

**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”

July 15, 2021

REGULAR SCHOOL COMMITTEE MEETING ON JULY 19, 2021

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on Monday, July 19, 2021 at 7:00 p.m.** This is an on-line Zoom meeting.

Please click the link below to join the webinar:

<https://zoom.us/j/99206297568?pwd=VjROd0pNUzdpOUNyOWlIUjI3WDZTQT09>

Passcode: Mi9Ak0

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. Request for Spanish Interpretation.

Should any member of the public need Spanish interpretation in order to participate in the meeting, please click on the below link (no later than 12:00 pm on the day of the meeting to request Spanish interpretation): <https://forms.gle/Pga1GJrPphwz7yoH7>.

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/vPg8DL7O9Y9XJjp27>. 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 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. Minutes of the Regular School Committee meeting held on June 21, 2021
- b. Approval of Warrant: 6/24/21 in the amount of \$241,815.14, 6/30/21 in the amount of \$710,926.42 and 7/14/21 in the amount of \$168,127.01.

IV. Public Comment

Please see above for instructions on participating in public comment.

- V. **Report from the Student Representative – Hawa Hamidou Tabayi.**
- VI. **Educator’s Showcase**
- VII. **Superintendent’s Report**
 - a. Presentation of Superintendent’s Recommendation of High School Redesign
 - b. Presentation of Revised Strategic Plan and Metrics
 - c. Reflections on the 2020-2021 School Year and Implications for Future Work
- VIII. **Action Items: Old Business**
- IX. **Action Items: New Business**
 - a. Deliberation and Vote on the Revised Strategic Plan and Metrics
- X. **Finance & Operations Report**
 - a. Budget Transfers
 - b. SY20/21 Personnel Report Summary
 - c. SY21-22 Unfilled Positions
- XI. **Subcommittee Reports**
 - a. Policy Subcommittee
 - i. Policies for First Reading
 - 5417 Student Attendance at Public Events
 - 5701 Health Services/First Aid
 - 5704 HIV
 - 5708 Automatic External Defibrillators (AED’s)
 - 5709 Medication Administration
 - 5710 Do Not Resuscitate Order
 - 5711 Wellness
 - 5711.01 Students with Food Allergies
 - 5711.02 Nutrition
 - 5711.03 Physical Activity
 - 5712 Athletic and School-Related Activity Concussion Policy
 - 5714 Alternative Transportation on School Grounds
 - 5801 Accident Insurance
 - 5803 Student Parking
 - 5804 Free and Reduced Breakfasts and Lunches
 - 5805 Use of Handheld Devices
 - 5806 Student Observations
 - 5807 Athletics and Student Activities Fees
 - 6201 Review of Policies
 - ii. Policies for Second Reading
 - 4109 Leaves of Absence
 - 5405 Interrogations and Searches
 - 5406 Student Demonstrations and Strikes
 - 5407 Corporal Punishment

- 5408 Student Discipline
 - 5408.01 Discipline of Students with Disabilities
 - 5408.02 Exclusion for Non-School Related Concerns
- 5409 School Bus
- 5410 Harassment and Violence
- 5413 School Property
- 5414 Vandalism
- 5415 Bomb Threats
- 5416 Use of Physical Restraint
- 5501 Responsible Use of Technology
- 5702 Availability of In School Programs for Pregnant Students
- 5703 Immunizations of Students
- 5705 Child Abuse and Neglect
- 5706 Communicable Diseases
- 5707 Student Physicals

iii. Policies for Third Reading

- 4110 Harassment and Violence
- 4117 Nepotism
- 4120 Responsible Use of Technology
- 4201 Position Control
- 4203 Teachers' Review of Student Files
- 4204 Employee Evaluation
- 4205 Professional Growth and Development for Staff
- 4301 Support Staff Positions
- 4302 Bus Drivers

XII. School Committee Concerns and Resolutions

XIII. Adjournment

Respectfully submitted by,

Nancy A. Weiss

Executive Assistant to the School Committee & 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”

Julio 15, 2021

REUNIÓN ORDINARIA DEL COMITÉ ESCOLAR EN JULIO 19,, 2021

Por la presente notificamos que el Comité Escolar de Salem realizará una **Reunión Ordinaria del Comité Escolar el 19 de julio de 2021 a las 7:00 p.m.** Esta será una reunión virtual en Zoom.

Por favor presione el siguiente enlace para unirse a la reunión en línea:

<https://zoom.us/j/99206297568?pwd=VjROd0pNUzdpOUNyOW1IUjI3WDZTQT09>

Contraseña: Mi9Ak0

I. Llamado de la Reunión al Orden

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

Leer en voz alta: *El Comité Escolar de Salem desea escuchar al público sobre asuntos que afectan al distrito escolar y están dentro del alcance de las responsabilidades del Comité. La interpretación en español está disponible para cualquier persona que la necesite.*

b. Solicitud para Interpretación al Español.

Si algún miembro del público necesita interpretación en español para poder participar en la reunión, por favor presione el enlace a continuación (a más tardar a las 9 am del día de la reunión para solicitar interpretación en español):

<https://forms.gle/Pga1GJrPphwz7yoH7>.

c. Instrucciones para Participar en Comentario Público

Si algún miembro de la comunidad de Salem desea participar en un comentario público durante esta reunión, por favor presione el enlace a continuación para inscribirse y someter su comentario electrónicamente: <https://forms.gle/vPg8DL7Q9Y9XJjp27>. Un miembro del personal del distrito recopilará todos los comentarios que se compartirán con los miembros antes del final de la reunión pública. Los comentarios también se resumirán en el acta de la reunión. Por favor contactar a Nancy Weiss en nweiss@salemk12.org o en el 617-285-7567 si tiene preguntas o para reportar cualquier dificultad técnica que experimente.

II. Aprobación de la Agenda

III. Aprobación de Consentimiento de Agenda

- a. Minutas de la Reunión Ordinaria del Comité Escolar realizada en junio 21, 2021
- b. Aprobación de Gastos: 6/24/21 por la cantidad de \$241,815.14, 6/30/21 por la cantidad de \$710,926.42 y 7/14/21 por la cantidad de \$168,127.01.

- IV. **Comentario Público**
Por favor ver las instrucciones previas para participar en los comentarios públicos.
- V. **Reporte del representante Estudiantil – Hawa Hamidou Tabayi.**
- VI. **Exhibición de Educadores**
- VII. **Reporte del Superintendente**
 - a. Presentación de las Recomendaciones del Superintendente para el Rediseño de la Escuela Secundaria
 - b. Presentación del Plan Estratégico Revisado y Métricas
 - c. Reflexiones sobre el Año Escolar 2020-2021 y sus Implicaciones para el Trabajo Futuro
- VIII. **Elementos de Acción: Asuntos Viejos**
- IX. **Elementos de Acción: Asuntos Nuevos**
 - a. Deliberación y Votación sobre el Plan Estratégico Revisado y Métricas
- X. **Reporte de Finanzas y Operaciones**
 - a. Transferencias Presupuestarias
 - b. Resumen del Reporte de Personal del Año Escolar 20/21
 - c. Posiciones Vacantes para el Año Escolar 21-22
- XI. **Reportes de Subcomités**
 - a. Subcomité de Políticas
 - i. Políticas para Primera Lectura
 - 5417 Asistencia Estudiantil a Eventos Públicos
 - 5701 Servicios de Salud/Primeros Auxilios
 - 5704 HIV (VIH)
 - 5708 Desfibriladores Externos Automáticos (DEA)
 - 5709 Administración de Medicinas
 - 5710 Orden de No Resucitación
 - 5711 Bienestar
 - 5711.01 Estudiantes con Alergias a Alimentos
 - 5711.02 Nutrición
 - 5711.03 Actividad Física
 - 5712 Política de Conmoción Cerebral por Actividades Deportivas y Relacionadas con la Escuela
 - 5714 Transporte Alternativo en Terrenos Escolares
 - 5801 Seguros para Accidentes
 - 5803 estacionamiento Estudiantil
 - 5804 Almuerzos y Desayunos Gratis o Reducidos
 - 5805 Uso de Dispositivos Portátiles
 - 5806 Observaciones Estudiantiles
 - 5807 Tarifas para Deportes y Actividades Estudiantiles
 - 6201 Revisión de Políticas
 - ii. Políticas para Segunda Lectura
 - 4109 Permisos de Ausencias (Licencias)

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



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

Alcaldesa Kimberley Driscoll, Preside

5405 Interrogación y Búsqueda
5406 Demostraciones y Huelgas Estudiantiles
5407 Castigos Corporales
5408 Disciplina Estudiantil
5408.01 Disciplina de Estudiantes con Discapacidades
5408.02 Exclusión de Preocupaciones No Relacionadas con la Escuela
5409 Autobús Escolar
5410 Acoso y Violencia
5413 Propiedad Escolar
5414 Vandalismo
5415 Amenazas de Bombas
5416 Uso de Restricción Física
5501 Uso Responsable de Tecnología
5702 Disponibilidad de Programas Dentro de la Escuela para Estudiantes Embarazadas
5703 Vacunación de Estudiantes
5705 Abuso Infantil y Negligencia
5706 Enfermedades Contagiosas
5707 Físicos Estudiantiles

iii. Políticas para Tercera Lectura
4110 Acoso y Violencia
4117 Nepotismo
4120 Uso Responsable de Tecnología
4201 Control de Posición
4203 Revisión de Archivos Estudiantiles por los Maestros
4204 Evaluación a Empleados
4205 Crecimiento y Desarrollo Profesional para el Personal
4301 Posiciones de Personal de Apoyo
4302 Conductores de Autobús

XII. Preocupaciones y Resoluciones del Comité Escolar

XIII. Aplazamiento

Respetuosamente sometido por,

Nancy A. Weiss

Asistente Ejecutiva para el Comité Escolar & el Superintendente

“Las personas que requieran ayudas y servicios auxiliares para una comunicación eficaz, tales como un intérprete de lenguaje de señas, un dispositivo de ayuda auditiva o material impreso en formato digital o una modificación razonable en programas, servicios, políticas o actividades, pueden comunicarse con el Coordinador de ADA de la ciudad de Salem al (978) 619-5630 lo antes posible y no menos de 2 días hábiles antes de la reunión, programa o evento.”

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Salem Public Schools Salem School Committee Meeting Minutes June 21, 2021

On June 21, 2021 the Salem School Committee held its regular School Committee meeting at 6:30 PM using the Zoom platform.

Members Present: Mayor Kimberley Driscoll, Ms. Mary Manning, Mr. Manny Cruz, Ms. Amanda Campbell, Dr. Kristin Pangallo, Ms. Ana Nuncio, and Mr. James Fleming

Members Absent: None

Others in Attendance: Superintendent Stephen Zrike, Assistant Superintendent Kate Carbone, Chelsea Banks, Liz Polay-Wettengel, Deb Connerty, and Duncan Mayer.

Call of Meeting to Order

Mayor Driscoll called the meeting to order at 6:32 p.m. Mayor Driscoll read the new Public Participation Policy 6409 and also explained the request for Spanish interpretation for participation.

Approval of Agenda

Mayor Driscoll requested a motion to approve the Regular Agenda. Mr. Fleming motioned and Ms. Manning seconded. The Mayor called a roll call vote.

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

Motion carries 7-0

Approval of Consent Agenda

Mayor Driscoll requested a motion to approve the Consent Agenda. Mr. Fleming motioned and Ms. Manning seconded. The Mayor called a roll call vote.

Ms. Manning	Yes
Mr. Cruz	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes

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Mayor Driscoll Yes
Motion carries 7-0

Public Comments

The School Committee Secretary announced that there were no public comments.

Report from the Student Representative

None

Educator's Showcase

None

Report of the Superintendent

a. Pre-K Update

Superintendent Zrike introduced Leanne Smith, Principal of the ECC, Assistant Superintendent Kate Carbone, and Director of Community Engagement and Partnerships Emily Ullman. Ms. Carbone then introduced the team, which included Emily Ullman, Linda Farinelli, Leanne Smith and Amy Richardson. Ms. Carbone explained that the model they are proposing is a mixed model. The early education partnership program is opening four pre-k classrooms. This will be intertwined with partners across the city. This will be done with aligned curriculum, professional development, pay equity strategy and an increased access to high quality programs across Salem. In the fall, Salem Public Schools will open 4 classrooms, 2 at Bates and 2 at HMLS, plus 1 additional class at ECC with all fees gone. Also 4 community providers will receive subsidies to include scholarships, teacher pay and other costs. Ms. Ullman outlined the timeline and gave information regarding the lottery form. She added that there is a letter being mailed out to people with children in the age group from the census. This will include 80 additional seats in SPS. Ms. Smith said she is excited to move forward and is looking at curriculum and interviewing teachers. Ms. Farinelli explained that Special Education services will continue and parents may have different options. Dr. Zrike gave the final words regarding the hard work of the team and how quickly they moved to get this done. Mayor Driscoll asked how equity will be controlled for the lottery. Ms. Carbone responded that this lottery is similar to the one conducted for dual language. They will be following the Assignment Policy where ½ will be reserved for low income families and ½ for non-low income. Ms. Ullman said if some parents have already filled out ECC forms, then they already have a seat. If they want to enter the lottery, they can do that too. The Mayor asked if they will go for a longer day and how is this going to work. Ms. Smith explained that the ECC will offer a full day program from 8:30 am-2:30 pm and they will still have ½ day sessions. Ms. Campbell asked about the 50% low income allocation split and how they decided on that? Ms. Carbone said that this is open for discussion if the School Committee would like to change it. Ms. Ullman added that they are following the School Choice Policy. Ms. Campbell suggested investigating another allocation. She would also like to see early language and literacy as the english speakers have. Mr. Fleming said there is a great need for expansion of Pre-K in Salem and this would be beneficial to a lot of families. Ms. Manning asked who the partners were and Ms. Ullman responded that she reached out to all preschool providers in the City. She said there is a bidding process and the names should be released any day now. They will be

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awarded before the first lottery is conducted. Dr Pangallo is curious what strategies the Outreach Specialists are using to help reach those communities. Ms. Ullman said they are connecting to parents through agencies like WIC, early intervention and are trying to get the word out. She added that there will be two lotteries, one in June and the second in August. Dr. Pangallo suggested maybe contacting the pediatrician offices. Ms. Nuncio asked what the age requirements were and Ms. Carbone said that the child must be age 4 by August 31st, but there are 3 year olds in the ECC and also in the partners program. Dr. Zrike said he will also add a webinar for families for additional information.

b. Summer Work Update

Dr. Zrike thanked Mr. Monks for his years of service and welcomed Zisis Alepakis as Interim Facilities Director. Mr. Monks gave an update on the construction projects and the first phase of the security update. He added that they will also add cameras to the high school security. They are currently working on the tile project for WHES. He explained that for ongoing projects, there is the ADA funds to make the playground at Saltonstall fully accessible. They are also working with a designer for a feasibility study for a ramp at WHES. In addition, there are smaller HVAC projects, and repairs at the chair lift at the high school. Dr. Pangallo asked about the playground resurfacing, and why they are starting with the Saltonstall. Mr. Monks explained that the needs were assessed from each school and the Saltonstall already had the ADA activities in place.

c. Salem Teachers Union Contract

Dr. Zrike announced that they came to an agreement with the Salem Teachers Union. The Superintendent shared highlights and updates to the contract, which included changes to the workday, an earlier start time for the high school, opportunities for virtual schools, and other benefits with health and safety.

d. Transportation Update

Dr. Zrike gave a transportation update. He explained that immediately following the School Committee vote, he reached out to Union leadership to set up a time to meet with impacted staff. The Union has already met with them last week and Mayor Driscoll, Assistant Superintendent Mary DeLai and Superintendent Zrike have met with them this morning. They raised questions about seniority, buyouts and what opportunities still exist. They will be meeting with the drivers first then with all the monitors. Dr. Zrike added that he will continue to provide the Committee with updates and the Mayor added that they are still committed to helping the employees.

e. Salem High School Redesign Draft Plan

Dr. Zrike explained that this was not going to be discussed tonight, but forwarded his recommendations to the Committee. This will be discussed at the July meeting.

f. District Safety Commission Update

Assistant Superintendent Mary DeLai shared the list of the committee members for the District Safety Commission. She added that the facilitator was Molly Robinson. Lisa Golden began the update by outlining the successes they have had and stated that with changing the name of the

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commission, they developed a common understanding of the roles and responsibilities of the district safety and the school safety committees. They have identified the need for the shared language and have enhanced the staff identification program, have adapted the alicie drills, and reflected on lessons learned from the pandemic. Ms. DeLai explained the challenges of the commission - how do you conduct drills during a pandemic, the need for better building access and protocols and for improved practices. Ms. Robinson explained next year's goals - engage, assess, enhance and plan. Mr. Fleming requested identification badges be supplied to the School Committee. Also, Dr. Pangallo asked if there could be a universal CORI, so that parents would not need to supply one for each school.

Old Business

- a. Deliberation and vote on the New Liberty Innovation School Plan

Mayor Driscoll requested a motion to approve the New Liberty Innovation School Plan. Ms. Nuncio motioned and Ms. Manning seconded. The Mayor called a roll call vote.

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

Motion carries 7-0

New Business

- a. The School Committee votes to ratify the *Teacher Memorandum of Agreement* between the Salem Teachers Union and the Salem School Committee for the 2020-21 school year.

Ms. Manning made a motion to ratify the *Teacher Memorandum of Agreement* between the Salem Teachers Union and the Salem School Committee for the 2020-21 school year. Mr. Fleming seconded the motion. A roll call vote was taken.

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

Motion carries 7-0

- b. The School Committee votes to ratify the *Teacher Memorandum of Agreement* between the Salem Teachers Union and the Salem School Committee for the 2021-24 school years.

Dr. Pangallo made a motion to ratify the *Teacher Memorandum of Agreement* between the Salem Teachers Union and the Salem School Committee for the 2021-24 school years. Mr. Fleming seconded the motion. A roll call vote was taken.

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Ms. Manning Yes
Mr. Cruz Yes
Mr. Fleming Yes
Dr. Pangallo Yes
Ms. Nuncio Yes
Ms. Campbell Yes
Mayor Driscoll Yes
Motion carries 7-0

- c. The School Committee votes to ratify the *Paraprofessionals and Support Staff Memorandum of Agreement* between the Salem Teachers Union and the Salem School Committee for the 2020-21 school year.

Ms. Manning made a motion to ratify the *Paraprofessionals and Support Staff Memorandum of Agreement* between the Salem Teachers Union and the Salem School Committee for the 2020-21 school year. Mr. Fleming seconded the motion. A roll call vote was taken.

Ms. Manning Yes
Mr. Cruz Yes
Mr. Fleming Yes
Dr. Pangallo Yes
Ms. Nuncio Yes
Ms. Campbell Yes
Mayor Driscoll Yes
Motion carries 7-0

- d. The School Committee votes to ratify the *Paraprofessionals and Support Staff Memorandum of Agreement* between the Salem Teachers Union and the Salem School Committee for the 2021-24 school years.

Mr. Fleming made a motion to ratify the *Paraprofessionals and Support Staff Memorandum of Agreement* between the Salem Teachers Union and the Salem School Committee for the 2021-24 school years. Dr. Pangallo seconded the motion. A roll call vote was taken.

Ms. Manning Yes
Mr. Cruz Yes
Mr. Fleming Yes
Dr. Pangallo Yes
Ms. Nuncio Yes
Ms. Campbell Yes
Mayor Driscoll Yes
Motion carries 7-0

- e. Deliberation and vote on Salem High School Golf Team Out of State Field Trip to Orlando, Florida August 25-30, 2021.

Mr. Fleming made a motion to approve the Salem High School Golf Team Out of State Field Trip to Orlando, Florida August 25-30, 2021. Dr. Pangallo seconded the motion. A roll call vote was taken.

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Ms. Manning Yes
Mr. Cruz Yes
Mr. Fleming Yes
Dr. Pangallo Yes
Ms. Nuncio Yes
Ms. Campbell Yes
Mayor Driscoll Yes
Motion carries 7-0

f. Discussion on the Open Meeting Law and Remote Meeting Format
Mayor Driscoll explained that new legislation for Boards to meet has been passed which allows continued remote access. She would like to create a hybrid model of the meetings, that will allow the Committee to meet in person, but still have remote access for the public. She asked the Committee that until we can have a hybrid model available, do we want to continue to meet remotely or in person. Mr. Fleming suggested meeting remotely until a hybrid model is available. Ms. Manning said that she feels that remote has been good for parents and Ms. Campbell brought up that some people may not be vaccinated and not feel comfortable meeting in person. She added we do not want to take the access away from them.

Mr. Fleming made a motion to keep the School Committee meetings remote until a hybrid model is available. Dr. Pangallo seconded the motion. A roll call vote was taken.

Ms. Manning Yes
Mr. Cruz Yes
Mr. Fleming Yes
Dr. Pangallo Yes
Ms. Nuncio Yes
Ms. Campbell Yes
Mayor Driscoll Yes
Motion carries 7-0

Finance Report

None

Subcommittee Reports

Ms. Nuncio gave an update on the changes that were made to the policies presented tonight.

a. Policy Subcommittee

- i. Policies for First Reading
 - 4109 Leaves of Absence
 - 5405 Interrogations and Searches
 - 5406 Student Demonstrations and Strikes
 - 5407 Corporal Punishment
 - 5408 Student Discipline

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5408.01 Discipline of Students with Disabilities
5408.02 Exclusion for Non-School Related Concerns
5409 School Bus
5410 Harassment and Violence
5413 School Property
5414 Vandalism
5415 Bomb Threats
5416 Use of Physical Restraint
5501 Responsible Use of Technology
5702 Availability of In School Programs for Pregnant Students
5703 Immunizations of Students
5705 Child Abuse and Neglect
5706 Communicable Diseases
5707 Student Physicals

Ms. Manning made a motion for first reading of the policies listed above. Ms. Nuncio seconded the motion. A roll call vote was taken.

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

Motion carries 7-0

- ii. Policies for Second Reading
 - 4110 Harassment and Violence
 - 4117 Nepotism
 - 4120 Responsible Use of Technology
 - 4201 Position Control
 - 4203 Teachers' Review of Student Files
 - 4204 Employee Evaluation
 - 4205 Professional Growth and Development for Staff
 - 4301 Support Staff Positions
 - 4302 Bus Drivers

Ms. Nuncio made a motion for second reading of the policies listed above. Ms. Manning seconded the motion. A roll call vote was taken.

Ms. Manning	Yes
Mr. Cruz	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes

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Ms. Nuncio Yes
Ms. Campbell Yes
Mayor Driscoll Yes
Motion carries 7-0

- ii. Policies for Third Reading
 5101 School Age and Attendance
 5102.01 Enrollment of Non-Resident Students/School Choice

Ms. Nuncio made a motion for third reading of the policies listed above. Mr. Cruz seconded the motion. A roll call vote was taken.

Ms. Manning Yes
Mr. Cruz Yes
Mr. Fleming Yes
Dr. Pangallo Yes
Ms. Nuncio Yes
Ms. Campbell Yes
Mayor Driscoll Yes
Motion carries 7-0

b. Equity and Inclusion Subcommittee

Ms. Campbell requested the full committee to support the equity statement that has been designed by the Equity and Inclusion Subcommittee. Ms. Manning asked if the committee could explain where this statement would be used. Ms. Campbell explained that we will now have a consistent statement that will be located in as many locations as it can be used.

Equity Statement

Equity is a core value within the Salem Public Schools. We support each student's unique path to achieving high standards regardless of ethnicity, race, color, economic status, national origin, age, abilities, religion, parental or immigration status, political beliefs, sex, sexual orientation, language, gender identity, or gender expression.

Valuing equity means that we:

- *reflect and embrace the diversity of our students and families*
- *recognize that systems of oppression marginalize some populations and suppress some voices*
- *bear a collective responsibility to recognize, interrupt, and transform educational inequities*
- *champion access and inclusion for all students/families/staff*
- *allocate resources so that the students/families/staff who need the most get the most*
- *work to be an anti-racist and culturally responsive community*
- *create a more just and equitable world for all of our students*

Ms. Campbell made a motion to support the equity statement for the district and Dr. Pangallo seconded the motion. A roll call vote was taken.

Ms. Manning Yes
Mr. Cruz Yes
Mr. Fleming Yes
Dr. Pangallo Yes
Ms. Nuncio Yes

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Ms. Campbell Yes
Mayor Driscoll Yes
Motion carries 7-0

c. Building and Grounds Subcommittee

Mr. Fleming reported on the recent meeting the Building and Grounds Subcommittee had with Salem Youth Football regarding the use of Bertram Field and waiving fees.

Mr. Fleming made a motion to allow Salem Youth Football and Cheering the use of Bertram Field on Sundays for 5 games starting September, 2021 to October, 2021, including any possible playoff dates. SYF has agreed to provide Liability Insurance with Salem added as co-insurer on the Policy. Facility rental fees will be waived, but SYF is responsible for custodial fees and a police detail. Ms. Manning seconded the motion. A roll call vote was taken.

Ms. Manning Yes
Mr. Cruz Yes
Mr. Fleming Yes
Dr. Pangallo Yes
Ms. Nuncio Yes
Ms. Campbell Yes
Mayor Driscoll Yes
Motion carries 7-0

School Committee Concerns and Resolutions

Ms. Manning complimented the committee who developed the Equity statement. Dr. Pangallo asked a question regarding the high school start time and if it would be 7:45 am or will they continue to try to move it to later. Dr. Zrike explained that the schedule for Early College was locked in a year in advance, so it will not be lined up with the schedule. He said they can work on getting that time later, but until then they did not want to interfere with the Early College Program.

Dr. Zrike stated that he wanted to follow up regarding the Pre-K lottery and has asked to add it to the Policy Subcommittee meeting.

Mr. Cruz inquired about the Personnel Reports. Dr. Zrike said he will present this at the next School Committee meeting.

Adjournment

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

Ms. Manning Yes
Mr. Cruz Yes
Mr. Fleming Yes
Dr. Pangallo Yes
Ms. Nuncio Yes

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Ms. Campbell Yes

Mayor Driscoll Yes

Motion carries 7-0. Meeting adjourned at 8:25 p.m.

Respectfully submitted by,

Nancy A. Weiss

Executive Assistant to the School Committee & Superintendent

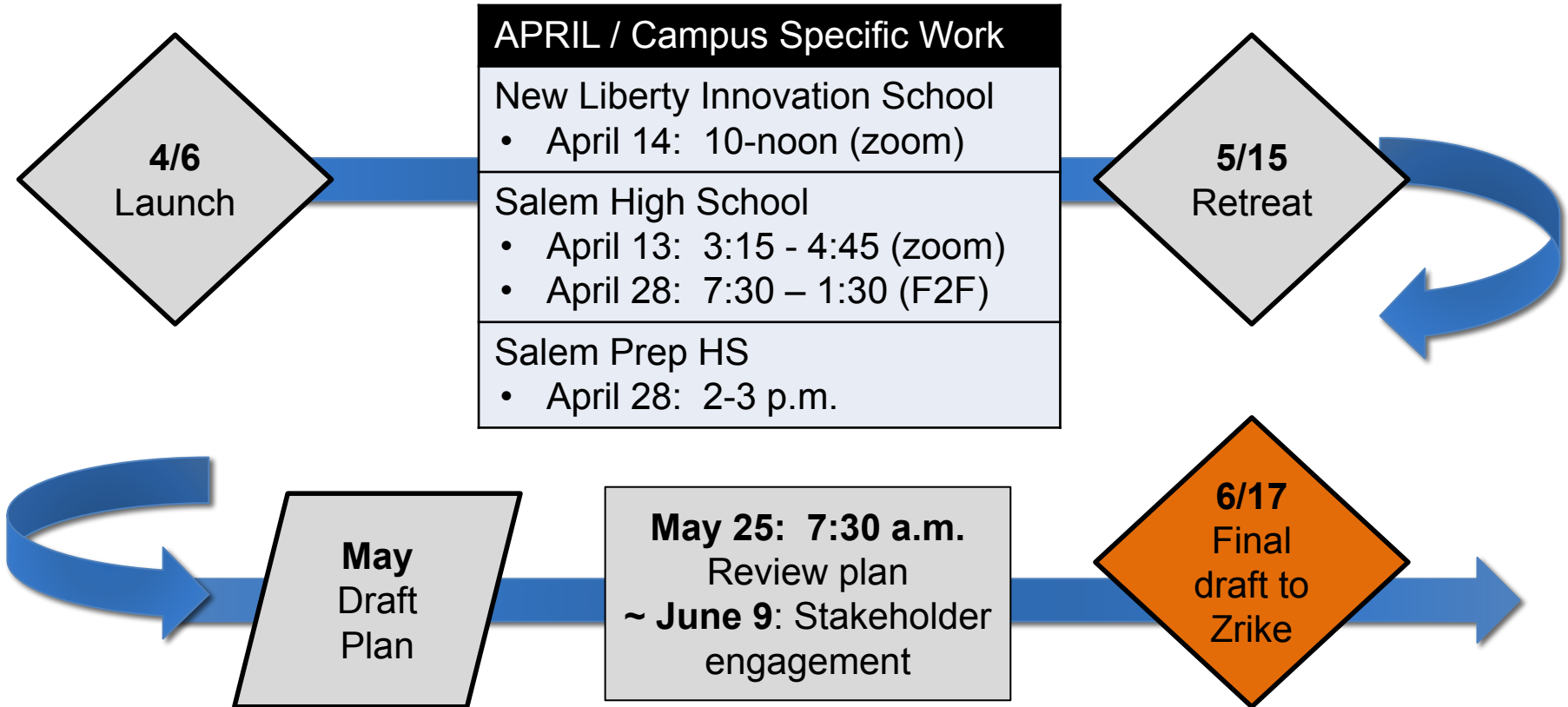


Salem Public Schools High School Redesign

Dr. Barbara Crock and Dr. Emily Flores, Facilitators

	Students	Staff	Family	Community Partners
NLIS	Ciara Mia Mulvany	Holly O'Leary	Dawn Fuentes	Scott Knox, Root
SHS	Liam Bautista Jake Fritz Soryna Keo Julia Rebello	David Barnard Kerry McHugh Mary Cruz Some	Catherine Miller	Adam Cutler, NSCC
Prep	Joseph Finnerty, Jr.	Brian Edmunds Rosalie O'Connell	Lisa Roberts	Tony Leone, Nagly
District		Jackclyn Davis Ngo Kim Talbot		

Process



Goal: Develop a 2-year plan...

1. To clarify the portrait of a Salem Public Schools graduate.
2. To clarify the high school design priorities with **equity** at the center across **all three high school campuses**.







