

*Peabody's
Personalized Remote Education Program
Student, Teacher, and Family Compact*

Excellent Attendance, Excellent Engagement!

Realizing



Through the Vision of the Graduate



Peabody P.R.E.P. Student, Teacher, Family Compact 2021-22

Dear Peabody P.R.E.P Students, Teachers and Families,

Thank you for being a part of Peabody's remote learning community. If there is a silver lining to the recent pandemic, it's the extraordinary teaching and learning opportunities we have experienced virtually. While different from an in-person, face to face education, virtual learning will no doubt make our students future-ready for *their* world in the decades to come. In the care of some of Peabody's most gifted educators, teaching and learning from anywhere offers at least an equivalent if not a better learning experience for our youth. Let's work together to make it so.

In this compact we will build in the recently approved Peabody District Strategic Plan, our existing Program of Studies and the existing K-12 student handbooks as they pertain to remote learning. Students will experience a combination of synchronous and asynchronous learning opportunities through the course of their school day during the traditional 180 day school year. We expect all students to meet time on learning expectations through scheduled synchronous learning activities with their teachers and asynchronous learning activities monitored by their teachers. Aspen and the associated student/family portal will continue to be the primary data warehouse and communications interface for student schedules, attendance, report cards and transcripts. Complemented by dozens of online learning solutions, Google Classroom and the Google Education suite of tools will continue to be the primary classroom level teaching and learning interface for all of us.

As we look forward to this experience together, we all need to achieve a shared-mutual understanding of teaching and learning expectations together. Thanks to the hard work of our Design Team of Peabody students, parents, teachers and staff this student, teacher and family compact will outline these expectations. We look forward to a strong teaching and learning experience for our community.

Sincerely,

Chris Lord

Executive Director for Remote Learning and Community Partnerships

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Our District's Core Values, Beliefs about Learning, and Vision of the Graduate below.



Every Student, Every Day.

CHILDREN

*We will support our mission of **Every Student, Every Day** and ensure all students can successfully showcase the seven elements of the Vision of the Graduate.*

COMMUNICATION

We will continue to evaluate, improve, and implement systems to ensure a means of effective and consistent communication between and amongst all members of the community.

CURRICULUM

We will provide a strong, well-articulated, transformative curriculum that meets the needs of every child, while preparing students to develop the skills of Peabody Public School's Vision of the Graduate.

COMMUNITY

We will embrace and empower the generous and collaborative spirit throughout our community as we foster cultural proficiency, and our core values, to achieve the Vision of the Graduate.

CULTURE

We will create a safe and positive culture that supports the academic pursuits of diverse learners, ensure educational equity and practice inclusion in all classrooms.

CAPITAL

We will maximize internal and external resources to create a transparent district budget that is clear, comprehensive and aligned to district goals, while establishing greater community outreach to further build capital.

PEABODY PUBLIC SCHOOLS MISSION STATEMENT

Peabody's Mission Statement is to prepare each student to reach his or her full intellectual, creative and individual potential through a fully integrated and diverse curriculum to meet the responsibilities of citizenship.

PEABODY PUBLIC SCHOOLS VISION STATEMENT

Peabody Schools inspire, empower, and challenge our students to pursue excellence in reaching their potential. Professional educators and community partners collaborate to ensure success at the highest level in a safe, student-centered environment. We are a community of life-long learners who value the individual while promoting integrity, courage, and the acceptance of differences.



Peabody's Vision of the Graduate



Path Finder

Demonstrates functional, independent living skills at their own level.
Creates and implements a life plan of short and long term goals.
Seeks out interests and passions to pursue beyond high school.



Effective Communicator

States claims and thought processes with clarity.
Employs active listening strategies to advance understanding.
Demonstrates ability to probe for specificity when concepts are not understood.



Global Thinker

Contributes to solutions that benefit the broader community.
Uses digital technologies to learn, think and participate in society.
Embraces diverse perspectives and cultures when considering local, national and global issues.



Problem Solver

Engages in inquiry and action research to overcome obstacles.
Evaluates information for validity, relevance and impact.
Reasons through and weighs evidence to reach conclusions.



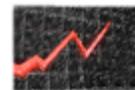
Artist Innovator

Expresses thoughts, ideas and emotions meaningfully through the arts.
Exhibits divergent and imaginative designs to seek out a better way.
Stretches outside comfort zone in a continuous cycle of learning.



Team Player

Presents ideas but is willing to adjust or defer them.
Exhibits empathy for others in an attempt to understand their perspectives.
Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals.



Self Manager

Embodies a growth mindset by demonstrating resilience in spite of hardship.
Shows strong understanding and belief of self to engage in reflection for improvement.
Practices healthy and positive lifestyle and relationships to promote overall physical and mental well-being.

PEABODY PUBLIC SCHOOL POLICY ALIGNMENT STATEMENT

Peabody P.R.E.P. operates under all active policies currently established by the Peabody Public School Committee. This Student/Teacher/Family Compact is an extension of those policies, including the student handbooks and in the case of a discrepancy between this Compact and the existing policies prevail.

NON-DISCRIMINATION POLICY

Peabody P.R.E.P. does not discriminate on the basis of gender, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, genetic information, gender identity, age, sexual orientation, and/or physical, mental, emotional or learning disability, handicap, or any other protected class in its educational programs or activities. Handicapped students (as provided for in Section 504 of the Rehabilitation Act of 1973) are identified, evaluated and provided with appropriate educational services.

FERPA

The Family Educational Rights and Privacy Act (FERPA) gives caregivers (parents, and legal guardians such as step-parents, grandparents, foster parents, and those designated by the court system or Caregiver Affidavit) and students over 18 years of age (“eligible students”) certain rights regarding the student’s education records. One of those rights is the right to consent to disclosures of personally identifiable information contained in the student’s education records.

Peabody P.R.E.P. and its designated service providers have found that to best serve our students’ educational needs, it is necessary to disclose a student’s name and address to the following classes of vendors that provide important services related to your student’s education. In all cases, these vendors will have agreed to ensure the confidentiality of the student’s name and address and to not use the information for purposes other than that contracted for the student’s education needs.

- Suppliers of computers and other educational materials for purposes of shipping to and from the student’s home;
- Customer care providers who handle support calls for Aspen, our Student Information System;
- Speakers or presenters presenting or participating in synchronous web-conferencing sessions;
- Other contractors and subcontractors that Peabody P.R.E.P. identifies as necessary to provide education services.

TITLE IX/SECTION 504

It is the policy of our school to not discriminate on the basis of age, race, color, religious creed, religion, national origin gender, marital status, with regard to public assistance or disability in its educational programs, activities or employment policies. Students that are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate education services.

PRINCIPLES OF GOOD PRACTICE FOR PEABODY P.R.E.P.

Peabody P.R.E.P Administrators, Teachers and Support Staff: *What You Can Expect of Us*

- The school recognizes that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached. To this end it should be the caregivers' expectation that: The school will read and respond to all messages, emails, or phone calls that ask for a response within 2 business days.
- The school will clearly and fully present its philosophy, program, and practices to each student's support team during the admission/orientation process and encourage dialogue that clarifies expectations and aspirations for the student.
- The school will seek and value each support team member's perspective on the student. Teachers and leadership will be accessible to parents and guardians and will model candid, respectful, and open dialogue.
- The school will keep parents and guardians well-informed primarily through the Aspen Portal and Google Classroom, through systematic reports, conferences, website publications, calendars, and informal conversations.
- The school will clearly define how parents and guardians can be involved when considering major decisions that affect the school community.
- The school will offer and support a variety of parent and guardian education opportunities.
- The school will suggest effective ways for parents and guardians to support the educational process.
- The school will actively seek the knowledge it needs to work effectively with a diverse parent and guardian community.

Parents and Guardians Working with School: *What We Expect of You*

- Parents and guardians will recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a positive and common vision of the goals to be reached. To this end our expectation is that: Parents and guardians will read and respond to all messages, emails, or phone calls concerning your individual child and the school as a whole within 2 school days. Bulk messages through our Aspen and Blackboard systems will not require a response back unless we ask you for one.
- In selecting Peabody P.R.E.P., parents and guardians will seek an optimal match for the needs of the student, their own expectations, and the philosophy and programs of the school. Parents and guardians will be familiar with and support the school's policies and procedures. Parents and guardians will provide a home environment that supports the development of positive learning attitudes and habits and be present in the home during the school day to support the student.
- Parents and guardians will involve themselves in the life of the school.
- Parents and guardians will seek and value the school's perspective on the student. When concerns arise, parents and guardians will seek information directly from the school, consulting with those best able to address the concerns.

- Parents and guardians and the Peabody P.R.E.P support team work together to create and sustain effective partnerships. Failure to comply with the Best Practices of Parents and Guardians working with schools jeopardizes the effectiveness of the program and the learning experience for the student. If the school cannot ensure clear and responsive communication with the parents and students in these three areas: academic achievement, full engagement in the life of the school, and clear and open communication, the student may be in jeopardy of being withdrawn from the program.

SCHOOL IMPROVEMENT TEAM

Peabody P.R.E.P. has a school improvement team in accordance with the requirements of the Education Reform Act of 1992. In accordance with the law, the school improvement team will have equal representation of parents and guardians, teachers, administrators of the school, a student representative, and a community member with no children in the school. Our goal at Peabody P.R.E.P. will have one teacher and one parent representative from each grade cluster: elementary (grades K-5), middle school (6-8), and high school (9-12). Additionally, we will have a high school student on the school improvement team along with a community representative. The school improvement team will provide input into the educational goals for the school, consistent with educational policies and statewide student performance standards; and will assist the Executive Director in identifying the educational needs of students attending the school; and reviewing the budget as part of the budget process. Parents and guardians are encouraged to participate on the school improvement team. Meetings are held monthly using our virtual classroom environment. All meetings will be publicly posted in accordance with Massachusetts' Open Meeting Law.

ATTENDANCE POLICY

The Peabody School Committee adopted the following Student Absences and Excuses Policy, in accordance with Massachusetts state law and regulations for public school attendance. Regular and punctual school attendance is essential for success in school. The Peabody School Committee recognizes that parents and guardians of children attending our school have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly.

Massachusetts General Law, Chapter 76, Section 1, requires that students attend school for 180 days, following the schedule set forth by the Peabody Public School Committee. The Committee shall set the calendar for each school year.

Additionally, the Massachusetts Department of Elementary and Secondary Education requires elementary students (designated as grades K-5) to receive instruction for a minimum of 900 hours during the 180 scheduled days of school each year. Middle and high school students (designated as grades 6-12) are required to receive instruction for 990 hours during the 180 scheduled days of school each year. The table below shows the breakdown of hours by year and day. These comprise the expectations of attendance at Peabody P.R.E.P.

Grade Level	Yearly Hours	Required Daily Hours
Elementary: (Kindergarten – Grade 5)	900	5
Middle/High School: (Grades 6-12)	990	5.5

In order to be credited with attendance at school on any given school day, the student’s attendance data must reflect the number of hours required for the grade level. At Peabody P.R.E.P., we know that the success of our students hinges on their ability to be in a learning environment that allows them to interact with their teachers. Therefore, attendance in live class sessions is required on days when class sessions are scheduled and will be counted as part of the day’s total hours. Student work done on non-school days is considered homework time and may not be counted as attendance in lieu of scheduled school days. Attendance at scheduled school meetings and at state-mandated testing will also count toward these requirements for school attendance.

Students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; and observance of major religious holidays. All other reasons for absence from school are not approved by the Department of Education. Students may also be excused for other exceptional reasons with approval of the Executive Director or designee.

A student’s understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his/her character. Caregivers can support their children by not allowing them to miss school needlessly. Families are encouraged to schedule non-essential family trips and vacations during scheduled school vacation periods and non-instructional days. As Peabody P.R.E.P. is a virtual learning institution, student’s will need a reliable internet connection to access school on a daily basis. In addition, families should have a back up plan for students to connect to school in order to limit absences due to events like power outages and interruptions in their internet connection. Absences due to vacations, other non-essential trips, and/or events during scheduled school days will not be considered excused absences.

Since virtual learning takes place home, attendance in school, even in the case of a mild illness will be expected. In the rare case of a doctor’s documented illness that prevents a student from getting out of bed, please contact the school and provide the doctor’s note. If at all possible, please notify the school in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the School Nurse and/or Administration may request a physician’s statement certifying such absences to be justified.

Student Absence Notification Program

Attendance will be taken by each teacher of each class and reported daily with period by period attendance in Aspen. As a partner in student learning, parents and guardians work with Peabody P.R.E.P. staff to ensure students are attending school daily as required. Peabody P.R.E.P. staff will alert

families of attendance concerns and work in partnership to keep students in “good standing” by meeting the state attendance requirements.

We will use the electronic resources we have available at Peabody P.R.E.P (Blackboard Connect) to communicate with parents as follows:

- (1) Parents will receive an automatic message on the day of or the day following an unexcused absence from live classes.
- (2) Parents will receive a phone call from Peabody P.R.E.P. staff if the student has three consecutive unexcused absences from live classes and/or has not logged in or completed asynchronous assignments.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Executive Director has sent notice to a student, and that student’s parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Executive Director or designee, the student, and the student’s parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days. The Executive Director or designee may proceed with any interview without a parent/guardian present, provided that s/he has documented a good faith effort to include the parent/guardian.

The Executive Director or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student’s caregiver on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

TRUANCY

The personalization of a student’s learning experience is the cornerstone of the learning model at Peabody’s Personalized Remote Education Program (Peabody P.R.E.P.). Unlike brick and mortar schools, Peabody P.R.E.P.’s system of “attendance” cannot simply be measured by the number of hours a student spends in a building. As a public school, Peabody P.R.E.P. is required to ensure that all students adhere to the required number of hours of school attendance, where such information is explained in our Student Handbook. However, as important as documenting the minimum hours is, so too is ensuring that the student is progressing through the required instructional lessons, assessments, activities, as well as live class classroom activities when applicable, by logging in and attending school daily.

Based on the appropriate Massachusetts State Law:

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter76/section1b>

Truancy at Peabody P.R.E.P. is defined as:

1. Three (3) or more consecutive days of unexcused absences with no parent contact and/or days in which no work has been completed, or
2. Seven (7) or more unexcused absences in a semester or fourteen (14) unexcused absences in a full year, or
3. Seven (7) or more days in which no work has been completed within a six-month period.
4. Not meeting the state-mandated minimum number of hours per week on a regular basis.

Process for Truancy

When a student has been identified as being truant, the following occurs:

Week 1: Truancy issue is identified and shifted to Peabody P.R.E.P.'s guidance and admin team for review. The student may also be referred to the RTI process if they have not already been referred.

Week 2: Once reviewed, the admin team sends an initial truancy email to the parent/guardian notifying them of Peabody P.R.E.P.'s concern of their student's attendance. If the truant student is new to Peabody P.R.E.P. for the current school year, s/he would be assigned a mandatory meeting with a member of the guidance/admin team to discuss attendance requirements and how to plan for a successful schooling experience.

Week 3: The admin team monitors the student for re-engagement and attendance and if there is no response or confirmation that the learning coach and/or parent/guardian received the email, the FEC sends a text message and calls the learning coach and/or parent/guardian.

Week 4: If the students' attendance does not change/improve a truancy letter is sent to the learning coach and/or parent/guardian. Two (2) copies of the truancy letter are sent, one in the mail and one certified, requesting a response within seven (7) days (response date it outlined in the letter).

Week 5: Truancy meeting held and a Truancy Action Plan (TAP) is created.

- If the family attends - Develop the Truancy Action Plan and email with the TAP attached to the learning coach and/or parent/guardian and student.
- If the family does not attend - Develop the Truancy Action Plan and send an email with the TAP attached to the learning coach, parent/guardian and student, and additionally send the TAP through certified mail with a follow-up phone call to the caretaker.

Week 6: If the student still has not logged on and/or has not followed the guidelines as outlined in the TAP, the admin team contacts the parent/guardian to notify them that their student is being returned to their local school, their sending district. Additionally, an email and certified letter will also go out with the same information.

PROGRESS REVIEW PROCEDURE

K-5 progress reports are issued each trimester and at that time progress is assessed. Grades in classes for 6-12 will reflect a student's achievement level quarterly in those classes based on assessments administered as part of their classwork. In order for a student to be considered to be successful, s/he will need to meet the criteria set for the grade cluster in which s/he is enrolled (K-5, 6-8, 9-12).

COMMUNICATION

Communication is crucial to the success of our students. The school uses a messaging system within Aspen and Blackboard Connect. This messaging system is designed for small-scale communication between teachers and their classes, small groups of students, or individual students and parents. To that end:

1. Parents/guardians and students must check their messages daily within Canvas and respond, if necessary, within 2 school days.
2. Parents/guardians must keep abreast of all phone communications with the school and respond to phone calls asking for a response in 2 school days. Parents/guardians must communicate all changes in phone numbers to our Aspen Data Specialist, who will then make changes within the system.
3. Some messages that are intended for the whole school or a large portion of the population will be communicated via Blackboard Connect. Blackboard Connect is a bulk messaging system that integrates with our student information platform (Aspen). It has the capability to send voice, email, and text messages. Parents/guardians will not have to respond to these messages unless you are prompted to do so.

ATTENDING LIVE LESSONS

The live, synchronous lesson policy stated here applies to students that are taking courses as part of Peabody P.R.E.P. For students that are taking Flex courses, please refer to the Peabody P.R.E.P. Flex Program Guide for attendance and course completion expectations.

As part of the daily attendance expectation, all students are expected to participate in all scheduled synchronous lessons. Google classroom, our platform for live online lessons is integrated within the Google Chromebook provided by Peabody Public Schools. Students and teachers can access many elements of the Google Suite of tools, in addition to many other online, interactive software solutions, for teaching and learning. All families will receive training on the use of Google Classroom and Aspen during orientation/onboarding sessions.

Live, synchronous lessons are mandatory for all students, except for absences as allowed by the school's attendance policy (see above). Students faces must be visible at all times during live lessons, though

exceptions can be made at the discretion of the teacher. Please be aware of the time your teachers are holding their synchronous lessons and communicate with your teacher if your student will be absent.

Live Lesson Conduct for Parents/Guardians and Students

- Arrive promptly at the scheduled time for the Live Lessons.
- ALL students must use their microphone and webcam unless medical evidence is submitted detailing the reason why the student is unable to participate. Whiteboard and microphone privileges will be assigned at the discretion of the teacher.
- Direct messaging conversations should be limited to the content of the lesson.
- Respectful and courteous behavior towards others is expected at all times.
- Non-participation or stepping away without the teacher's approval will be seen as an absence from the session.
- If there are multiple students in your home, each student needs to log in to a session individually. ● Students and caregivers are expected to follow the etiquette previously described.
- Students will not be allowed to cause disruptions to learning during class sessions including use of inappropriate language, posting pictures or images viewable to other students, disrespect of teachers or other students. (If a student is causing disruption to learning he/she will be removed from class connect session and caregivers contacted).

Please keep in mind that individual teachers may have additional expectations that are specific to their classrooms.

CONDUCT

Peabody P.R.E.P. maintains guidelines for the behavior of students. These are common sense, truthfulness, respect for others, and respect for the school and its place in the community. Instances of disrespect for learning or property, lack of consideration for others, disruptive behavior, abusive language, etc., are inappropriate and unacceptable. Less serious offenses will be handled immediately by the faculty member involved and documented. More serious, deliberate, or repeated instances will be reported immediately to the Administration who will take appropriate action, including loss of privileges, suspension from school, or expulsion. Any instances of physical, verbal or sexual harassment, bullying, unacceptable use of technology or any other conduct the Administration deems inappropriate may be grounds for dismissal. The policies below provide more information regarding specific expectations around student conduct.

BULLYING/CYBER BULLYING

(Based on Massachusetts General Laws Chapter 71, section 37O)

Peabody P.R.E.P. is committed to a safe and positive learning environment for all students, employees, volunteers and caregivers, free from harassment, intimidation or bullying. All forms of bullying and cyberbullying are hereby prohibited. Anyone engaging in bullying or cyberbullying is in violation of the Policy and shall be subject to appropriate discipline. Bullying shall mean unwelcome verbal, written or

physical conduct directed at any person(s) by any other person(s) when the intentional act:

- Physically harms a student or damages the student's property;
- Has the effect of substantially interfering with a student's education;
- Is placing another in reasonable fear of physical, emotional or mental harm;
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment or;
- Has the effect of substantially disrupting the orderly operation of the school.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidation, threatening or terrorizing another person by way of any technological tool, such as sending inappropriate or derogatory emails, instant messages, text messages, pictures or website postings that would include blogs, when the intentional act is:

- Physically, emotionally or mentally harming to any person;
- Substantially interfering with the student's education;
- Placing any person in reasonable fear of physical, emotional or mental harm;
- Is severe, persistent, or pervasive to the extent that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

If an individual feels they have witnessed or been a part of a possible bullying situation, an anonymous bullying form may be filled out. A formal investigation will take place by appropriate Peabody P.R.E.P. staff.

Nothing in this policy requires the affected person to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic(s). All forms of bullying are unacceptable and when such actions are disruptive to the education process of the Peabody P.R.E.P., offenders shall be subject to appropriate staff intervention, which may result in administrative discipline or action.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other school policies or building, classroom, or program rules.

Preventative educational counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and/or remediate the impact on the victim and school community. This includes appropriate intervention(s), restoration of a positive climate, and support

for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitute violations of this policy. The Executive Director is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation.

ANTI-HAZING POLICY

(Based on MGL Ch. 269, sections 17-19)

Whoever is a principal organizer or participant in the crime of hazing, as defined below, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of corrections for not more than one year, or both such fine and imprisonment. The term “hazing” means any conduct or method of initiation into any student organization, whether on public or private property, which willfully 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 treatment of that person or which subject or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Consent shall not be available as a defense to any prosecution under this action.

Failure to Report Hazing

Whoever knows that another person is the victim of hazing 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 practical. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Notification to Students and Student Groups, Teams and Organizations

The school shall issue to every student group, student team or student organization a copy of this policy. Each such group, team or organization shall distribute a copy of this policy to its members. Each of its members must acknowledge that they understand and agree to comply with its provision.

MANDATED REPORTING

Certain individuals, including teachers, school counselors, school psychologists and administrators, are mandated by law to report suspicions of child abuse or neglect. Failure to do so can result in legal liability for school staff. Teachers at GCVS are trained to report suspicions of child abuse or neglect to the student’s local Department of Children and Families (DCF). It is important to note that, in certain situations, truancy can be considered a form of neglect and may be reported to DCF or may result in a petition to the juvenile court of jurisdiction of a Child Requiring Assistance (CRA).

STUDENT HEALTH INFORMATION: IMMUNIZATIONS and PHYSICAL EXAMINATIONS

Massachusetts Department of Public Health Regulation 105 CMR 220 requires students to be immunized before starting school. An immunization certificate/record that includes the month, day and year the immunizations were administered needs to be submitted and reviewed before the student begins school. Immunizations must be up to date and on file in the nurse's office. If there are medical reasons why your child has not been immunized, a certificate must be obtained from your physician and forwarded to the school nurse; this letter should be provided each year. For religious exemption, a letter must be provided annually by the parent/guardian, that states that the immunization(s) are against one's sincere religious beliefs.

Massachusetts Department of Public Health Regulation 105 CMR 200 requires a physical examination for all new students upon entry to school. Updated physical examinations are then required in grades 4,7 and 10.

For more information on immunizations and health records, please contact your School Nurse.

FIELD TRIPS - On School Property and Off School Property

Field Trips may include spending part of the day at a school or offsite. In either case, if your student has any scheduled and or emergency medications they should be in the nurse's office for those days when the students are in the buildings. Required medication administration paperwork must be on file in the nurse's office prior to any medication administration. Please contact the School Nurse for additional information related to medications and required medication paperwork.

The School Nurses must be notified when students will be physically present in the school building as appropriate.

SCHOOL EVENTS

Various school events will be announced regularly through teachers and school leadership. The dates and times of these events will be communicated through Blackboard Connect or Aspen. Virtual events will take place on an on-line platform such as Google Meet. These events include:

- High School Student/Teacher/Parent Meetings
- Middle School Student/Teacher/Parent Meetings
- High School Guidance Seminars and Workshops
- Transitions from Elementary to Middle School and Middle School to High School
- Guest speakers/Programs
- Face-to-face and Virtual Meetings
- State-mandated MCAS testing.

PEABODY P.R.E.P. CO-CURRICULAR ACTIVITIES

Student Sports, Clubs and other after school activities are available to Peabody P.R.E.P. students in order to enhance their complete educational experience. These activities will facilitate student socialization, community, and in some cases, service. Reach out to neighborhood elementary schools in Peabody, including the middle and high school, for co-curricular activities in which Peabody P.R.E.P. students may have an interest. These co-curricular activities may be in-person or virtual. Families are responsible for in-person after school activities. Suggestions are always welcome and will be considered by the School Improvement Team for additional activities of interest to the Peabody P.R.E.P. student body. **Eligibility for these activities match existing district and MIA policy requirements.**

PEABODY P.R.E.P. VIRTUAL AND IN-PERSON MEETINGS

Peabody P.R.E.P. arranges a variety of special meetings for students and families throughout the school year. While attendance is not required for students/caregivers for some meetings, some meetings provide wonderful opportunities to meet teachers, make new friends, and talk with fellow caregivers about school. Unless otherwise stated, parents/guardians are responsible for the cost of transportation and any other fees (if applicable) to in-person meetings. Time spent at a meeting will be counted toward the required attendance for the day, though transportation to and from the meeting does not count. In addition to the opportunity for face-to-face interactions with parents, guardians, students, and staff, Peabody P.R.E.P. meetings will also be designed to integrate with the curriculum. Most meetings will be specific to a certain grade, grade cluster or virtual classroom and may not necessarily include the whole school. Exceptions to this are our opening of school orientations and end of school activities, where students from all grade levels attend. Parents and guardians are responsible for supervising children at all times during a meeting. Siblings and friends may be welcome; however, it is best to check with the administrative team first. Parents/Guardians will receive a notice regarding any special trips or events via Aspen or Blackboard Connect.

ACADEMICS

Peabody P.R.E.P. instills academic excellence and personal responsibility, inspires athletic and artistic accomplishment, and promotes a respect for diversity. Within a challenging and safe educational environment, educators at Peabody P.R.E.P. develop a vibrant, innovative, and engaging learning experience for each student. They know that learning and teaching are lifelong processes, and that learning to lead and follow are equally important skills. Each student's grade-level program will typically include courses that meet or exceed Massachusetts curriculum standards. Peabody P.R.E.P. Faculty and staff will be delivering the same curriculum as the in-person faculty. Peabody's curriculum can be found on the district website for all grade levels. Students' instructional work will be monitored daily. The curriculum is composed of lessons, video activities, online assessments, learning games, labs, physical experiences and published textbooks and workbooks. All hard copy materials for the student's program are available for pick up at the appropriate schools. Students are also encouraged to have social

experiences. Coaching and communication to parents/guardians and students will take place regularly. Respect for each individual in the community defines the essence of human interaction at the school. Teachers share their passion for teaching and learning, and in doing so, inspire those around them. While laying the foundation to meet future challenges, each grade level strives to engage students in a fulfilling, rewarding experience. We work hard to make a rigorous curriculum developmentally appropriate and sound, establishing continuity across grades and subject areas.

Student Pacing in the Curriculum

It is crucial for the academic development of the student to follow the daily plan and take the appropriate time to complete assignments. Students in synchronous Peabody P.R.E.P. classes should complete assignments in Google Classroom as required by their teachers as part of their school day. While most of the day is synchronous, parents and students should reach out to their homeroom teacher/advisor to help schedule any part of the day that is unstructured or involves asynchronous learning that reflects the best learning style for the student. Students in the Peabody P.R.E.P. Flex program are expected to follow the pacing guide as specified within each course. Students that fall significantly behind in course completion, as indicated in the Edgenuity SIS, will be contacted by the guidance and admin team to establish a plan to get caught up and back on pace. Additionally, homeroom teachers/advisors will outreach to any students that don't log into their Peabody P.R.E.P. Flex courses for 3 consecutive days. Failure to respond to or meet with the homeroom teacher/advisor upon request could result in removal from the program. Middle and high school students will likely have a wide range of elective classes to select from in the Edgenuity program. Students are drawn to the subjects that interest them and will spend more time in those subjects. While middle and high school students will be supervised by their homeroom teacher/advisor during the time they are working on electives in Edgenuity, some of this work in elective classes may be asynchronous. Homeroom teachers should make sure that students pace themselves appropriately through the curriculum and reach out for pacing strategies. Google Classroom will serve as the conduit for live synchronous academic classes with homeroom teachers while the Edgenuity program will allow flexibility in electives in order to personalize the learning for each grade 6-12 student. Please be sure to stay in close contact with your child's teachers if you are seeing evidence at home that your child may need some assistance in these ways.

TRANSPORTATION

Students involved in Peabody P.R.E.P. must secure their own transportation to and from co-curricular activities and other in-person events.

ACADEMIC INTEGRITY

Academic Integrity means:

- A student's work on each assignment is completely the student's own work;
- Student collaboration with another student on any assignment must be preapproved by the supervising teacher, and recognized as a collaborative assignment;

- Student work will be original—the student’s own work;
- Students will not engage in plagiarism. Excerpts and quotes must be properly attributed as excerpts or quotes;
- Students will not copy another student’s work;
- Students will not allow other students to copy their own work;
- Students will not misuse content on the internet.

Plagiarism is defined as: copying or using the ideas or words of another from any source and presenting these ideas or words as your own. GCVS teachers utilize a myriad of technologies to review, support, and check student work. If a teacher confirms that a student has not submitted original work and has copied or plagiarized work in any manner, the student will be subject to consequences determined by GCVS’s administration. Academic Integrity violations will, depending on the circumstances, result in consequences ranging from a warning to removal from the course with a failing grade. Offenses are counted as a combined total of infractions in any course.

First Offense:

The student is made aware of the offense by the teacher and the caregivers are notified. The student can redo the assignment for full credit.

Second Offense:

The student, the Caregiver/Learning Coach, and the administration are made aware of the offense by the teacher. The student must complete an Academic Integrity course in Canvas. Once the Academic Integrity course is complete, the student can redo the assignment for half credit. Full credit may be granted at the discretion of the Director of Teaching and Learning.

Third Offense:

The student, the Caregiver/Learning Coach, and the administration are made aware of the offense by the teacher. The student and learning coach must have a meeting with the Director of Teaching and Learning to discuss the severity of this offense and possible further consequences. The student receives a zero on the assignment.

Subsequent offenses:

Further violations of the Academic Integrity policy could result in failure/loss of credit in the course.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Our teachers constantly work to provide a stimulating and creative program for the students in their classes. Occasionally, a teacher will see a pattern of learning difficulty emerge in a child that could indicate a need for added support. Teachers will refer students to the Student Intervention Team (SIT). SIT offers targeted academic support based on analysis of the data collected through MCAS, other intervention based programs and overall student achievement. This program allows for more specifically targeted support than is typically available. Flex-time is built into the schedule to enable teachers to work with students who need extra help or to provide extension/enrichment activities for students wishing to pursue their interests in depth. Our Engagement Team also works with teachers and families

on ensuring that the student is appropriately engaged in classes by attending and participating in live lessons and completing assignment modules within due dates in Google Classroom. Occasionally, a teacher or other staff member will see a pattern of disengagement emerge in a student and/or family. Families will be referred for interventions by the Homeroom Teacher/Advisor, School Nurse, and Guidance Counselors to assist the student with getting back on track before truancy procedures are put in place.

GENERAL INFORMATION REGARDING STUDENT RECORDS

Cumulative Records Folder

(Guidelines in accordance with the Family Educational Rights and Privacy Act [FERPA])

All cumulative records are kept in the main office at the school. Cumulative folders **must not leave the main office.** One cumulative folder is maintained for each child. All information pertinent to a child's progress should be included in each folder.

Information regarding students is **confidential** and should never be discussed with anyone other than appropriate school personnel, caregivers, or legal guardians of students. If you are unsure of an individual's legal relationship to a child, contact a school secretary or an administrator before disclosing information.

Parents/Guardians wishing to access their students' files may do so upon request and at a mutually agreeable time with Peabody P.R.E.P. staff. Records required by law may not be removed from the file. Parents/Guardians may request copies of anything they find within the file. Please be advised that records will not be transmitted electronically.

Access to Student Records by Non-Custodial Parents

As required by M.G.L. c.71, s.34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- (a) A non-custodial parent is eligible to obtain access to the student record unless: 1. The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or 2. The parent has been denied visitation or has been ordered to supervised visitation, or 3. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.
- (b) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school annually. The initial request must include the following:
1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07(5)(a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and

2. An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody.

(c) The non-custodial parent must submit a written request for access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07(5)(a).

(d) Upon receipt of the request (initial and annual) the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the school with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07(5)(a).

(e) The school must delete the address and telephone number of the student and custodial parent from student records provided to non-custodial caregivers. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. c.71, s.34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

PERSONALIZED LEARNING PLANS

Peabody P.R.E.P. staff work together with parents/guardians, and students to develop personalized learning plans for each student. These plans will be created with the student, his/her parents/guardians, and the guidance counselors and will be revisited on an annual basis. Starting with the 2021-22 school year, personalized learning plans will be instituted throughout the school. The goal of these plans is to help parents/guardians and students identify areas of strengths and challenges, as well as interests, to be able to guide them through finding the best educational options for students at Peabody P.R.E.P. These plans will be maintained as part of the student cumulative file.

K-5 INFORMATION

The Elementary School offers a comprehensive and exciting learning experience for students in grades kindergarten through fifth grade. Driven by Peabody Public Schools mission statement and Vision of the Graduate, the academic program seeks to prepare students for the challenges and complexities of an ever-changing world. The students in the Elementary School are provided the groundwork necessary for academic and personal success. The foundation skills of learning to read well, to write clearly, to reason soundly, and to speak effectively are stressed. Creative expression is encouraged, and responsible, effective study habits are developed. The Elementary School stresses academic excellence, with a balance

of enrichment opportunities and an emphasis on character development. The program provides a strong foundation for a child's total education in a challenging yet supportive environment.

Grade Level Promotion

Promotion to the next grade level is determined by assessments designed within courses to measure student achievement, just as they are in the in-person schools. Students must have acquired the minimum amount of instructional time listed in the attendance policy. These goals should be discussed with the teacher on a regular basis. Progress reports will be issued each trimester.

MIDDLE SCHOOL INFORMATION

The Peabody P.R.E.P. Middle School consists of grades 6-8. The middle school years are critical years in a child's development. Developmentally, they are going through changes, both physically and cognitively. Our team of teachers explore meaningful ways to challenge students' energy and intellect. A well-designed, sequential curriculum, allowing increased freedom yet demanding greater responsibility, has been developed for these grades. The program is challenging and departmentalized, with grade level homeroom teachers.

Grade Level Promotion

Promotion to the next grade level is determined by

- a passing grade of 60% or higher in the Core Curriculum (ELA, Math, History, and Science),
- attendance in synchronous core classes and Edgenuity elective classes
- Earning an 80% or better in Edgenuity classes
- teacher approval, including verification of work submitted and other areas of accountability.
- Students must have acquired the minimum amount of instructional time as listed in the attendance policy.
- If a student was a late enrollee then the progress and attendance requirement is prorated. Progress reports will be issued quarterly.
- For students not meeting this standard, the final decision on retention is subject to the approval of the Executive Director.

Middle School Honors

Honor roll for the Peabody P.R.E.P. Middle schoolers is the same as those attending Higgins Middle School.

HIGH SCHOOL PROGRAM

Peabody P.R.E.P. serves students in grades 9 through 12 and provides a core curriculum of challenging college preparatory courses as well as Honors courses synchronously. A generous complement of electives and AP courses are also available asynchronously in all departments through the Edgenuity Program. Peabody P.R.E.P. is committed to offering each student an instruction that is both engaging and challenging. Based on enrollment, Peabody P.R.E.P. follows PVMHS Program of Studies offering

core classes synchronously and elective classes through Edgenuity. This high school program is intended to help our high school graduates arrive at college or the workplace well prepared and reduce the number of students taking remedial courses in college.

In addition, MassCORE recommends a comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school. Students enrolled in Peabody P.R.E.P. have the opportunity to meet these expectations. The MassCORE can be found by following this link at:

<http://www.doe.mass.edu/ccr/masscore/summary.pdf>.

High School Synchronous Lessons

As part of a student's participation grade, High School students in Peabody P.R.E.P. are required to attend all synchronous classes. A student's participation grade may be up to 15% of the total class grade. Students who miss their synchronous lessons should notify the teacher prior to the beginning of the lesson and complete any work associated with the class.

Requirements for graduation

The requirements for graduation from Peabody P.R.E.P. are the same as those for Peabody Veterans Memorial High School. In addition, if a student would like to meet MassCORE requirements plan according to the listing below

1. MCAS Proficiency in ELA, Math, and Science (see MCAS session above)

2. Subjects Credits as follows:

English 20 credits

Math 20 credits

Science 15 credits

Social Studies 15 credits*

World Language 10 credits of the same World Language

Art, Music 2.5 credits in either Art or Music

Electives 15-25 credits

Physical Education 10 credits

*Social Studies must include at least 1 year of World History and 1 year of U.S. History

3. 40 Hours of Community Service

Grade Level Promotion

Promotion to the next grade level is based on the number of credits a student has attained in a year, the same as Peabody Veteran's Memorial High School. Please refer to the Peabody Veteran's Memorial High School Program of Studies found on the district website for additional information.

High School Late Assignments

Late work is any work that is turned in after the period that it is due. When absent on an assignment

due date, students are expected to inform the teacher of their absence and submit their work on the day they return to receive full credit. Students are responsible for ensuring that they understand the directions of any assignments missed when they are absent, and for knowing when it is due. Students' IEPs/504 Plans indicating extended time for work completion will be honored. Any assignment that is past due 10 days or more (unless for specific approved reasons) will receive a grade no greater than a 50. This includes the extended time granted by IEP or 504 Plan. Parents/Guardians and students should be proactive and discuss special circumstances regarding due dates on assignments with their child's individual teachers as early as possible. Parents/Guardians and students are expected to take advantage of the tools in Aspen and Google Classroom for keeping track of classes and assignments. Students with extenuating circumstances may request an extension beyond grades close. These extensions will need to be approved by the Executive Director and may require documentation in order to consider the extensions.

Academic Warning

Academic interventions as illustrated in the Aspen portal will be required for students who receive a failing grade for one or more courses at the end of quarter one or quarter three to bring student grades up to a passing level.

Appeals

In the case of Academic, Disciplinary or other consequences a High School student may write an appeal letter to the Executive Director of Peabody P.R.E.P. The letter must be also signed by a parent/guardian. The student should state the nature of the appeal in the letter and explain the reason why the administration should consider the appeal.

GPA

Grade point average (GPA) is based on the student's letter grade in all his or her courses as illustrated in Aspen. The Peabody Veteran's Memorial High School Program of Studies outlines the weighted average for different levels of classes.

Add/Drop Period

Students may add or drop courses as defined in the PVMHS Program of Studies and Student Handbook.

Withdrawing from a Course

Students may withdraw from courses as defined in the PVMHS Program of Studies and Student Handbook.

Students are advised to pay close attention to the Add/Drop dates for the course and to use the Withdrawal option only when necessary. Dropping a course may impact the ability to graduate in a four-year term.

Work-Based Learning

Experience in the world of work is valuable for eligible high school students, in compliance with the Massachusetts Child Labor Laws. Typically, these experiences will be limited to juniors and seniors, but other students may discuss the possibility of a proposal with the Guidance Department. A Work-Based Learning Plan, outlining the common competencies between school and work, is available from the student's Guidance Counselor. Students will be required to have a job that entails between 10 and 20 hours of work per week (paid or unpaid), a work supervisor who is willing to evaluate their performance twice in a semester, and a faculty advisor who will make the final decision on whether there will be credit granted. Typically, a student may earn up to two (10) credits per year; with a maximum of six (30) credits in a high school career for Work-Based Learning. The credits will be elective credit. Each Work-Based Learning Plan must receive prior approval of the Guidance Counselor and the Executive Director. It is preferable that a student work no more than 20 hours per week.

Dual Enrollment

Peabody P.R.E.P. supports the participation of eligible high school students in dual enrollment programs, subject to the availability of funds through the secondary institution. The intent of dual enrollment is to allow students the opportunity to take courses not available at Peabody P.R.E.P. and for students to explore and experience college coursework. Students, who are eligible, according to Peabody P.R.E.P. guidelines below, may apply for these programs.

A qualified student at Peabody P.R.E.P. may enroll as a student in Massachusetts public institutions of higher education. A student may earn both secondary school and college credits. Students may enroll as long as each of the conditions is met:

1. A student in their junior/senior year of high school must be in good academic standing and be a Massachusetts resident.
2. Students considering dual enrollment or early admission program, and any and all courses students enroll in must receive prior approval by their guidance counselor and Peabody P.R.E.P. administration.
3. Computerized Placement Tests are given at each of the community colleges and are used to determine readiness for all students. No student will be allowed to apply for credit from a community college to Peabody P.R.E.P. for a non-credit bearing/remedial college course for high school graduation courses.
4. Students participating in dual enrollment may earn credit(s) that meet requirements for high school graduation and higher education matriculation.
5. Students must demonstrate the ability to benefit from college level work.
6. All students will be required to have written approval from their caregivers/guardians, or other responsible adult in order to be accepted into a dual enrollment program.
7. All students enrolled on a dual enrollment basis are responsible for their own transportation, textbooks, instructional materials, and tuition costs and fees.
8. Continued eligibility will be determined based on the student's performance during the first semester.

9. Grades earned in the college course will not be calculated into the high school GPA.
10. Students must meet all the necessary graduation requirements to earn a diploma.

Graduation Ceremony

Peabody P.R.E.P. graduation will be held as part of the Peabody Veteran's Memorial High School Graduation Ceremony each year. To participate in the ceremony, students must have met all credit, district, and state graduation requirements. In addition, students currently under suspension will only be allowed to participate at the Executive Director's discretion. Family and friends of graduates are encouraged to attend graduation and related activities.

ACCEPTABLE USE POLICY

All in the Peabody P.R.E.P. learning community must abide by the Peabody Public Schools Acceptable Use Policy.

EMERGENCY CLOSINGS

As the Peabody P.R.E.P. Virtual School District is completely online, the need to close school on days when brick-and-mortar schools might be closed does not apply and teachers and students would be expected to be in school as a normal workday or as directed by the Superintendent of Peabody Public Schools. There may be extraordinary cases where school might be closed (i.e., state of emergency, major power outage, etc.). The Superintendent of Peabody Public Schools may close the physical office, delay its opening, or dismiss office-based employees early in the event of hazardous weather or other emergencies that threaten the health or safety of personnel. In these instances, certain personnel (administration or others deemed essential) may be expected to work from home. Likewise, a face-to-face event may be cancelled due to these circumstances. The Superintendent and Executive Director has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible.

In making the decision to close the office or cancel face-to-face events, the Superintendent and Executive Director will consider many factors, including the following principal ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make operations difficult or dangerous.
4. Inability of personnel to report for duty, which might result in inadequate supervision of

students.

The Superintendent will weigh these factors and act to close the school or cancel online activities only after consultation with appropriate agencies. Inasmuch as is possible, the Superintendent will make the decision to alter the decision by 6:00 am. However, extraordinary circumstances may cause that announcement to occur prior to or after that time. Notifications will be posted to the school's web site, announced via Blackboard Connect and Aspen.



Peabody Personalized Remote Education Program

H.O.P.E.
Every Student, Every Day.

Dr. Josh Vadala
Superintendent of Schools
Dr. Chris Lord
Executive Director

Peabody, Massachusetts 01960
Telephone ~ 978-536-6500

Student Support Team

In order to participate in the Peabody Personalized Remote Education Program, the student and parent/guardian agree to the following terms and conditions as indicated by the signature below:

1. Attendance is mandatory for all scheduled sessions. If a student is absent due to illness, the Director must be notified via telephone on the morning of the absence.
2. The student will arrive promptly for every on-line, synchronous session. Excessive tardiness may result in dismissal from the program.
3. The student will work to complete the academic synchronous classwork and in grades 6-12, selected Edgenuity curriculum with due diligence during the scheduled program time. Since the enrollment is limited, a student failing to apply a conscientious effort will be removed from the program.
4. Working within the grading policies established by Peabody Public Schools, homeroom teachers establish grading policies for their classes at the start of the year.
5. The grade 6-12 students understand that the minimum proficiency required by the Edgenuity electives is eighty (80%) percent. Grades for middle school students as well as grades and credit toward graduation for high school students cannot be awarded until this level of proficiency is achieved.
6. The student agrees to abide by all applicable Peabody P.R.E.P, PVMHS, and Peabody School Committee policies. Failure to abide by these policies may result in loss of privileges and dismissal from the program.
7. The student and parent/guardian understand that the Peabody Personalized Remote Education Program offers a unique opportunity and pledge to apply best effort.
8. The Parent/Guardian agrees to be available to attend student virtual and in person conferences on an as needed basis.

Student Signature

Parent/Guardian Signature

Date: _____

Date: _____

Thank you for your support and role in the Peabody P.R.E.P. Learning Community!

Responsible Use Agreement

Peabody Public Schools

Grades K - 2

Peabody School Committee supports the ethical use of technology and is committed to providing a technology-rich learning environment that nurtures the development of skills and competencies that foster self-sufficiency, promote responsible citizenship, and ensure success in the global economy. Our goal in providing access to these resources is to enhance learning experiences and to educate students in responsible and appropriate use.

