

Salem School

2026-2027

Student and Parent Handbook



*Our Student and Parent Handbook may be read on our website:
<http://www.salemschools.org>. All Board of Education Policies regarding students
are connected to the above website.*

Board of Education printed copies are available in our Main Office.

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EQUAL EDUCATIONAL OPPORTUNITY

It is the policy of the Salem Board of Education that students shall be provided an equal opportunity to participate in and benefit from the activities, programs, and courses of study offered by the Salem school district without discrimination on race, color, religion, creed, national origin, ancestry, sex, sexual orientation, marital status, age, physical or mental disability (including, but not limited to, intellectual disability), gender identity or expression, genetic predisposition or carrier status, veteran status, or any other basis prohibited by local, state and federal laws, and provides equal access to the Boy Scouts and other designated youth groups. The Board does not discriminate on the basis of any such legally protected status in any of its educational activities or employment policies.

Any student or other individual who feels he or she has been denied an equal opportunity in violation of this policy should immediately bring his or her complaint to the attention of the Building Principal, a School Counselor, or the Title IX Coordinator. The Title IX Coordinator (District/Building) is Vonda Tencza, Interim Superintendent, Salem School District at 860-892-1223. The address is Salem School, 200 Hartford Road, Salem, CT, 06420.

The Salem Board of Education ("The Board") is an equal opportunity employer, dedicated to a policy of nondiscrimination in employment on any basis prohibited by law. The Board considers applicants for all positions without regard to race, color, religion, creed, national origin, ancestry, sex, sexual orientation, marital status, age, physical or mental disability (including, but not limited to, intellectual disability, present or past history of mental disability, intellectual disability, learning disability or physical disability, including, but not limited to, blindness) , gender identity or expression, genetic predisposition or carrier status, veteran status, or any other basis prohibited by local, state and federal laws, and provides equal access to the Boy Scouts and other designated youth groups. The Board does not discriminate on the basis of any such legally protected status in any of its educational activities or employment policies. The following person has been designated to handle inquiries regarding the Board's non-discrimination policies: Vonda Tencza, Interim Superintendent, Salem School District, 200 Hartford Road, Salem, CT 06420, telephone: 860-892-1223.

Megin Sechen
Principal

msechen@saalem.cen.ct.gov



Kristine Arons
Assistant Principal
karons@saalem.cen.ct.gov

Welcome to Salem School!

Dear Salem School Students and Families,

Welcome to another exciting school year at Salem School! It is an honor to serve as your Principal, and I look forward to partnering with you for a year filled with learning, growth, and new opportunities. At Salem School, we believe every child can learn, grow, and succeed. Our dedicated staff is committed to providing a safe, supportive, and engaging learning environment where students are challenged academically, encouraged to think creatively, and inspired to become kind, responsible members of our school community.

Our school is guided by our ROAR values: Respect All, Own It, Act Responsibly, and Rise to the Challenge. These values shape our daily interactions and help create a school where every student feels welcomed, valued, and connected.

We believe that strong partnerships between home and school are essential to student success. Open communication and collaboration allow us to best support each child's academic, social, and emotional growth.

This handbook is designed to provide important information about our school, including daily procedures, expectations, programs, and resources. We encourage you to review it together as a family and refer to it throughout the year. If you ever have questions, please don't hesitate to reach out.

Thank you for being an important part of the Salem School community. We look forward to a wonderful year of learning, growth, and success together.

Warmly,

Megin Sechen
Principal
Salem School

200 Hartford Road, Salem, CT 06420 | 860.859.0267

Preface

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time-to-time without notice.

This booklet is written for our students and their parents. It contains required and useful information. Because it cannot be as personal a communication as we would like, we address students not directly as “you” but rather as “the student,” “students,” or “children.” Likewise, the term “the student’s parent” may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. Both students and parents need to be familiar with the District’s Student Code of Conduct which is intended to promote school safety and an atmosphere conducive for learning.

The Student Handbook is designed to be in harmony with Board policy. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect portions of this Handbook will be made available to students and parents through newsletters, web pages, and other communications.

MISSION STATEMENT

**“Salem inspires learning, creativity, critical thinking,
personal integrity, and citizenship”**

Board of Education

The Salem School District Board of Education is charged by the statutes of Connecticut and the regulations of the Connecticut State Board of Education with providing and operating the public schools in Connecticut. It is the function of the Board to set general school policy and, within the framework of State Board regulations, to establish guidelines that will ensure the proper administration of the school district. Salem School District has a nine-member elected Board of Education that meets once a month for a general, public business meeting and several times a year to complete subcommittee and *ad hoc* committee work.

Board of Education Members

Perry Raulerson, Chair	praulerson@saalem.cen.ct.gov
Kennedy Munro, Vice-Chair	kmunro@saalem.cen.ct.gov
Ryan Little, Treasurer	rlittle@saalem.cen.ct.gov
Jen Rucci, Secretary	jrucci@saalem.cen.ct.gov
Tiffany Cunningham	tcunningham@saalem.cen.ct.gov
Kelly Francis	kfrancis@saalem.cen.ct.gov
Krystal Hales	khales@saalem.cen.ct.gov
Erik Trotter	etrotter@saalem.cen.ct.gov
Jocelyn Glidewell	jglidewell@saalem.cen.ct.gov

District & School Directory

Central Office

Interim Superintendent of Schools (860) 892-1223
VONDA TENCZA

Director of Student Services
KIM GRITMAN (860) 859-3988

Principal & Director of Curriculum
MEGIN SECHEN (860) 859-0267

Assistant Principal
KRISTINE ARONS (860) 859-0267

School Office: 860 859-0267 School Fax: 860 859-2130

School Office hours are 8:00 am - 4:30 pm

Salem School PTO

The role of the Salem PTO is to enhance the education for the students at Salem School by working closely with the Salem School administration and the Board of Education to provide financial and volunteer resources where needed. ALL of our efforts are focused on the children and their education. The PTO is an organization of volunteers. We are parents, teachers, and members of the Salem community, focused on providing the BEST education possible to the students in the Salem School.



Join Our PTO

There is no fee for membership. All families, staff and community members are invited and encouraged to attend events and support our efforts. Meetings are held monthly and provide people the opportunity to hear what's going on at school and influence decisions made by the PTO regarding programs and services for the school.

We hope to see you at meetings and some of our events!

salemschoolpto@yahoo.com

[Salem School PTO Facebook Page](#)

Salem School PTO

2026-2027

Positions/Committee	Chairperson(s)
President	Nikole Zis
Vice-President	Renee Lisenby
Treasurer	Hannah Kanter
Secretary	Cindy Hunt

District Calendar 26-27 School Year

SALEM SCHOOL DISTRICT SCHOOL CALENDAR SY2026-27

AUGUST (4)					SEPTEMBER (21/25)					OCTOBER (21/46)					HOLIDAYS/STAFF PD	
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	August 20	New Staff Orientation
3	4	5	6	7		1	2	3	4/				1	2	August 21	Staff Orientation/PD (First Day for Staff)
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9/	August 24	Staff PD
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16	August 25	Staff PD
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23	August 26	First Day of School for Students
31					28	29	30			26	27	28	29	30	September 4	Early Dismissal - Students only/Staff PD
															September 7	Labor Day
															October 9	Early Dismissal - Students only/Staff PD
															October 12	Columbus Day
															November 3	No School for Students - Staff PD (Regional PD)
															November 23	Early Dismissal - Students only/Conferences
															November 24	No School for Students - Parent/Teacher
															November 25-27	Thanksgiving
															December 23	Early Dismissal - Students only
															December 24-January 1	Holiday Recess
															January 18	Martin Luther King Jr. Day
															January 27	Early Dismissal - Students only/Staff PD
															February 9	Early Dismissal - Students only/Staff PD
															February 15-16	President's Day Recess
															March 5	No School for Students - Staff PD
															March 18	Early Dismissal - Students Only /Conferences
															March 19	Early Dismissal - Students Only /Conferences
															March 26	Good Friday
															April 12 - 16	Spring Recess
															May 31	Memorial Day
															June 11	Early Dismissal - Last Day of School

NOVEMBER (16/62)					DECEMBER (17/79)					JANUARY (19/98)				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6		1	2	3	4					1
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
23/	24	25	26	27	21	22	23/	24	25	18	19	20	21	22
30					28	29	30	31		25	26	27/	28	29
FEBRUARY (17/115)					MARCH (20/135)					APRIL (17/152)				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5	1	2	3	4	5				1	2
8	9/	10	11	12	*8	9	10	11	12	5	6	7	8	9
15	16	*17	18	19	15	16	17	18/	19/	12	13	14	15	16
22	23	24	25	26	22	23	24	25	26	19	20	21	22	23
					29	30	31			26	27	28	29	30
MAY (19/171)					JUNE (9/180)					*This calendar provides for 3 make-up days during the school year to be utilized for school cancellations if necessary. If there are no cancellations, school will be closed on February 17, March 8 and May 28.				
M	T	W	Th	F	M	T	W	Th	F					
3	4	5	6	7		1	2	3	4					
10	11	12	13	14	7	8	9	10	11/					
17	18	19	20	21	14	15	16	17	18					
24	25	26	27	*28	21	22	23	24	25					
31					28	29	30							

SCHOOL HOURS		EARLY DISMISSAL HOURS	
K-8:	8:30 am - 3:20 pm	8:	30 am - 12:20 pm
Pre-K:	8:40 am - 1:40 pm	8:	40 am - 11:15 am

School Hours
 K-8: 8:30 am - 3:20 pm
 Pre-K: 8:40 am - 1:40 pm

Early Dismissal Hours
 8:30 am - 12:20 pm
 8:40 am - 11:15 am



Adopted by the Salem Board of Education
 Date: March 2, 2026

"Salem inspires learning, creativity, critical thinking, personal integrity, and citizenship."

Communication

School Messenger Notification System

Salem School uses School Messenger for district and school communication, primarily with email, text and app notifications. School Messenger automatically generates an account for each parent, using their preferred email address and phone number on file with your student's school. We encourage parents to access their accounts so they can download the [mobile app](#) and update their preferences on when and how they are notified.

In addition to School Messenger, our school uses BLOOMZ as another way of communicating with families.

Here's what you can do with BLOOMZ:

- Receive messages from the school via email, text or app notification
- Choose to receive information as it comes or all at once daily
- Communicate in your preferred language
- Comment on school postings to engage in your school community
- Direct message teachers and staff
- Participate in group messages
- Sign up for parent-teacher conferences

Parents wishing to update or change the numbers used for this service should contact the school office(s) of each child. Please note, proper identification may be requested before any information is changed.

Notification of School Cancellations or Delayed Openings

There are several ways that parents/guardians can learn of school cancellations, delayed openings, or early closing due to inclement weather or an emergency. Salem School will call all families using the School Messenger Notification System described below.

In the event school is closed because of bad weather or another emergency, announcements will be made on local TV stations.

Emergency closings will also be posted on the district's website, [Salem School District](#)

Academic Information

Class Placement of Students

Much time and thought are given to the process of placing students in classes. It is important for parents to understand that many factors are considered, including the following (not in priority order):

- Present teacher recommendation
- Recommended pairing or separation of individual students
- Boy/girl balance
- Total composition of the class
- Recommendations for Special Education placements
- Matching of student learning styles to teaching styles
- Academic ability
- Other recommendations of teachers and support personnel

Classroom teachers and support staff meet as a team, starting in early May, to discuss class placements.

Heterogeneous groups are formed using the above criteria. Final accountability for placement and any changes thereof shall be the responsibility of the school principal.

Homework/Make-Up Work

Please click [here](#) for Board policy.

Homework Guidelines

The classroom remains as the primary instructional center and each program should seek to use the allotted classroom time and available school facilities to the fullest extent to achieve the curriculum objectives. Homework which is relevant to the program objectives should be assigned when it is a necessary and effective means to augment the classroom learning experience and to provide an opportunity for independent study. The following are recommended homework activities and time guidelines:

Parents can help by:

- Providing an adequate study area (i.e. a quiet place, good lighting, proper materials, etc.) for their children and encouraging regular consistent homework habits.
- Working with their children to plan the homework session by determining which assignment to do first, estimating how long each task might take, and so forth. This helps students anticipate questions and reduces the need for parents to ask that it be redone "right."
- Answering their child's questions, listening to reading or recitation, and explaining or demonstrating a process that is difficult for their child. Parents should keep in mind that it is the child's homework, not theirs. Parents' role in the homework process involves helping, advising, and planning for a time and place, but not actually doing the work.
- Understanding that if the child is having a serious difficulty with a concept, spending an unreasonable amount of time on an assignment, or having a personal problem, the parent may write a note to the teacher and send it to school with the unfinished homework.
- Encouraging good habits and responsibilities by helping their children locate a "spot" for all of the things that are to go to school the next day.

Parent Conferences

Parent/teacher conferences promote a strong home/school connection. Grades PK-8 have scheduled conferences in November, and March. The opportunities for conferences beyond those scheduled are available upon the request of either the parent or teacher.

