, steal or use another person's password. If you suspect that someone has discovered your password you should change it immediately and notify a teacher, blended learning strategist, or principal. As passwords are easily hacked, when establishing a password one should keep in mind that a strong password consists of a combination of upper and lowercase letters, numbers and symbols.

Privacy

Email is no more private than a postcard. Students and staff need to know that files stored in the NLIS Google Apps for Education are not private. (See *Google Apps for Education* section for specifics in this area.) NLIS has the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access including transmitted and received information. All information files are property of NLIS and no user shall have any expectation of privacy regarding such files. Federal Law requires that all email sent and received be stored for a period of 'seven years'. (Stored in the Google Apps Vault which is accessed only by Blended Learning Strategist and/or principal.)

Online Etiquette

Follow the guidelines of accepted behaviors outlined within the NLIS Resource Book. Use professional and respectful language and graphics at all times. Do not use school Internet access to make, distribute, or redistribute jokes, stories, to bully, or pass along obscene material which is based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion or sexual orientation.

Blogging/Podcasting

Online communication is critical to the students' learning of 21st Century skills, and tools such as blogging, podcasting, and chatting offer an authentic, real-world vehicle for student expression. These Interactive Web 2.0 tools are considered an extension of the classroom. Whether at school or at home any speech that is considered inappropriate in the classroom is also inappropriate on blogs, podcasts and other Web 2.0 tools. Comments made on blogs should follow the rules of online etiquette. If inappropriate, they will be deleted.

Plagiarism/Copyright/Licensing

Plagiarism is the act of using someone else’s words or ideas as your own. Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text. Plagiarism of Internet resources will be treated as the same manner as any other incidences of plagiarism, as stated in the NLIS Resource Book.

Accessing/Posting Inappropriate Material

Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials (including photos of students and staff) that are defamatory, abusive, obscene, vulgar, sexually explicit, sexual suggestive, threatening, discriminatory, harassing and/or illegal is a violation of this agreement.

Photos and Video

Students are not to take pictures or videos of students or staff **without** permission. Any student use of cameras should be part of a learning activity related to NLIS.

Violating Copyrights

Copying or downloading copyrighted materials without the owner’s permission is a violation of this agreement.

Proxies

The use of anonymous proxies to get around content filtering is strictly prohibited and are a direct violation of this agreement.

Malicious Use/Vandalism

Any malicious use, disruption or harm to computers, iPads, Chromebooks, iPods or networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses is a violation of this agreement.

If you have any further questions regarding this Responsible Use of Technology Policy, plans for technology integration at NLIS, please contact the Blended Learning Strategist, Holly O’Leary, at 978-825-3470 or hollyoleary@newlibertysalem.com.

Student Signature

Parent/Guardian Signature

Student’s Name (please print)

Date

NLIS Office Use:

