

**Ms. Mary A. Manning  
Mr. James M. Fleming  
Dr. Kristin Pangallo**



**Ms. Ana Nuncio  
Mr. Manny Cruz  
Ms. Amanda Campbell**

**Mayor Kimberley Driscoll, Chair**

“Know Your Rights Under the Open Meeting Law, M.G.L. c.30A § 18-25 and  
City Ordinance Sections 2-2028 through 2-2033”

October 28, 2021

**REGULAR SCHOOL COMMITTEE MEETING ON November 1, 2021**

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on Monday, November 1, 2021 at 7:00 p.m.** This is an on-line Zoom meeting.

**Please click the link below to join the webinar:**

<https://us06web.zoom.us/j/83412586609?pwd=bEFjeUgzOWxBVGZWQndrdTNSUTUvQT09>

**Passcode: 7223wQ**


**I. Call of Meeting to Order**

**a. Summary of Public Participation Policy (SC Policy #6409)**

Read aloud: *The Salem School Committee would like to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. Spanish interpretation is available for anyone who needs it.*

**b. Live Spanish Interpretation**

Spanish language interpretation is now provided for all Regular School Committee meetings. To listen to this meeting with Spanish language interpretation, please see instructions below:

1. Click **Interpretation** .
2. Click **Spanish**
3. (Optional) To hear the interpreted language only, click **Mute Original Audio**.

**c. Instructions for Participating in Public Comment**

Should any member of the Salem community wish to participate in public comment during this meeting, please click on the below link to sign up and submit your comment electronically: <https://forms.gle/zkxu9tdG3AZAHS9K7>. A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Nancy Weiss at [nweiss@salemk12.org](mailto:nweiss@salemk12.org) or 617-285-7567 with any questions or to report any technical difficulties you experience.

**II. Approval of Agenda**

**III. Approval of Consent Agenda**

- a. Approval of Minutes of the Regular School Committee meeting held on October 25, 2021.

IV. **Public Comment**

Please see above for instructions on participating in public comment.

V. **Superintendent's Report**

- a. Recognition of Student Recipient of M.A.S.S. Superintendent's Award for Academic Excellence
- b. Discussion on efforts to increase vaccination rate and the potential for a future vaccine mandate for students and staff

VI. **Report from the Student Representative – Hawa Tabayi**

VII. **Action Items: Old Business**

VIII. **Action Items: New Business**

- a. Deliberation and Approval of Job Description for Deputy Superintendent

IX. **Finance & Operations Report**

X. **Subcommittee Reports**

- a. Policy Subcommittee
  - i. Policies for Second Reading
  - 1101 School-Community Relations Goals

XI. **School Committee Concerns and Resolutions**

XII. **Adjournment**

Respectfully submitted by,

***Mindy Marino***

Executive Assistant to the Superintendent

*"Persons requiring auxiliary aids and services for effective communication such as sign language interpreter, an assistive listening device, or print material in digital format or a reasonable modification in programs, services, policies, or activities, may contact the City of Salem ADA Coordinator at (978) 619-5630 as soon as possible and not less than 2 business days before the meeting, program, or event."*

**Sra. Mary A. Manning  
Sr. James M. Fleming  
Dra. Kristin Pangallo**



**Sra. Ana Nuncio  
Sr. Manny Cruz  
Sra. Amanda Campbell**

**Alcaldesa Kimberley Driscoll, Preside**

“Conozca sus Derechos según la Ley de Reuniones Abiertas, M.G.L. c.30A § 18-25 y Secciones de Ordenanzas de la Ciudad 2-2028 hasta 2-2033”

28 de octubre de 2021

**REUNIÓN REGULAR DEL COMITÉ ESCOLAR DEL 1 de noviembre de 2021**

Por la presente se notifica que el Comité Escolar de Salem llevará a cabo una **Reunión regular del Comité Escolar el lunes 1 de noviembre de 2021 a las 7:00 p.m.** Esta es una reunión en línea por Zoom.

Haga clic en el enlace a continuación para unirse al seminario web:

<https://us06web.zoom.us/j/83412586609?pwd=bEFjeUgzOWxBcGVWQndrdTNSUTUvQT09>

**Contraseña: 7223wQ**


**I. Convocatoria a la Sesión Abierta**

**a. Resumen de la Política de Participación Pública (SC Política #6409)**

Lectura en voz alta: *El Comité Escolar de Salem desea escuchar al público sobre temas que afectan al distrito escolar y que están dentro del alcance de las responsabilidades del Comité. Se ofrecerá interpretación al español para quien lo necesite.*

**b. Interpretación al español en vivo**

La interpretación al español se provee en todas las reuniones del Consejo Escolar Regular. Para escuchar estas reuniones con la interpretación al español, por favor vea las instrucciones de abajo:

1. Pulse en **Interpretation** .
2. Pulse en **Spanish**
3. (Opcional) Para escuchar la lengua interpretada solamente, pulse **Mute Original Audio**.

**c. Instrucciones para Participar en los Comentarios Públicos**

Si cualquier miembro de la comunidad de Salem desea participar en los comentarios públicos durante esta reunión, por favor pulsar en el enlace de abajo para registrarse y someter su comentario electrónicamente: <https://forms.gle/zkxu9tdG3AzAHS9K7> Un miembro del personal reunirá todos los comentarios que serán compartidos con los miembros antes de finalizar la reunión pública. Los comentarios también serán resumidos en las minutas de la reunión. Por favor, póngase en contacto con Nancy Weiss en [nweiss@salemk12.org](mailto:nweiss@salemk12.org) o en el 617-285-7567 si tiene alguna pregunta o para informar de cualquier dificultad técnica que experimente.

- II. **Aprobación de la Agenda**
- III. **Aprobación de la Agenda Consensuada**
  - a. Aprobación del Acta de la reunión regular del Comité Escolar celebrada el 25 de octubre de 2021.
- IV. **Comentario Público**

Favor ver arriba para instrucciones sobre cómo participar en los comentarios públicos.
- V. **Reporte del Superintendente**
  - a. Reconocimiento al estudiante que recibió el Premio del Superintendente a la Excelencia Académica
  - b. Debate sobre los esfuerzos para aumentar la tasa de vacunación y la posibilidad de un futuro mandato de vacunación para los estudiantes y el personal
- VI. **Informe de la representante estudiantil-Hawa Tabayi**
- VIII. **Elementos de Acción: Asuntos Antiguos**
- IX. **Elementos de Acción: Asuntos Nuevos**
  - a. Deliberación y aprobación de la descripción revisada del puesto de Superintendente Adjunto
- X. **Reporte de Finanzas y Operaciones**
- XI. **Reportes de los Subcomités**
  - a. Subcomisión de Política
    - i. Políticas para segunda lectura

1101 Objetivos de las relaciones entre la escuela y la comunidad
- XII. **Inquietudes y Resoluciones del Comité Escolar**
- XIII. **Clausura**

Sometido respetuosamente por,

***Mindy Marino***

Asistente Ejecutiva del Superintendente

*“Las personas que requieran ayuda auxiliar y servicios para una comunicación eficiente tal como un intérprete de lenguaje de señas, un dispositivo asistente para escuchar, o material impreso en formato digital o una modificación razonable de programas, servicios, políticas, o actividades, puede ponerse en contacto con el Coordinador ADA de la Ciudad de Salem al (978) 619-5630 a la brevedad y no más de 2 días laborales antes de la reunión, programa o evento.”*



# DRAFT

## Salem Public Schools Salem School Committee Meeting Minutes October 25, 2021

On Monday - October 25, 2021 the Salem School Committee held its regular School Committee meeting at 7:00 PM using the Zoom platform.

**Members Present:** Mayor Driscoll, Ms. Mary Manning, Ms. Amanda Campbell, Dr. Kristin Pangallo, Ms. Ana Nuncio, and Mr. Manny Cruz (entered at 7:14p),

**Others in Attendance:** Superintendent Stephen Zrike, Assistant Superintendent Kate Carbone, Chelsea Banks, Liz Polay-Wettengel, Marc LeBlanc, Linda Farinelli, Adam Colantuoni, Hawa Hamidou Tabayi, Matthew Condon, Mohamed Al-Freihy, Darren Taku, Brian Edmunds, Robyn Murtaugh, Kelly Cronin, Kerry Murphy, Chief Lucas Miller

### Call of Meeting to Order

Mayor Driscoll called the meeting to order at 7:04p and entertained a motion to call the meeting to order. Ms. Manning motioned and Ms. Nuncio seconded. A roll call vote was taken.

Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes
Motion Carries 5-0	

### Approval of Agenda

Mayor Driscoll requested a motion to approve the Regular Agenda. Ms. Manning motioned and Dr. Pangallo seconded. A roll call vote was taken.

Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes
Motion carries 5-0	

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### **Approval of Consent Agenda**

Mayor Driscoll entertains a motion to approve the consent agenda. Ms. Nuncio motioned and Dr. Pangallo seconded. A roll call vote was taken.

Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes
Motion carries 5-0	

### **Public Comments**

Aurelia Pangallo, 25 Buffum Street: Salem School Committee, my name is Aurelia Pangallo and I go to Collins Middle School. My statement and questions are: if kids' sleep is important then why do most schools start earlier than most adult jobs? My school starts at 7:30 and I know that my father's work starts at 8. It's really hard to wake up so early every day of the school week. It makes my learning harder because I'm more tired during school. I've talked with some of my classmates, and they agree with me. Can you please try to make school start later? Even if that means ending the school day later.

Mayor Driscoll suggests the Superintendent respond to that comment in conjunction with the School Committee in addressing the concerns mentioned.

### **Educator's Showcase: Collins Middle School and The Network for Teaching Entrepreneurship**

Mr. Condon opens his presentation introducing the students (Mohamed Al-Freihy and Darren Taku) participating and Mr. Brito, the creator of the program. Mr. Brito shares how the program promotes the students' understanding of entrepreneurship and its popularity among the three grade levels. Mr. Brito shares the incentives for the program and the engagement from the student body.

Darren Taku shares the business plan he created in the program. His business is a basketball business and his plan outlines regulations of the sport, encouraging people to think smart about their money while being paid to play basketball. He details locations for his business, considers salary for the players, staff, and coaches. His business plan breaks down the age range for specific roles within the business and he includes information about the NBA draft regulations.

Mohamed Al-Freihy shares his business plan which is an eco-friendly water company. His business plan is to make cheap clean water, and produce additional products to make more money for the business. He discusses the concern of plastic and the cost of clean water. He includes ideas to have this water available on city sidewalks and in city parks. He notes his business will be available for all within the community and notes his plans for promoting his business.

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Mr. Condon notes the CMS scholars are able to see a problem in their own world and work toward a solution with a business plan. Mr. Cruz shares his excitement for this program and makes a suggestion to Mr. Condon regarding the E-For All group in the community and provides his assistance in connecting Mr. Condon with the group. Mr. Condon explains that they have a relationship with E-for-All and notes a potential speaker down the line. Mr. Cruz commends Mr. Brito's work on this program and his multiple recognitions as a Latino Educator within the district.

### **Recognition of Student Recipients of M.A.S.S. Superintendent's Award for Academic Excellence**

Dr. Zrike shares superintendents are able to award academic excellence awards annually and based on the size of the district, Salem awards two students. He notes one student is unable to attend tonight and will be recognized next week. He introduces Mr. Edmunds and student Robyn Murtaugh, who is receiving the award this evening. He reads a bio regarding Robyn's academic and social work. Mr. Edmunds mentions there being a lot of candidates who could receive the award and congratulates Robyn on being a recipient of the award tonight.

### **Superintendent's Report:**

#### **Partnership with Salem Police Department and Salem Public Schools - Chief Lucas J. Miller**

Chief Miller provides an overview of this work over time from the start of his career to what led him to lead the Salem Police force. He shares his commitment to be transparent regarding the work of the police department and presents information about a SRO program and the need for the SRO on school grounds. His intent is for SROs to be a positive presence for students. He discusses the roles of SROs in the school to be a resource to school administrators. A curriculum for SROs is being altered to include new learning for SROs. The SRO development will look much like a teacher noting there is always room for learning. He shares data of numbers per year for arrests/warrants and per year for summons/hearings and provides explanations for higher numbers with situational context.

The partnership and work with Dr. Zrike will include training for disasters and emergencies and the best process will be done without disrupting schools. He suggests preparedness in a gentle way without having emergencies weigh on students and families.

Chief Miller notes the roles of SROs could alter the job duties as they are now incorporating the SRO's prior work experience into the curriculum and schools. He notes having regular meetings between SPD, SPS, and the DA's office for all entities to be involved in activity for this. An MOU is underway pending refinement surrounding student information access and details surrounding the approach to arrest and SRO engagement. Chief Miller shares excitement to reopen the work of a summer youth camp after being shelved in 2020 due to the pandemic. He shares his gratitude for being on the SPD and being a part of the Salem community.

Following the presentation, Dr. Zrike shares that the committee has access to the draft MOU. Mr. Cruz notes his past and his interaction with a SRO in his high school years and that the

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experiences are not the same for all students and the work to be done will be ever-changing. Questions include: how are we formalizing processes for the input of students and families, specifically thinking about the advisory groups for students and families? He also wonders how to solidify informing the community of the work of the MOU. He questions if there could be a report-back structure to outline changes, trainings, and other happenings with the SRO program. He also touches upon the transparency of data and wonders if there is more data to be provided: calls from principals? House visits? Interactions with a SRO that doesn't lead to arrest/warrant/summons/etc.? Having that data could provide more context. Mr. Cruz finishes his note with concern about coming back from a pandemic and noting that we see children are expressing behaviors, and hoping that students are not being labeled and tagged by SPD as that could be more damaging for a student when coming back in the vulnerability of the return to school for students. He requests follow-up at a later time to his questions and thoughts.

Chief Miller responds that SROs tend to act within the schools in the police frame, he notes that the current protocol is reporting on a police report but wonders if there is a different process that could be used. He shares that police officers have discretion with misdemeanors versus with felonies which are typically non-comparable per the criminal justice system.

Hawa notes a couple questions and mentions that she hopes the SAC could meet with Chief Miller in the future. Her questions include: How are police officers held accountable for misconduct? Are there outside parties involved in the accountability system? And, how would a student report misconduct at the hands of SROs?

Chief Miller notes one of the captains is the head of internal affairs and someone can add a complaint (or compliment) on the website, noting that all complaints are investigated. A complaint made in person, via telephone, or using the website submission, will be investigated. Hawa makes a clarifying statement: it's the Salem police department investigating the Salem police. Chief Miller concurs and notes there are other investigative agencies that look in on the SPD investigations, the DA's office and post-commissioner will also look into the complaint. Every complaint is mandated to be reported to the post-commission for review.

Hawa questions, if a student were to have a negative interaction with a SRO they would have to go to SPD website to file a complaint, there wouldn't be a more direct way or any control or advocacy regarding how that negative interaction would be handled? She clarifies: how would they [the student] be part of the investigation? Chief Miller notes one component of the investigation is the party who submitted the complaint being informed of the results of the investigation and disciplinary action taken based on the investigation results. Hawa asks if there is anyone on the SPS level who would be part of that if the complaint were made from a SPS student. Chief Miller suggests that if the complaint came from the schools/through the schools the answer is yes but it wouldn't automatically go through the schools.

She notes the mention of discretion of the SROs and questions what training is done with SROs and how they interact with parties they are handling and how discretion is taken into account based on race, gender, and class. Chief Miller states the department does implicit-bias training,

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but explains acting out of bias as a police officer is illegal. Among other things, he goes through the statistics to see where the department skews in terms of the demographics of people the department interacts with.

Hawa follows-up questioning how long the training is for police officers and asks how a party is to complain about an officer acting out of bias? Is the department depending on the gathered data of the year or per face-to-face complaints? Chief Miller notes it would be a legitimate complaint and if someone believes a police officer is acting out of bias, an investigation would be opened and the police officer would be investigated regarding their historical actions. Additionally, the post-commission would examine the bias on the police officer and the police department. Is the department taking the complaints received seriously? Are police officers being disciplined? Questions of the like.

Hawa asks how citizens of Salem see data of the history of the SPD? Chief Miller notes currently it is not available on the website but with the revamping of the website, the intent is to include this data on the website.

Dr. Pangallo refers to the MOU and notes she was pleased to see the equity light within the MOU. She wonders if students have been involved in helping to cultivate the role of the SRO role. Dr. Zrike mentions the draft was completed last week and wanted to get it community facing to allow students, the public, and staff to review and allow questions and comments. Dr. Pangallo also asks about the timeline of the MOU and if there is any oversight the SC has over the MOU. Dr. Zrike shares that he's requesting input on the MOU on an annual basis using the school committee platform, but the SC doesn't need to vote on it. Dr. Pangallo asks about the training for the SROs and notes there are some specific to schools but she wonders if the MOU should include more opportunities for the SROs to receive school-specific training along with potentially joining the SPS professional development training surrounding anti-racism. Discussion around future training occurs between Dr. Zrike and Chief Miller.

Chief Miller refers to an earlier question by Hawa about police officers investigating police officers. He notes the post-commission by legislation has chiefs as advisors but the members are not police officers by law. Hawa requests insight to the roles of the members on the commission. He notes a judge, social worker, member of the defense bar off the top of his head, Hawa requests clarification that they are members of the criminal justice system. He notes the social worker is not but the others are and clarifies the roles of the police chiefs and their representation.

Mr. Cruz notes criminal justice reform being followed by police reform and clarifies the "post" members are appointed by elected people in the Commonwealth. He shares he'll provide Hawa with information regarding the appointments of these positions and how folks are interconnected with the justice system.

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Ms. Campbell notes having questions surrounding the MOU and wants to know if this is the only time to have those discussions or if there is room for comment and further discussion. Feedback should be sent to Dr. Zrike. The agenda topic is closed and future discussion is encouraged.

### **Farm to School Task Force Presentation - Kelly Cronin**

Dr. Zrike welcomes: Kelly Cronin and Kerry Murphy and provides some background information of Ms. Cronin's robust work from the start of Dr. Zrike's appointment and now leading her presentation in front of the School Committee.

Ms. Cronin takes over the presentation and notes the involvement of all on the Farm to School team. She provides background regarding the purpose, values, and members. She notes the diversity of the team, and notes working with the state initiatives of Farm to Table.

She shares the value and notes the three core values: cafeteria, classroom, and community. The Farm to School program delivers education to students and families about making sensible food choices, school gardens provide students with robust food availability, and the Farm to School Program provides procurement for food instability and insecurity. She provides a list of the benefits for the Farm to School program across grade levels from K-12 and shares the research surrounding the effectiveness of these benefits.

Ms. Murphy joins the conversation noting evaluation of the strengths and weaknesses of the Salem diets throughout the community. The results showcased food insecurities, lack of accessibility to fresh produce, data regarding health risks, and provided the obesity factor raised in student and family populations.

The Farm to Table program provides more nutrition meals to students as well as allowing students to become more excited about fruits and vegetables. Ms. Cronin rejoins the conversation and shares the timeline of Farm to Table activities for the past ten years, noting that the effort is voluntary. She notes a future for the Farm to School program in Salem. She hopes to see a Farm to School Coordinator who can lead the efforts and keep the goal on track to keep this program robust across the district, referencing the proposal shared.

Mr. Cruz expresses gratitude to Ms. Cronin, Ms. Murphy, and everyone working on the issue. He notes Ms. Cronin's advocacy for the work and the importance of non-shaming students for food-insecurities. He refers to Dr. Zrike stating this would be a good use of the ESSER dollars given the impact the pandemic has had on the student body. He notes the Farm to School initiative is important and supports the progress of the program.

Mayor Driscoll notes the sustainability components and determining greater sustainability within the schools. She notes the shortcomings in non-eco materials, working more on recycling, and questions if there is opportunity for the person in this proposed position to take on those shortcomings. Ms. Cronin replies, noting that the position would allow for additional work in the respect of the mentioned as well as providing training to staff to better handle these components of sustainability.

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Dr. Pangallo notes that students are hesitant to try unfamiliar foods at times and this program could help to steer the hesitancy to excitement. She also notes utilizing the outdoor spaces for learning brings another layer of respect to this program. Regarding sustainability, she hopes, in respect to plastic and styrofoam, to see the students take ownership of their space and how being involved in gardening and being involved in creating that environment outside could help the students find that pride.

Mayor Driscoll directs Dr. Zrike to discuss the funding and what options the district has to get the work going and to meet the requests of the proposals. Dr. Zrike shares he'll have follow-up conversations with Ms. Cronin and Ms. Murphy regarding what the next steps will be.

### **Report from the Student Representative - Hawa Hamidou Tabayi**

Hawa opens her report showcasing that the SAC has been focused on meeting the equitable membership requirements, to include SPHS and NLIS students, with representation of Latinx.

She notes the main priorities currently on the table, including: restorative justice alternatives, hoping a scheduled meeting next week will provide insight to how the SAC can inspire restorative justice here in Salem.

She notes transportation issues are becoming problematic regarding afterschool programs and extracurricular activities. Due to the lack of an afterschool bus, the SAC is looking at an alternative solution to the issues. Currently looking at taxi vouchers, instating grace periods for tardy students, and eliminating penalties for being late.

The SAC is also trying to maintain the sustainability to past graduating seniors for the council and have increased the membership within the last two weeks which started to include more sophomores and juniors which is helpful because that means it could open a seat next year to someone who will have some connections to the council.

She mentions the SAC was in attendance for the district-wide Equity Imperative call last week and that's where students were able to identify ways the district can better listen to the student's social, emotional and academic needs. This provided opportunities for the SAC to connect with student voices of the elementary and middle school level, prompting excitement for future connections with varying grade levels.

She notes the last SC meeting request to receive updates and shares she's decided she will not provide an update of events unless requested or noted as essential information. If interested in having Hawa note specific information, the request can be made directly to her to add to her report for each meeting.

Mayor Driscoll suggests at some point considering having a conversation with SC members and the SAC to have more of a social engagement along with the social building of the committee with the student voices.

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Mr. Cruz notes a prior conversation with Hawa about the relationship with SC members and the importance for folks to set up less formal 1:1 meetings similar to a retreat setting to discuss her priorities along with hopes for each member for what she brings to the table per the SAC voices.

### Old Business

None

### New Business

- a. **Deliberation and vote that all students will be required to be vaccinated for high respiratory extra curricular activities unless they have a medical or religious exemption.**

Chelsea Banks shares the next step in the mitigation plan requiring vaccines for students participating in high respiratory extra curricular activities (unless they have a medical or religious exemption) with a deadline of December 1, 2021. The data shows Salem behind in the vaccination numbers. Dr. Zrike shares that the MIAA notes masks will not be required and decisions for masks are at the local level.

Ms. Campbell has questions regarding data. She notes the data is for the city of Salem. Wonders if there is specific data for the school system and does it mirror the city's numbers? Do the vaccine rates by athletics versus band/chorus closely correlate with those age range statistics noted as well? Dr. Zrike tracks much higher vaccination rates with music programs whereas athletics are close to those original data points. Ms. Campbell questions if there are other types of activities that could benefit from the new vaccination requirement.

Ms. Banks shares there are other after school programs and activities where kids congregate and currently are outside and would like to try to remain that way as long as possible. Ms. Campbell notes that other districts are not taking these measures. Is there insight to what other districts are doing and are there things to consider in addition to what strategies we're taking as a district? Dr. Zrike notes this is a symptom of the work we have as a school system, to work with our families and provides a reminder to build those meaningful relationships with families.

Dr. Pangallo notes moving in this direction from previous meetings. She would like to see information about how we could implement COVID-19 vaccination for school attendance. She notes different districts are moving at different speeds and currently see it as conditional until full FDA approval. She would like to see what the district would propose for vaccinations for attending schools. Dr. Pangallo notes concern with indoor sports and the movement to eating indoors as we approach winter. Her final comment notes maintaining our understanding of equity and accessibility within the community in respect to vaccination.