Promotion/Acceleration/Retention

In all cases of promotion or retention, the parent/guardian is to be fully involved and informed throughout the promotion/retention decision-making process. Parents/Guardians will be notified as early as possible that retention is being considered and except in very unusual circumstances, no later than March 15th. The Principal shall be responsible for making the final decision as to retention and assignment. Please [click here](#) for the Board policy in its entirety.

Student Assessment

Student learning is assessed on an on-going basis using a variety of assessment measures. Each type of assessment is designed to provide specific information about student learning. Results are analyzed to determine whether students are meeting grade level expectations, identify gaps in learning, identify what is causing those gaps, and monitor progress over time.

Classroom Assessments

Student learning is assessed on a continual basis. Formative assessments, such as independent work samples, quizzes, observations, and performance assessments are used to monitor student progress and inform future instruction. Common Formative Assessments include pre- and post-assessments for a particular unit of study. Results are used to determine what is known before instruction begins as well as whether students met the standards of the unit after instruction.

District Assessments

Students in all grade levels participate in district benchmark assessments, or interim assessments, throughout the year. The district assessment schedule includes two types of assessments. Universal Screening Assessments are administered in September, January, and May. A universal screening instrument is a standardized, “common” assessment tool that is administered to all students in order to determine program effectiveness and identify students who are meeting expectations regarding foundational skills. The instrument and its administration directions, timeframe, and scoring procedures are consistent across all teachers and students. Results are analyzed to monitor student progress and identify students in need of intervention. Benchmark assessments are also administered to students in grades K-8. These are also “common,” and administered to all students within a grade level, but their purposes are to monitor maintenance of skills and concepts as well as program effectiveness.

State Assessments

During the spring, all students in the grades 3-8 participate in the Smarter Balanced Assessment. The state provides a written document outlining individual student results as well as school/district results. This information is typically received in **August/September**.

Positive School Climate

Over the past decade, an important advance in student discipline procedures is recognition of the need for school-wide behavior support systems. Historically, discipline in schools has been driven by attention to specific children with problem behaviors. While this continues to be an essential part of school policy, it is also critical to define proactive, school-wide systems of support. The goals of these school-wide systems are to define, teach, and support appropriate behaviors in a way that establishes a positive culture. To enhance our already positive school climate, Salem School strives for the following:

- Build positive relationships with a focus on social emotional learning and equity
- Increase consistent use of positive teaching and reinforcement strategies among all school staff at school-wide, classroom and individual student levels.
- Reduce use of reactive discipline measures in schools (i.e., office discipline referrals, detentions, suspensions, expulsions) for all students.
- Increase data-based decision-making about behavior and reinforcement across all school settings.
- Implement effective comprehensive supports/services/interventions for students with the most intensive behavioral/emotional needs through wraparound plans that address home, school, and community.
- Positive reinforcement whereby students will be reinforced for exhibiting social and interpersonal behaviors which are consistent with the expectations set forth by the school-wide programming.

Code of Conduct

Academic and Social Expectations - R.O.A.R.. Pillars: Salem School students will demonstrate R.O.A.R. in all areas of the school and the community.

**Respect All
Own It
Act Safely
Rise to the Challenge**

R <i>Respect All</i>	O <i>Own It</i>	A <i>Act Safely</i>	R <i>Rise to the Challenge</i>
• Listen when others are speaking • Take care of yourself, others and property • Follow directions and classroom expectations • Be accepting of everyone	• Take Responsibility for Your Actions/Choices • Acknowledge & Learn from Your OWN mistakes	• Keep Hands/Feet/Body/ Other Objects to Yourself • Be Aware Of Your Surroundings • Show Self Control • Use School Materials Appropriately	• Be an active learner • Always put forth your best effort • Be open to new experiences • Participate in class • Keep working at it • Believe it & you can achieve it !

Salem School One to One Device Program

This year, Salem School is excited to offer a new One-to-One Chromebook Device Program which includes a Self-Insurance Plan for our **6th through 8th grade students**. The plan provides families with an optional way to help cover the cost of accidental damage to school-issued Chromebooks.

We encourage families to review the information carefully and consider whether the plan is right for your student.

Please [click here](#) to review the full information and details about the plan.

General School Policies Information

Absences

Parents must call the school to report their child's absence (860-859-0267). If a parent or guardian does not call to report the absence, school personnel will make a reasonable attempt to notify the parent of the absence. Every attempt should be made to confine necessary appointments and vacations to after school and vacation periods.