I, _____, understand that the use of school technology is a privilege and agree to protect myself, protect others, and protect school property when using technology.

I also understand that failure to follow this agreement may result in a loss of privileges and I may face other disciplinary actions as determined by the Peabody Public Schools.

Protecting yourself	<input type="checkbox"/> I will keep my personal information to myself. <input type="checkbox"/> I will act as a responsible digital citizen by following the rules my school and teacher set.
Protecting others	<input type="checkbox"/> I will tell an adult when I see something online that makes me feel bad. <input type="checkbox"/> I will give credit to others when I use their work.
Protecting School Property	<input type="checkbox"/> I will handle all devices with caution and care. <input type="checkbox"/> I will take ownership for my mistakes by accepting consequences.

Student Name (printed)

Student Signature

Date

A parent or guardian MUST sign below.

I, _____, parent/guardian of _____ have read and understand the contents of this agreement. This agreement conforms to Policy IJND - Access to Digital Resources contained within the District Policy Manual. I accept full responsibility and liability, both legal and financial, for my child's actions, whether foreseen or not. I release Peabody Public Schools, its staff, administrators, and/or its agents, from liability and/or consequences resulting from my child's use and/or misuse of these resources.

Parent Name (printed)

Parent Signature

Date

Responsible Use Agreement

Peabody Public Schools

Grades 3 - 5

Peabody School Committee supports the ethical use of technology and is committed to providing a technology-rich learning environment that nurtures the development of skills and competencies that foster self-sufficiency, promote responsible citizenship, and ensure success in the global economy. Our goal in providing access to these resources is to enhance learning experiences and to educate students in responsible and appropriate use.

I, _____, understand that the use of school technology is a privilege and agree to protect myself, protect others, and protect school property when using technology.

I also understand that failure to follow this agreement may result in a loss of privileges and I may face other disciplinary actions as determined by the Peabody Public Schools.

Protecting yourself	<input type="checkbox"/> I will use technology in a safe way, by only using links to pages that are familiar to me and are school related. <input type="checkbox"/> I will recognize why private passwords are necessary and I will only use my personal accounts.
Protecting others	<input type="checkbox"/> I will recognize and report cyberbullying to an adult. <input type="checkbox"/> I will cite all information and images I use.
Protecting School Property	<input type="checkbox"/> I will use the Internet appropriately. <input type="checkbox"/> I will take ownership for my mistakes by accepting consequences.

Student Name (printed) _____ Student Signature _____ Date _____

A parent or guardian MUST sign below.

I, _____, parent/guardian of _____ have read and understand the contents of this agreement. This agreement conforms to Policy IJND - Access to Digital Resources contained within the District Policy Manual. I accept full responsibility and liability, both legal and financial, for my child's actions, whether foreseen or not. I release Peabody Public Schools, its staff, administrators, and/or its agents, from liability and/or consequences resulting from my child's use and/or misuse of these resources.

Parent Name (printed) _____ Parent Signature _____ Date _____

**Responsible Use Agreement
Peabody Public Schools
Grades 6 - 8**

Peabody School Committee supports the ethical use of technology and is committed to providing a technology-rich learning environment that nurtures the development of skills and competencies that foster self-sufficiency, promote responsible citizenship, and ensure success in the global economy. Our goal in providing access to these resources is to enhance learning experiences and to educate students in responsible and appropriate use.

I, _____, understand that the use of school technology is a privilege and agree to protect myself, protect others, and protect school property when using technology.

I also understand that failure to follow this agreement may result in a loss of privileges and I may face other disciplinary actions as determined by the Peabody Public Schools.

Protecting yourself	<input type="checkbox"/> I will protect my identity and keep my data secure by creating a strong password and keeping personal information off the Internet. <input type="checkbox"/> I will represent myself online by posting respectful and appropriate content.
Protecting others	<input type="checkbox"/> I will treat others with respect and kindness in all online interactions. <input type="checkbox"/> I will report cyberbullying to an adult. <input type="checkbox"/> I will only use sources with permission from the owner.
Protecting School Property	<input type="checkbox"/> I will protect the schools digital tools by avoiding malicious websites and handling devices with care. <input type="checkbox"/> I will take ownership for my mistakes by accepting consequences.

Student Name (printed) Student Signature Date

A parent or guardian MUST sign below.

I, _____, parent/guardian of _____ have read and understand the contents of this agreement. This agreement conforms to Policy IJND - Access to Digital Resources contained within the District Policy Manual. I accept full responsibility and liability, both legal and financial, for my child's actions, whether foreseen or not. I release Peabody Public Schools, its staff, administrators, and/or its agents, from liability and/or consequences resulting from my child's use and/or misuse of these resources.

Parent Name (printed) Parent Signature Date

Responsible Use Agreement

Peabody Public Schools

Grades 9 - 12

Peabody School Committee supports the ethical use of technology and is committed to providing a technology-rich learning environment that nurtures the development of skills and competencies that foster self-sufficiency, promote responsible citizenship, and ensure success in the global economy. Our goal in providing access to these resources is to enhance learning experiences and to educate students in responsible and appropriate use.

I, _____, understand that the use of school technology is a privilege and agree to protect myself, protect others, and protect school property when using technology.

I also understand that failure to follow this agreement may result in a loss of privileges and I may face other disciplinary actions as determined by the Peabody Public Schools.

Protecting yourself	<input type="checkbox"/> I will limit the content and amount of information I post. <input type="checkbox"/> I will keep my accounts private and access appropriate sites. <input type="checkbox"/> I will think before I post.
Protecting others	<input type="checkbox"/> I will utilize successful methods to stop cyberbullying. <input type="checkbox"/> I will report any concerns I have about the mental health of my peers. <input type="checkbox"/> I will cite sources and use others information and ideas ethically.
Protecting School Property	<input type="checkbox"/> I will protect school property. <input type="checkbox"/> I will recognize that school property (physical and digital technology) is proprietary of the school district. <input type="checkbox"/> I will take ownership for my mistakes by accepting consequences.

Student Name (printed)

Student Signature

Date

A parent or guardian MUST sign below.

I, _____, parent/guardian of _____ have read and understand the contents of this agreement. This agreement conforms to Policy IJND - Access to Digital Resources contained within the District Policy Manual. I accept full responsibility and liability, both legal and financial, for my child's actions, whether foreseen or not. I release Peabody Public Schools, its staff, administrators, and/or its agents, from liability and/or consequences resulting from my child's use and/or misuse of these resources.

Parent Name (printed)

Parent Signature

Date