Ms. Manning mentions she doesn't see drama included in the extra curricular activities and based on the close grouping, they should be included. She also mentions the intramural sports and programs to be included in this grouping. Do we then consider PE? Ms. Manning questions



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if we are asking for a vote on this tonight, and wonders the security of the second shot being guaranteed. Ms. Banks notes there is no specific language regarding the second dose but a scheduled second dose date would be required prior to December 1st and would require follow-up after. Dr. Zrike notes drama is included, physical education would require masks because it's school wide, and the partner programs have their own requirements.

Ms. Nuncio voices her support for this motion for students to be vaccinated in this group, but the piece needed to do more work in collecting data about is the after effect of the vaccination among Latino bodies. She suggests finding data for further discussion.

Mr. Cruz notes the equity-related concerns and to be cognizant about some of the options available to us. A specific mention is having different requirements for kids versus adults. Thinking about the adult versus kid stipulations, and to discuss the family vaccination rates and equities. To the extent possible, think about the alternative options for students and reassess based on if this becomes more punitive among different populations of students.

Dr. Pangallo notes widening the population but states the proposed language is for 12 and up and she is wondering if the language could be crafted to note the elementary aged students. Ms. Campbell raises that in addition to community engagement, reaching out to the SAC regarding the student voice on what peers are saying regarding getting or not getting the vaccines and the impacts on school and extracurricular work.

Mayor Driscoll requested a motion on adopting the policy for requiring all vaccine-eligible students to be required to be vaccinated for high respiratory extra curricular activities unless they have a medical or religious exemption. A request is made to the Superintendent to return to the next meeting if there are broadened details regarding the policy adopted tonight.

Mr. Cruz made the motion and Ms. Manning seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Cruz	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 6-0

After the motion carries, Ms. Manning and Mr. Cruz noted different entities to help get the word out regarding the vaccination roll out.

### Finance Report

None

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### Subcommittee Reports

#### Policy Subcommittee:

##### i. Policies for First Reading

##### 1101 School-Community Relations Goals

*Review the motion of the first reading and note the vote.*

Mayor Driscoll entertains a motion for first reading of the policy. Ms. Nuncio motioned and Mr. Cruz seconded. A roll call vote was taken.

Ms. Nuncio notes the exploration of the topics regarding having no changes and does not have a definitive answer about the process of the readings and requirements to those policies requiring no change.

After discussion a vote was taken for the motion made.

Ms. Manning	Yes
Mr. Cruz	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 6-0

#### School Committee Concerns and Resolutions

Mr. Cruz flags the discussion regarding policies for city workers and public employees regarding vaccinations and requests information on this. Mayor Driscoll notes the Superintendent can report out on this.

#### Adjournment

Mayor Driscoll requested a motion to adjourn. Ms. Manning motioned and Mr. Cruz seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Cruz	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 6-0. Meeting adjourned at 9:29pm.

Respectfully submitted by,

*Jensen Frost*

Executive Administrative Assistant to Assistant Superintendent

## **M.A.S.S. Superintendent's Award for Academic Excellence 2021**

*As the educational leader in each community, the Massachusetts Association of School Superintendents has designed an award for academic excellence. These awards will be given to high school students who have distinguished themselves in the pursuit of excellence during their high school careers.*

*The criteria are: Three (3) year cumulative average,  
Rank in Class,  
Personal Selection by the Superintendent  
The Superintendent has leeway among the top 5% for his/her personal selection.*

SALEM HIGH SCHOOL - Andreas Kapoglis is the student the team is putting forth. Andreas' current GPA is 4.7886. Andreas has demonstrated a drive to be part of the SHS community while pushing himself to grow and engage in experiences outside of school. While at Salem High School Andreas has played all 4 years of soccer, of which he's been the captain for the last 2 years, and 3 years of volleyball. Andreas has sought out opportunities to build his skills and better understand our world through Community Service Projects via our National Honor Society, Harvard Model UN, Michigan Justice Advocacy Internship focused on Criminal Justice Reform, and Political and Legislative Research Internship at Salem High School.

Andreas has also held multiple class offices as he advocated for the student body: National Honor Society Treasurer, Class President Freshmen Year, member of the Student Advisory Council sophomore year and, currently, a Peer Mentor.

## **Deputy Superintendent of Schools**

This position reports directly to the Superintendent and is responsible for managing the operations of several districtwide workflows including, but not limited to, Curriculum, Instruction & Assessment; Special Education; Multilingual Learner Education; Student & Family Supports; Instructional Technology; Teacher & Leader Development; and Early Education. The Deputy Superintendent ensures initiatives align to district priorities and is accountable for driving collaborative efforts toward meeting district annual measurable goals while operating within fiscal constraints and ensuring compliance to state and federal regulations. The Deputy Superintendent partners with school leaders to support and enhance instruction, school programs and school culture and leverages a portfolio of partnerships with community-based organizations and nonprofits to accelerate attainment of equitable outcomes for students. In partnership with the Superintendent, the Deputy Superintendent coaches and supervises school principals. In the absence of the Superintendent, the Deputy Superintendent assumes all the duties and responsibilities of the Superintendent on his/her behalf.

### **Job Responsibilities**

#### **Team Development**

- Builds a strong team culture that reflects district priorities.
- Fosters a work environment and culture that is student-focused and results-orientated.
- Serves as a thought-partner to direct reports as they lead their respective teams.
- Supports direct reports to address their key roles and responsibilities.
- Provides coaching, supervision and evaluation of department heads and principals.
- Coaches and supports principals in goal setting and in developing their school improvement plans.
- Uses an inclusive, participatory, and collaborative decision-making approach.
- Prepares and plans leadership agendas and retreats.

#### **Managerial Leadership**

- Develops a wide variety of documents and materials, independently and/or through delegation.
- Monitors assigned programs and/or department activities for the purpose of ensuring that performance objectives are met within budget and in compliance with established regulations.
- Performs a wide variety of personnel functions (e.g. recruiting, interviewing, evaluating, supervising, etc.)
- Ensures schools and departments comply with state, and federal laws and School Committee policies.
- Shepherds the development, submission and implementation of grants and contracts.
- Oversees development of budgets for each reporting department.
- Secures consultants, specialists and other resources for instructional staff to assist in attaining objectives.
- Works cooperatively with all collective bargaining organizations.

#### **Strategic Planning & Stakeholder Engagement**

- Guides school and district improvement planning processes.
- Supports the Superintendent in the continuous review and revision of the district's strategic plan and in concurrent efforts to measure progress toward its attainment.
- Collaborates with a wide variety of internal and external groups (e.g. district administrators, building principals, other school districts, community organizations, regulatory agencies, etc.) for the purpose of implementing programs; creating long and short term plans; and meeting district priorities.
- Leads large-scale district projects that require management, support and coordination across multiple divisions and multiple stakeholder groups.
- Chairs committees to address district-wide concerns.
- Drafts proposals, policies, budgets, procedures, forms, MOUs and presentations.

#### **Academics & Student Supports**

- Ensures continuous progress in student achievement, wellness and social emotional learning.
- Provides reports on student achievement and accountability based on MCAS/ACCESS scores, attendance, graduation/dropout rates, and support for students who are struggling.
- Works with appropriate staff to develop, maintain, and revise academic, SEL, and health curriculum based on systematic review and analysis.
- Provides leadership to create, implement and evaluate efficacy and impact of instructional and student support programs.
- Supports the development, selection and evaluation of instructional and programmatic resources to meet student needs including multilingual learners and students on IEPs.
- Applies the findings of research to improve the content, sequence and outcomes of the teaching/learning process.
- Provides instructional and programmatic oversight across schools.
- Leads PreK expansion.
- Oversees the development of a multi-tiered system of support for academics, social emotional learning, behavior and mental health.

- Works collaboratively with department heads to advance the systems and structures that support academics, instructional technology, student supports, multilingual learning, special education, and family engagement.
- Oversees the homeschooling application and approval process.

### **Communication**

- Ability to communicate with all segments of the school and community.
- Responds to a wide variety of inquiries from internal and external sources.

### **Other**

- Attends all regular and special meetings of the School Committee
- Ensures that the Superintendent is kept fully informed about matters within the school district divisions, and advises the Superintendent on such issues.
- Serves as the acting Superintendent of the District in cases of the Superintendent's absence.
- Performs other specialized assignments as assigned by the Superintendent

### **Qualifications**

#### **Technical Skills, Knowledge and Abilities**

- Experienced working successfully with students with diverse backgrounds and abilities.
- Demonstrated ability to communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds.
- Ability to unify, motivate, develop, support and empower a high performing team of administrators, teachers, principals and support staff.
- High-energy and inspirational leadership skills.
- Proven skills and experience in strategic planning and communicating a vision and goals to others.
- Possesses strategic, tactical and problem solving skills.
- Ability to effectively implement action plans throughout an organization.
- Ability to manage multiple priorities.
- Ability to diffuse and manage volatile and stressful situations.

**COMMUNITY RELATIONS** **1000**

COMMUNICATIONS WITH THE PUBLIC 1100

SCHOOL-COMMUNITY RELATIONS GOALS 1101

The School Committee believes that the public schools belong to the people who created them by consent and support them by taxation. The support of the people must be based on their understanding of and their participation in the aims and efforts of the schools. Therefore, the committee declares its intent:

To keep local citizens regularly and thoroughly informed through all available channels of communication on the policies, programs, problems, and planning of the school district, and to carry out this policy through its own efforts, those of the superintendent, and such information officers as may be appointed.

To form community advisory councils as specified under policy 1502 to consider problems that vitally affect the future of our children.

Approved: February 6, 2017



# Salem Public Schools

COVID-19 Update & Discussion

November 1, 2021





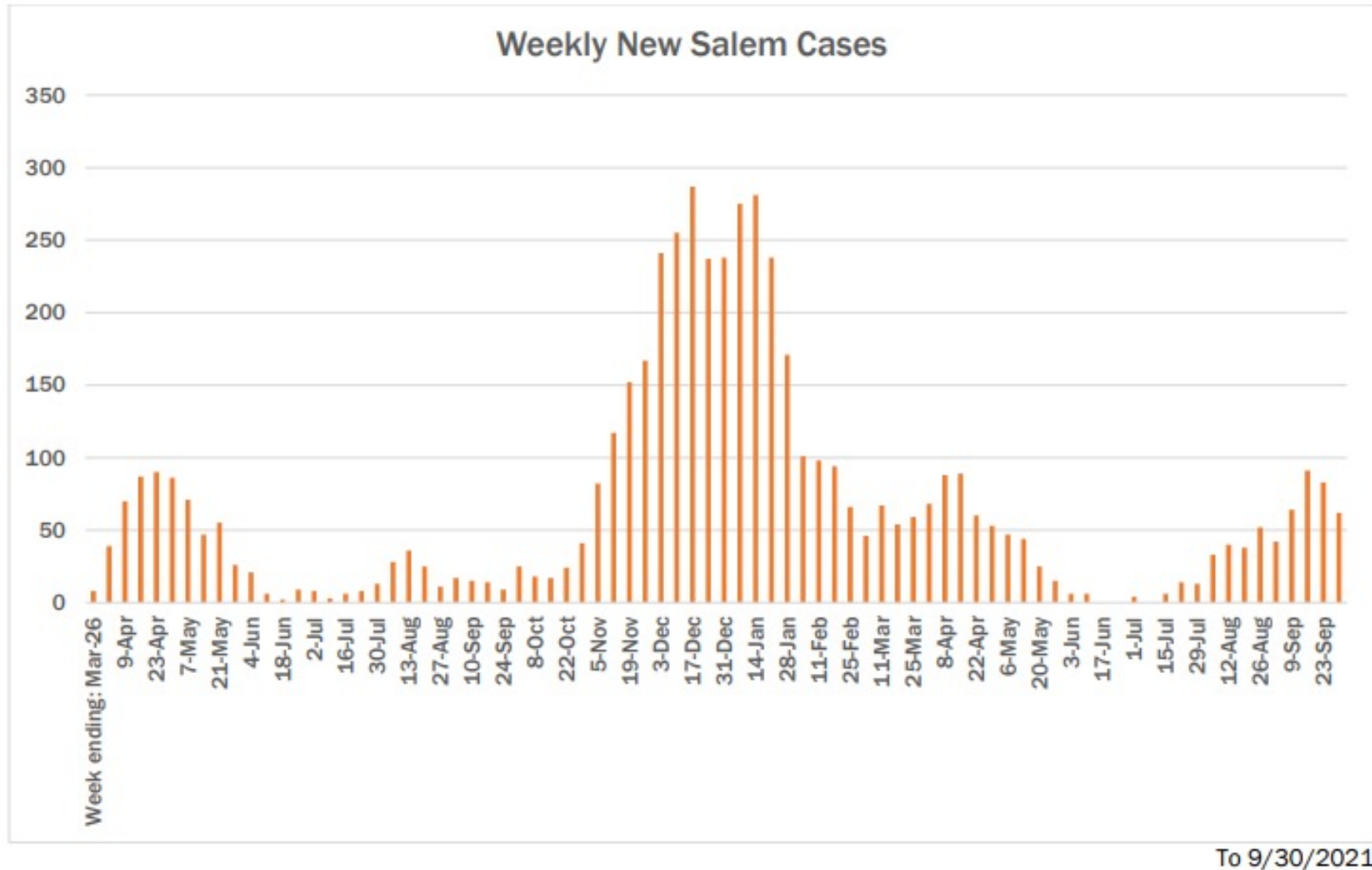
# Agenda

1. Review of current state of the pandemic response in SPS
2. Share plans for supporting expanded vaccine access
3. Discuss vaccine requirements



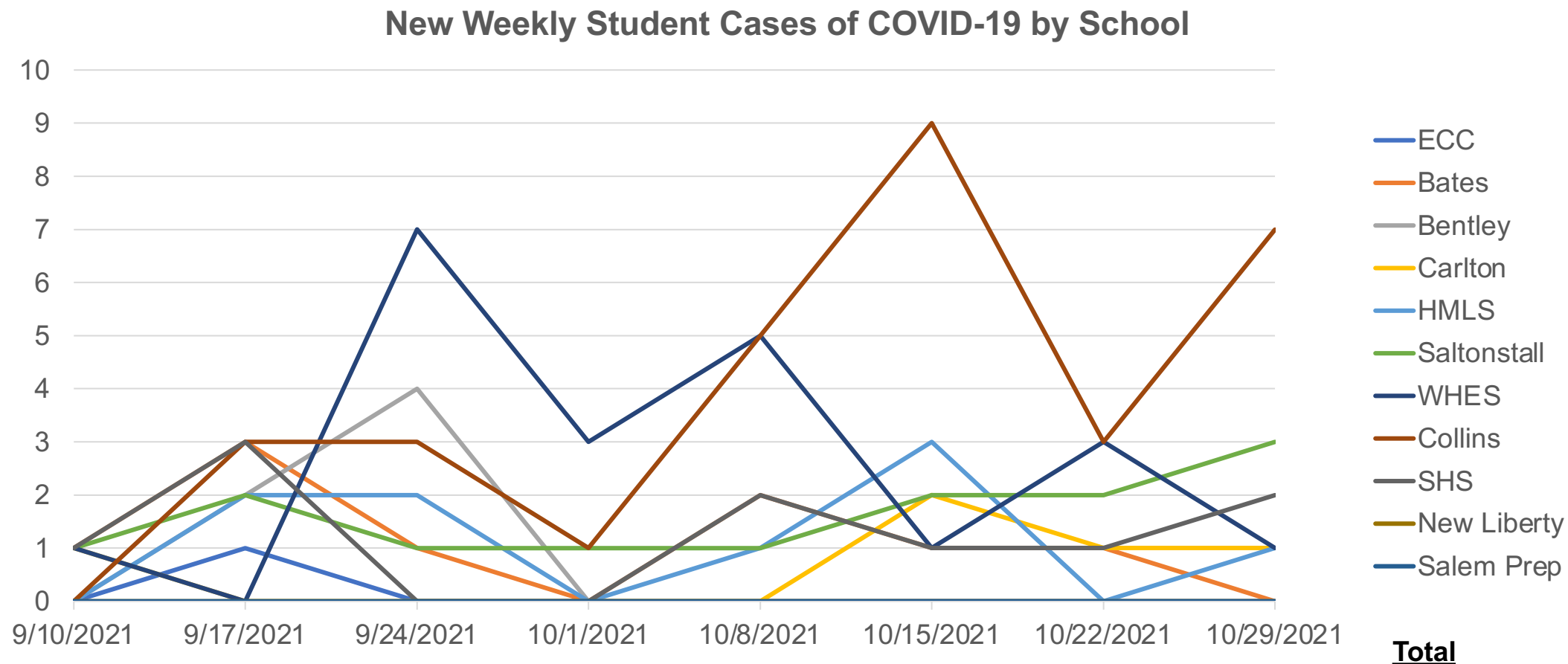


# Context: COVID-19 has remained present in our community as Salem continues to increase overall vaccination rates



- In August & September, we saw an increase in cases that has recently declined slightly
- Over 32,000 eligible Salem residents (82.5%) have now received at least one dose of the vaccines
- Our youngest populations (12-15 and 16-19) still have the lowest percentage vaccinated

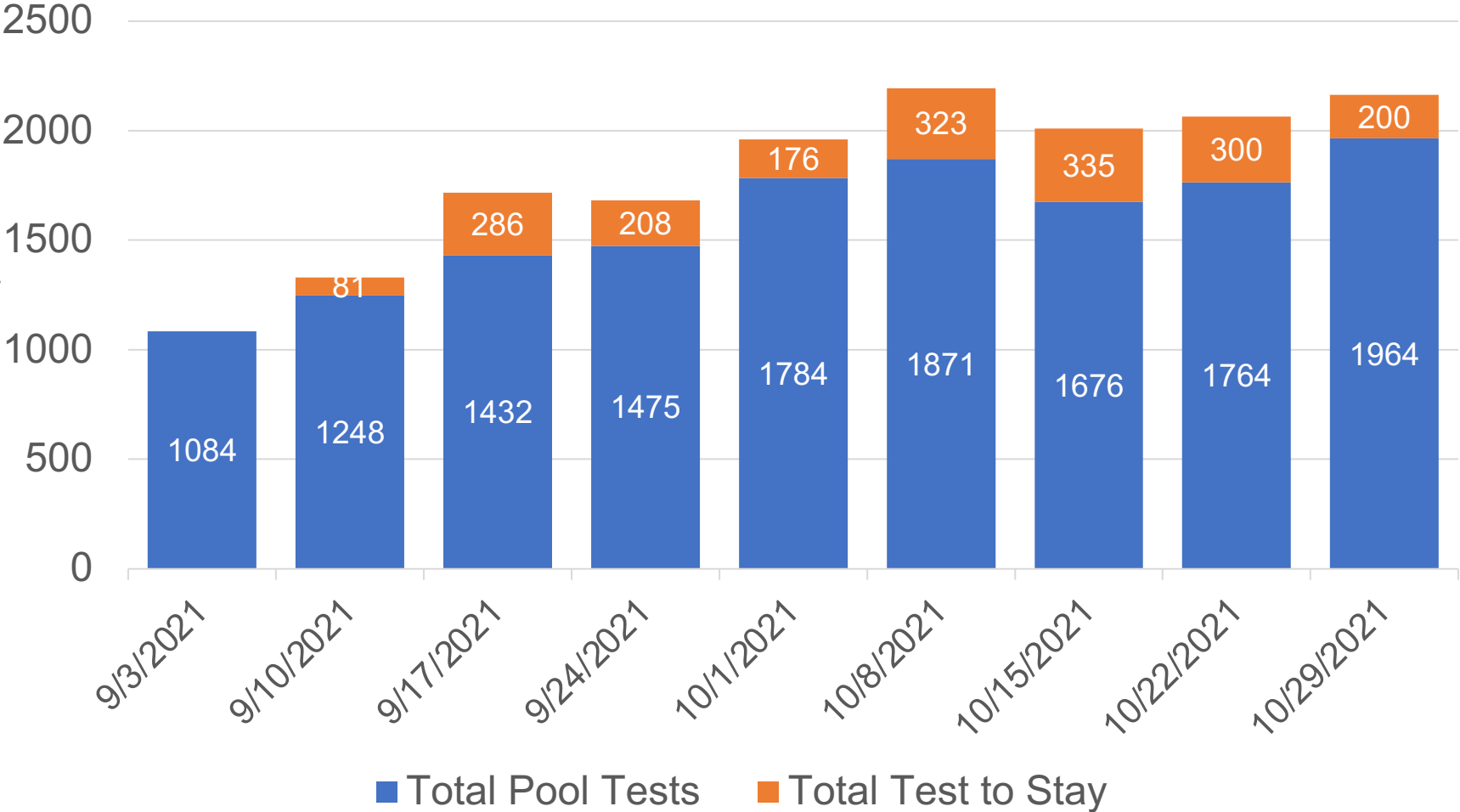
# Update: SPS has seen cases of COVID-19 in schools, closely tracking & working with the Board of Health



Total New Student Cases	5	16	18	5	16	19	11	15	106
Total New Staff Cases	1	0	0	2	1	5	1	0	10

# Update: SPS continues to implement robust COVID checks and rapid testing, maximizing in-school learning

Weekly SPS COVID-19 Testing by the Numbers

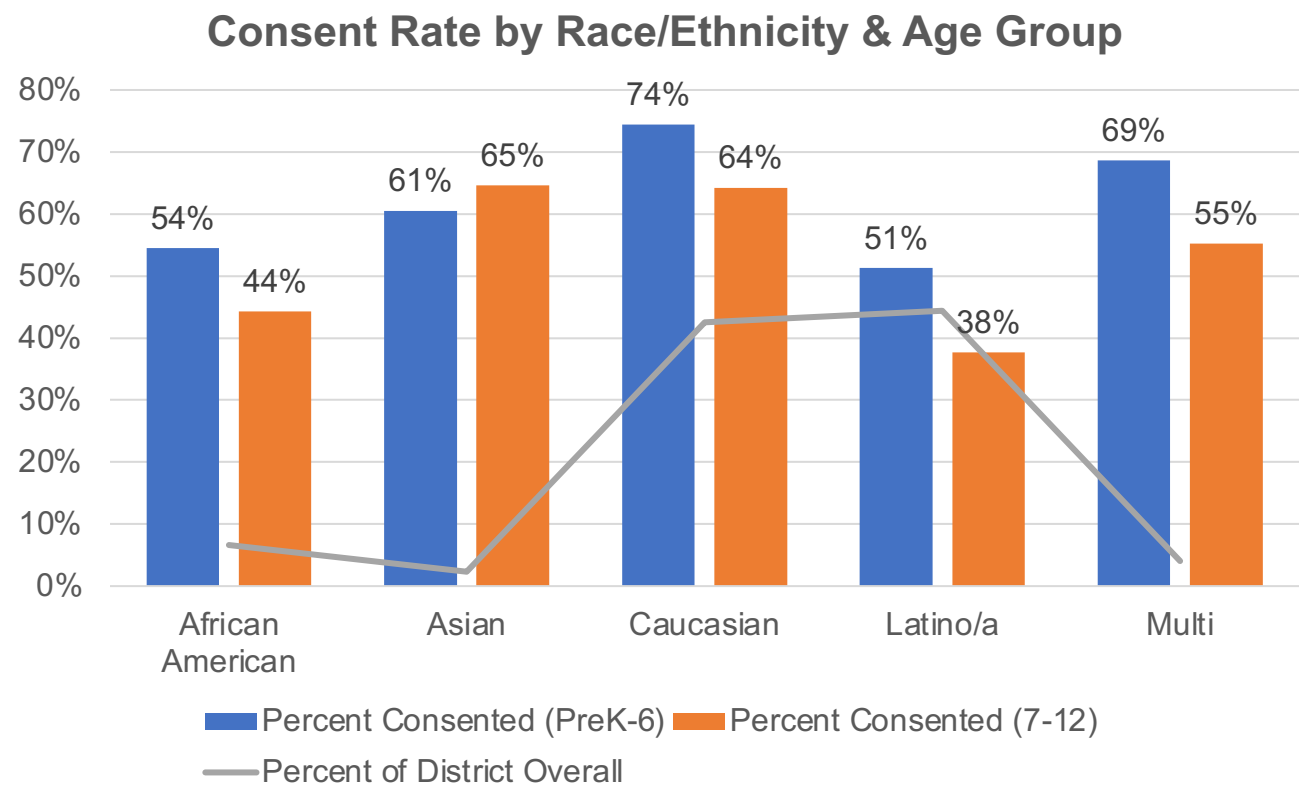


This work would not be possible without heroic work from our nurses and testing teams. Thank you!

**57%**  
Percent of District with Consent

**1909**  
In-person school days enabled through Test to Stay

# Update: We continue to work to expand testing and ensure more equitable access for our students



School	% Consented
Carlton	82%
HMLS	74%
Saltonstall K-8	71%
WHES	67%
Collins	59%
ECC	57%
Bates	51%
NLIS/Prep	49%
SHS	43%
Bentley	42%

## Strategies to Increase Consent Rates

- Outreach by nurses to continue to increase consent
  - Coordination with PIC to offer consent forms at enrollment
  - New athletic season with required testing approaching
- Starting phone call outreach by testers & nurses for those without consent
  - Collaboration with Family Engagement and City Connects

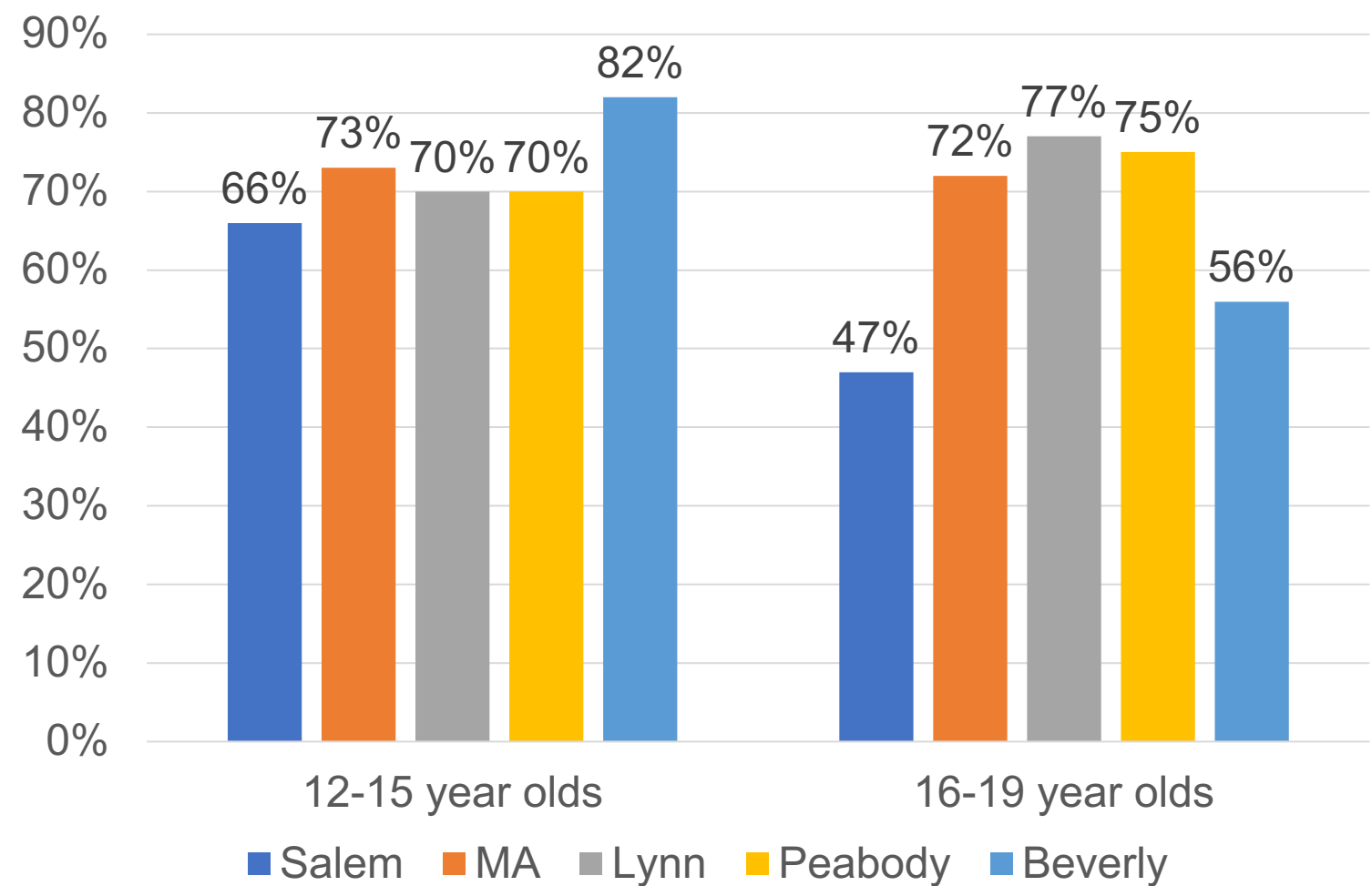
# Agenda

1. Review of current state of the pandemic response in SPS
- 2. Share plans for supporting expanded vaccine access**
3. Discuss vaccine requirements



# Context: Vaccination rates for our younger residents continue to lag behind neighboring communities

Comparative Vaccination Rates



## Obstacles

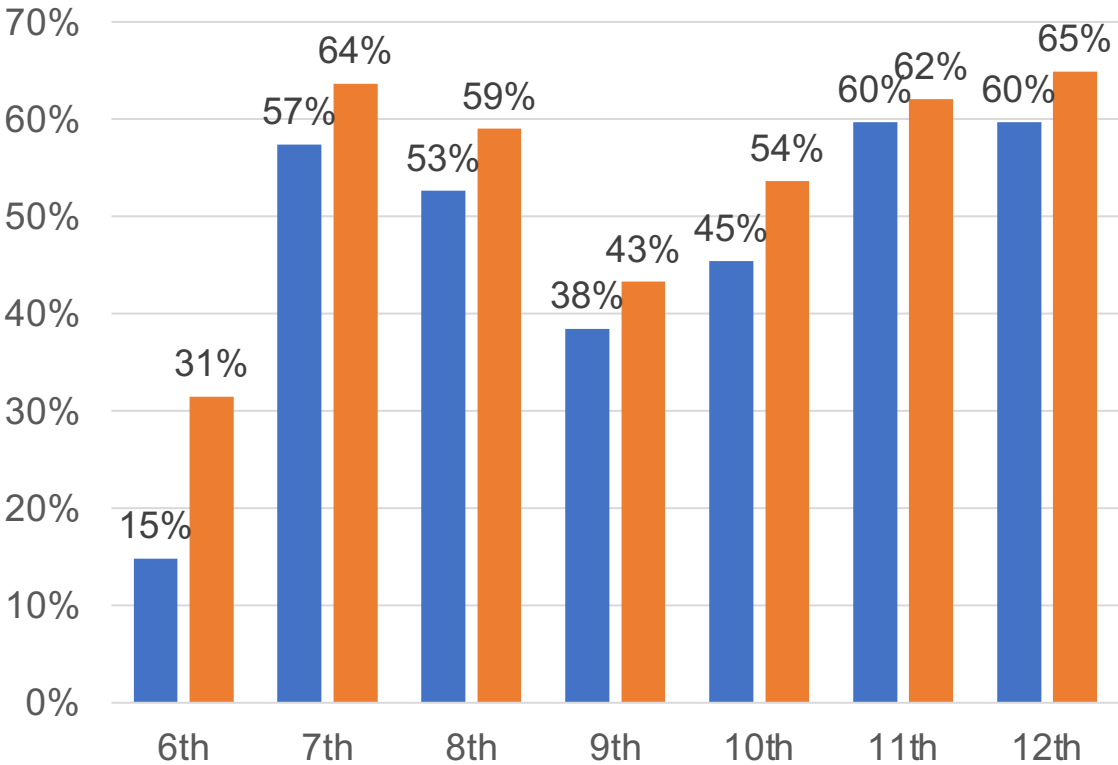
*Based on anecdotes and conversations, not quantitative data:*