To be considered in attendance for the school day, students must be present for at least one half of the regular school day.

Any absence before the student's 10th absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation. For the student's 10th absence and all absences thereafter a student's absence from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons: student illness with appropriate medical documentation, religious holiday, mandated court appearance, funeral or death in the family or other family emergency, and/or extraordinary educational opportunity (must be pre-approved by district administrators).

Total Number of Days Absent	Documentation Required within 10 Days to Excuse the Absence
1-9	Parent or Guardian Note only
10 and above	Student Illness – Medical Professional Note Religious Holiday – Parent or Guardian Note Court Appearance – Written Summons Family Death or other Emergency – Parent or Guardian Note Extraordinary Educational Opportunity – requires administrative pre-approval

Child Abuse

Teachers, principals, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, social workers, psychologists, and licensed nurses *are obligated by law* (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Families. Specific procedures governing the reporting of abuse and neglect are in effect, and staff members receive training in their use.

Reporting of child abuse and neglect is a responsibility that is taken seriously. If there is any doubt about reporting suspected abuse or neglect, a report will be made. The school will work with the parents and appropriate social agencies in all cases, as most DCF referrals are opportunities for families to reflect and grow.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries, which are not in keeping with the explanation given for their cause. Improper treatment such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect are also considered child abuse.

Attire

In order to maintain an environment conducive to the education process, students are expected to come to school clean and dressed in good taste. Students wearing inappropriate clothing, including suggestive or offensive T-shirts or clothing that promotes alcohol or tobacco products, are not permitted on school grounds during the school day. Students should wear shoes that are sensible for the many daily activities of school including recess, walking to the bus stop, and cold or inclement weather. Sneakers are required for physical education.

Students are required to dress in a way that is respectful of themselves, the other students and the adults in the building. The standards for student dress in school are higher than they are for more casual settings. Attire that is comfortable, safe and practical is the minimum standard. Overly revealing, ill-fitting (too small or overly large) see-through clothing or clothing that does not cover the body of the wearer is not permitted.

Homeless Students

Homeless students, as defined by federal and state legislation, will have all programs, services, and transportation that other students enjoy and may continue to attend the school of origin. The local liaison for homeless children is Mr. Brian Hendrickson, Superintendent of Schools, who can be reached at (860) 892-1223.

Migrant Students

The district has a program to address the needs of migrant students. A full range of services will be provided to migrant students, including applicable Title I program, special education, gifted education, vocational education, language programs, counseling programs and elective classes. Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation and evaluation of migrant student programs.

Media Access to Students

The Board recognizes the important role the media serves in reporting information about the district's program, services and activities. Therefore, the district will make every reasonable effort to provide media access to students.

Parents who do not want their student interviewed, photographed or videotaped by the media shall inform the school Principal in writing.

PARENT DROP OFF LOCATION AND PROCEDURE FOR PK-8

The safety of your children is a top priority at Salem School. To ensure a safe drop-off and pick-up system, we need your cooperation by following the procedures outlined below:

No student should arrive at school earlier than 8:30 a.m.