- **Overcoming concerns circulating on social media**
- **Different decisions within a household** with some students wanting vaccines but not yet able to secure parental consent
- **Lack of trust or relationships** and bridging relationships with school & public health

# Update: 56% of eligible students have had at least one dose of the vaccine, but rates are unevenly distributed

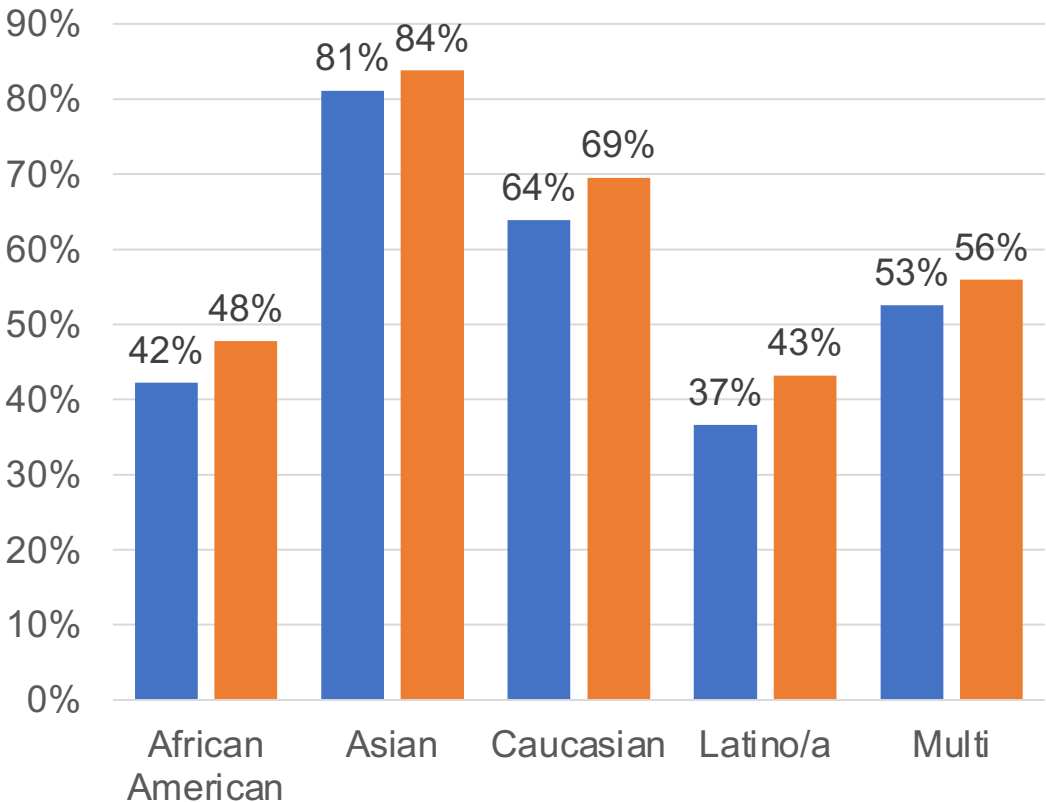
Percent of Students Ages 12+ Vaccinated by Grade

Fully Vaccinated    At least one dose



Percent of Students Ages 12+ Vaccinated by Race / Ethnicity

Fully Vaccinated    At least one dose



Total Eligible Students	54	256	266	268	207	211	191	90	37	590	697	59
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Source: Frontline Health Office Data Portal (District Health Data) that pulls information in from state vaccination database. Data is likely under representative of total as not every vaccine is captured.



# Update: Vaccination support efforts to date have focused on ensuring access and sharing information

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## Vaccination Clinics

- Four community-wide clinics at Saltonstall auditorium
- Event-based clinics at back-to-school picnic
- School-based clinics at Saltonstall, SHS, and Collins with more planned
- Vaccine has been and is available inside SHS at the Teen Health Clinic

## Expanded Outreach

- Focus shifting from access to influence to help address questions and concerns within our community
- **Partnering with public health to bridge relationships, work with students, and bring expertise into the community**
- Continuing to ensure access as deadline approaches for vaccine requirement for participation in high-respiration extracurricular activities
- Additional clinics at SHS, Salts, & Collins to meet requirements



# SPS is partnering with North Shore Medical Center & the state to plan for 5-11 year olds and expand outreach

## Plan for 5-11 year olds

SPS will offer **on-site clinics at all schools in the month of November**, another Saturday clinic on 11/13 & 12/4 at the Saltonstall auditorium, plus two additional clinics from the state

### Draft Schedule (finalizing this week)

<b>Bates</b>	Tuesday 11/9 & 11/30, 7:30-9:30am
<b>Bentley/ECC</b>	Friday 11/12 & 12/1, 7-9:30am
<b>Carlton</b>	Tuesday 11/9 & 11/30, 10:30am-12:30pm
<b>Collins</b>	Wednesday 11/3 10am-1pm, TBD & 12/2 1-4pm
<b>HMLS</b>	Tuesday 11/16 & 12/7, 7:30-9:30am
<b>Saltonstall</b>	Saturday 11/13 & 12/4 9am-12noon, Friday 11/19 & 12/10 7:30-9:30am
<b>WHES</b>	Tuesday 11/16 & 12/7, 10:30am-12:30pm
<b>SHS</b>	Wednesday 11/3 9-10am & additional date TBD



# Agenda

1. Review of current state of the pandemic response in SPS
2. Share plans for supporting expanded vaccine access
3. **Discuss vaccine requirements**





# Context: Public schools have always required vaccinations to protect our community health



## Currently Required Vaccines

### Grades K-6:

- DTaP – 5 doses
- Polio – 4 doses
- Hepatitis B – 3 doses
- MMR – 2 doses
- Varicella – 2 doses

### Grades 7-12:

- Tdap – 1 dose
- Polio – 4 doses
- Hepatitis B – 3 doses
- MMR – 2 doses
- Varicella – 2 doses

*New requirement for Meningococcal vaccine of 1-2 doses over next 3 years.*



# Moving Toward a District Vaccine Requirement?

## Considerations

- **Requirement and timeline** should be connected to full FDA authorization.
- **Salem Board of Health** should vote on a potential requirement: *Board of Health adds vaccination against COVID-19, using vaccines that have received full FDA approval, to the list of vaccinations that are required (except for medical or religious exceptions) for students to attend public schools in Salem.*
- **Precedent:** Other districts/school systems such as Amherst, MA, Cambridge, MA, Los Angeles Unified Schools and Puerto Rico have introduced this added layer of mitigation.



# Discussion: Benefits and risks for implementing a vaccine requirement

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## Benefits

- COVID-19 and its variants have demonstrated this virus will remain with us and continue to cause significant impacts if significant action is not taken
- The vaccines work and the risks of the vaccine are proven much lower than getting COVID-19
- Reaching higher levels of community vaccine rates protects everyone and provides our only pathway to community health; mask requirements & other COVID mitigation strategies must remain in place if vaccine rates remain low

## Risks

- Given the different current vaccination rates in Salem, willingness to comply with the requirement could have a differential impact on our communities
- Public health needs may be in conflict with our goals of creating more equitable outcomes in our system if students opt out of school because they are unwilling to be vaccinated
- Public health skepticism can be driven by existing inequities & a history of racism inside the health system