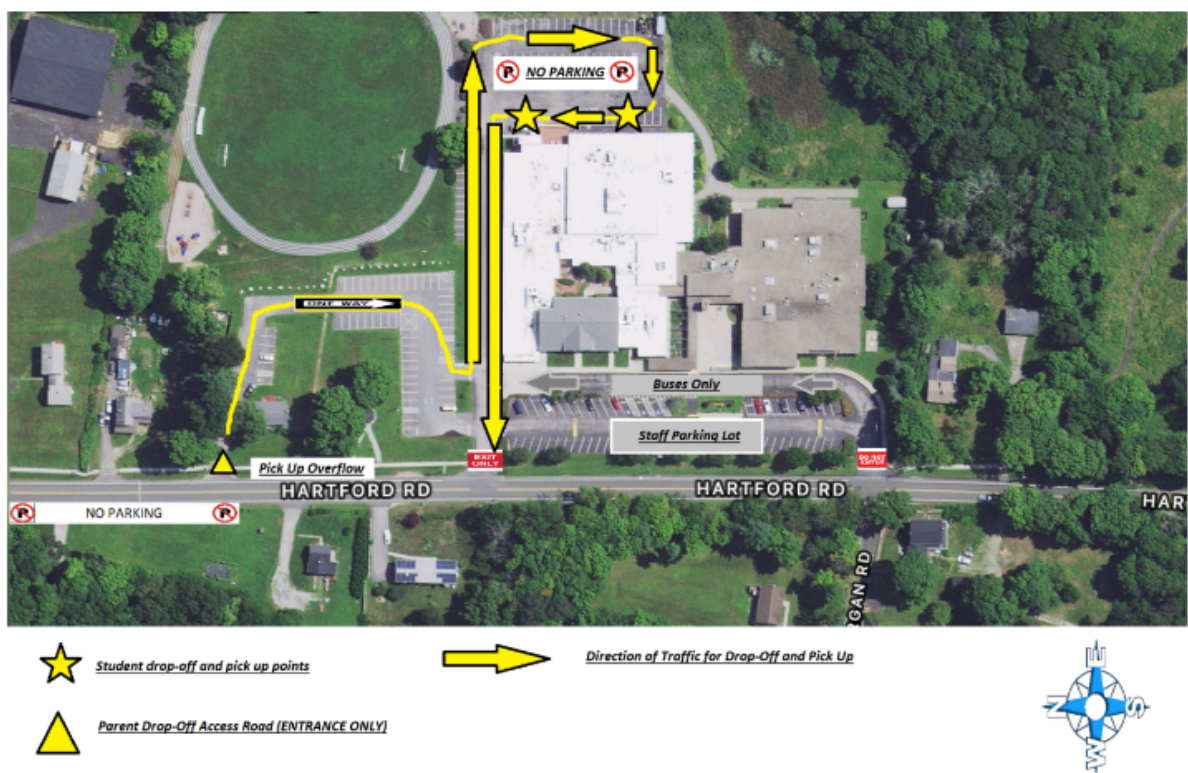
In an effort to enhance safety during student drop-off time, parents are not permitted to drop students off in the front or side parking lots.

Between 8:30 – 8:40 AM:

- Parent drop-off will be in the back of the building only;
- Bus drop-off will be in the front of the building;
- No parents/guardians will be permitted in the staff parking lot or the bus loop during this time;
- In the back drop-off area, parents must pull forward as far as possible and follow the traffic pattern;
- Parents must drive slowly and carefully on the access road and parking lots to prevent accidents; and
- No parking in the rear of the building is permitted from 8:00 AM – 3:30 PM.

All students are encouraged to ride the bus. Fewer cars will help to reduce traffic congestion, creating a safer environment for our students.

Parent pick up/drop off Map



Early Arrivals: Students who are arriving early for extra help or to work with a teacher need to have a pass from that teacher and must check in at the front desk in the main lobby with our School Safety Advocate.

Early Dismissals: Parents requesting early dismissal for their child must make a written request to the child's teacher, come into the school to sign their child out at the front desk (in the main lobby). Phone calls requesting early dismissal will be accepted ONLY in the case of an emergency or extenuating circumstance.

Parent Pick-up at dismissal time: Parents wishing to pick up their child at the end of the school day must provide a written request. After 3:00 p.m., pick up in the back of the building unless it is an emergency.

All cars should still enter the normal parent drop off entrance, but when you are about to turn left down the side of the school, you will stay on the left hand side. Cars should continue down into the back parking lot and form a line around the outside of that parking lot first. Four other lanes will be formed moving from back to front. During pick up, please have a sign with your child's first and last name (if picking up multiple children, last name will suffice) to hold in the window. This will help expedite

the pick-up process. There will be two drop off locations where staff will assist your child entering/exiting the vehicle. You will then proceed up the hill on the left hand side again.

Transportation Policy

The Salem School District, in conjunction with the district's service provider M&J Bus, Inc., is responsible for providing safe and efficient transportation of all eligible students to and from schools and school activities each day. To accomplish this task on a daily basis, a team of dedicated routing, safety, and administrative staff, combined with a host of drivers and support staff, work together to maintain quality services for all students, our transportation customers.

At the beginning of each school year, students will be assigned to a bus run by the Transportation Supervisor. Unless an exception is granted, all bus run assignments will be on a five-day per week basis. Parents who wish to request a permanent change in bus transportation, for day care purposes, must submit a written request in advance to the school.

Parents requesting a temporary change in their child's transportation arrangements must do so in writing at least five days in advance of the effective change. Changes will only be granted for emergency circumstances.

The school district may make modifications to bus run assignments or bus routes during the course of the year. Reconfiguration of bus runs occurs to ensure that students arrive at school on time, recognizes changes in enrollment, or enhances the safety of student transportation.

Transportation Safety Complaints/Procedures

All questions or concerns regarding school bus transportation should be directed to the office of M&J Bus, Inc. Please call Yadira Santiago Colon at 860-537-2622. If you need further assistance after speaking to Ms. Santiago Colon, please contact the Salem Superintendent's Office at 860-892-1223 x 3201. Thank you.

Our Approach to Student Behavior

At Salem School, we believe that all students can learn, grow, and develop the skills needed to make positive choices. We are committed to maintaining high expectations for student behavior while providing the support and guidance students need to be successful.

Our approach to behavior is rooted in our ROAR values: Respect All, Own It, Act Safely, and Rise to the Challenge. We recognize that students may make mistakes, and those moments provide opportunities for learning, reflection, and growth.

When behavioral concerns arise, our goal is to respond in a way that maintains a safe and respectful learning environment while helping students understand the impact of their choices. Through restorative practices, problem-solving conversations, and appropriate interventions, students are supported in taking responsibility, repairing relationships, and developing skills that will help them succeed.

The use of restorative practices does **not** mean that students are free from consequences or accountability. Rather, restorative practices provide students with opportunities to understand the impact of their actions, take responsibility, and develop the skills needed to make more positive choices moving forward. Salem School will continue to maintain high expectations for student behavior while providing the support and guidance students need to be successful.

Challenging Behavior Reporting and Support

Salem School is committed to creating a safe, supportive, and respectful learning environment for all students. In accordance with Salem Board of Education [Policy #5144.12](#): Challenging Behavior and Restorative Practices, the school follows a proactive approach to addressing challenging behaviors through prevention, relationship-building, accountability, and support.

When significant behavioral concerns occur, a new Challenging Behavior Reporting Form is available for students, parents/guardians, and staff to report concerns related to bullying, harassment, or any behavior that disrupts learning or school safety.

Challenging Behavior Forms begin on page 10 of [Policy 5131.911](#)

We believe that addressing challenging behavior is a shared responsibility among students, families, and staff. Through consistent expectations, restorative practices, and collaboration, we work to help students learn from their experiences, repair relationships, and continue to grow as members of the Salem School community.

Student Support Services

Salem School employs one school counselor, two school psychologists and a school nurse. This group of people is committed to supporting a school environment that promotes maximum opportunity for academic, social and emotional development in students. Parents should feel free to contact the school counselor to check on student progress and to arrange a parent-teacher conference.

School Health Policies

There is an on-site professional registered nurse at Salem School who is responsible for carrying out the many activities of the school health programs. The school health office is designed to provide care to students who become ill or are injured while in school.

A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. Parents are notified of any deviation from the normal pattern of health and suggestions are given for follow-up. It is likewise

important that parents notify the school nurse in case of a student's illness.

Gym Exclusion

A note must be submitted by parent or guardian to the school nurse in order for a student to be excused from gym class. Gym exclusion for more than one day requires a written medical excuse. Following a medical exclusion, permission to return to gym must also be written by the physician-allowing the student to return.

Use of Wheelchair or Crutches

Students that require the use of a wheelchair or crutches must obtain medical documentation. Leg boots and or braces also require medical documentation.

Immunizations

It is the policy of the Board of Education to ensure that all enrolled students are adequately immunized against communicable diseases. The Board will deny continued attendance in school to any student who fails to obtain the health assessments required under C.G.S. 10-206. Please refer to the State of CT Dept. of Education ["Health Assessment Record"](#) for more information.

Students who do not have proof of immunization will not be registered in school, or if registered, will be suspended from school until such time as proof of immunization is presented to the school nurse. Proof must be by immunization record, health record or from a doctor's office. Any deviations from these immunizations should be discussed with the school nurse.

Each record will be reviewed by school personnel and questions answered as to compliance with State Statute. This information will be transferred to a permanent health record and should be kept current by notifying the nurse when a child receives an update of their immunizations.

Psychotropic Drug Use

School personnel are prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners, district medical advisors, school psychologists, school social workers and school counselors, may recommend that a student be evaluated by an appropriate medical practitioner.

Health Services Offered

The school nurse is available for counseling in these situations:

- Illness – Counsels students and contacts parents as necessary
- First Aid – Administers first aid and emergency care as needed
- Vision screening – Grades K, 1,3,4,5 required
- Hearing screening – Grades K, 1,3,4,5 required
- Postural Screening – Grades 5,7 for females and Grades 8 or 9 for males

Should any significant health problems arise while your child is in school, you will be notified by the school. Responsibility for taking children home or to a physician must be assumed by the parents. Treatment for medical problems and problems related to accidents is not provided for in school, beyond first aid. Accident insurance for every child is recommended.

Please notify the school nurse of any health problems and of any communicable diseases such as strep throat, scarlet fever, mumps, measles, chicken pox, Coxsackie virus (hand, foot, mouth disease), or conditions of the hair/scalp such as head lice, or of the skin such as scabies, ringworm, or impetigo, or of parasitic conditions such as pinworms.

Medications in School

The Board of Education allows students to self-administer medication and school personnel to administer medication to students in accordance with the established procedures, and applicable state

regulations, Sections 10-212a-1 through 10-212a-10 inclusive. A child with diabetes may test his/her own blood glucose level per the written order of a physician or advanced practice nurse stating the need and the capacity of such child to conduct self-testing, along with written authorization of the parent/guardian, and approval of the school nurse. Such self-testing shall be pursuant to guidelines promulgated by the Commissioner of Education. The time or place where a student with diabetes may test his/her blood-glucose level on school grounds shall not be restricted provided the student has written parental/guardian permission and a written order from a physician licensed in Connecticut. A child diagnosed with asthma or a diagnosed life-threatening allergic condition, pursuant to State Board of Education regulations, may possess, self-administer or possess and self administer medicine administered through the use of an asthmatic inhaler or an epipen or similar device in the school at all times or while receiving school transportation services if he/she is under the care of a physician, physician assistant, or advanced practice registered nurse (APRN) and such practitioner certifies in writing to the Board of Education (via the Superintendent) that the child needs to keep an asthmatic inhaler or epipen at all times to ensure prompt treatment of the child's asthma or allergic condition and protect the child against serious harm or death. A written authorization of the parent/guardian is also required.

Field Trip Medications

All medications including over the counter medications must be administered by a trained staff member and **MUST** be accompanied by a doctor's order and parent signature.

Food Services

Students may bring lunch or choose to purchase lunch provided by Salem School Food service. The cost of lunch and the specific lunch schedule is announced at the beginning of the school year and is available on our website. Monthly menu calendars are posted on the district's website. Free and reduced price lunches are available to eligible students. Applications are available on our [website](#).

FERPA NOTICE

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Dear Parent/Guardian:

The Family Educational Rights and Privacy Act (FERPA) affords parents of enrolled students and enrolled students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the school officials receive a request for access to the records. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask school officials to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If school officials decide not to amend the record as requested by the parent or eligible student, they will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school district as an administrator, supervisor, instructor, or

support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, bus contractor, medical or educational consultant or therapist); or a person serving on a Board of Education committee, such as a disciplinary or grievance committee, or as a hearing officer in discipline cases, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School District may release education records without consent to officials of another School District in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by school officials to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education 600 Independence Avenue, SW
Washington, DC 20202-4605

NOTICE OF INTENT TO RELEASE DIRECTORY INFORMATION WITHOUT PRIOR CONSENT

The following types of information contained in the education record of an enrolled student are hereby designated as directory information and may be disclosed by school officials without the prior consent of a parent or eligible student except as provided below:

- Student's name;
- Address;
- Telephone number;
- Date and place of birth;
- Participation in officially recognized activities and sports;
- Photograph;
- Grade levels;
- Weight and height of members of athletic teams;
- Dates of attendance;
- Recognition and awards received;
- Most recent public and private school attended; and
- Family email address(es)

Pursuant to the No Child Left Behind Act of 2001 and the National Defense Authorization Act of 2002, the school district is required to provide, upon a request made by military recruiters or an institution of higher education, access to secondary school student's names, addresses, and telephone listings. In addition, the school district is required to provide military recruiters with the same access to secondary school students and on-campus recruiting opportunities, as well as to directory information as provided for herein, as is provided generally to post-secondary educational institutions or to prospective employers of those students.

A parent or eligible student may refuse to allow school officials to designate any or all of the above listed types of information as directory information. A parent or eligible student may also request that school officials not release the student's name, address, and telephone listing to military recruiters or an institution of higher education without the prior written consent of the parent or eligible student. Any such request must be made in writing to and received by the Superintendent or his/her Designee.