Portrait of a Salem Graduate

Guaranteed Student Experiences



1. Four-year personalized graduation plan.
2. High quality social-emotional and academic learning.
3. Credits or credentials.
4. Participation in the arts.
5. Participation in at least one extra-curricular activity.

Recommendation #1: Portrait of the Graduate

	Critical thinking
	Creative problem solving
	Collaboration
	Communication
	Self-awareness
	Cultural competence

Recommendation #2: Guaranteed Student Experiences

1. Four-year personalized graduation plan .
2. High quality social-emotional and academic learning.
3. Credits or credentials.
4. Participation in the arts.
5. Participation in at least one extra-curricular activity.

Current implementation of the components.

#	Guaranteed Student Experience	NLIS	SHS	SPHS
1	4 year graduation plan	Guaranteed	In progress	In progress
2	Social-emotional and academic learning	Guaranteed	In progress	Guaranteed
3	Credits or credentials earned through advanced coursework	In progress	In progress	Not yet
4	Arts	Not yet	In progress	Not yet
5	Extra-curricular activity	Not yet	In progress	Not yet

Strengths to Build On

-
- 1 New Liberty Innovation School
- 2 Salem High School
- 3 Salem Prep
- The image features three diagonal bars, each with a blue cap at the top and a red body. The bars are numbered 1, 2, and 3 from left to right. The text on each bar is white and oriented vertically along the length of the bar.

Sample of Barriers to Address

- **Current narrative of success**
- **Racist legacy structures that limit access**
- **Lack of opportunity for participation across or between campuses**
- **Lack of transportation to locations of extra-curricular activities**
- **Lack of knowledge and access to arts and club athletics during elementary and middle grades to complete or participate at high school level (especially for immigrant families)**

Suggested Next Steps

1. **Review, approval and prioritization of these recommendations.**
2. **Further planning by task forces or planning teams involving campus-based leadership and stakeholders, especially students.**
3. **The production and implementation of detailed and coordinated work plans.**

***Plan has been shared with Exec. Principal Glenn Burns for implementation.**

Thank You

Dr. Emily Flores

Academic Dean, SHS

eflores@salemk12.org

2021

Entry Plan Report

Findings and Strategic Priorities for the Salem Public Schools

DR. STEPHEN ZRIKE | SUPERINTENDENT OF SCHOOLS
SALEM PUBLIC SCHOOLS | 29 Highland Avenue / Salem, MA 01970

OUTLINE FOR ENTRY PLAN REPORT

INTRODUCTION

CONTEXT: CURRENT STRATEGIC PLAN

ENTRY PLAN PROCESS

- *Approach*
- *Stakeholders*
- *Review Process*

ENTRY PLAN FINDINGS

EQUITY STATEMENT

STRATEGIC PRIORITIES

- *Priorities & Initiatives*
- *Metrics*

NEXT STEPS



INTRODUCTION

The 2020-21 school year was unlike any other for everyone – our students, families, teachers, staff, and community. We have faced unprecedented challenges that have changed all of our lives – for many, it has impacted our physical and mental health and/or led to economic instability or devastation. Some of us have experienced the loss of loved ones. Specifically, we know that our children have struggled with the effects of social isolation, missing out on meaningful activities/events and gaps in their learning. Not surprisingly, the pandemic has had varying impacts on our communities due to underlying and existing inequities in our systems.

Amidst all these challenges, we have also come together to form relationships, design creative solutions for our students, and integrate technology in new ways, all while maintaining our critical health and safety standards to help protect and support our community. Through it all, we have focused on what is most important – our students. While I never anticipated entering a community under these circumstances, I am incredibly proud to work in a system that has come together as we have this year.

It is also essential to recognize that COVID-19 is not the only pandemic facing our system and our students. Over the past year, our nation's reckoning with structural racism and the deep divisions within our communities have only intensified. Our students and families are facing the consistent presence of traumatic events in our news. These realities impact students, families, staff, and schools. As a district, we are also working to examine the ways in which the systems and structures in the Salem Public Schools result in our students experiencing the impacts of racism. We must continue to strive to be an anti-racist organization with equity as the critical lens through which we lead our improvement efforts.

As we have navigated this extraordinary school year, I have had the honor to get to know this city, our students, our families, and our staff. Over my first six months here, I outlined and completed an entry plan to ask questions, understand strengths, identify opportunities, and genuinely do my best to get to know the Salem Public Schools. What I have found is a system and a city that have amazing pride, a relentless commitment to children and a strong will to be great. Additionally, there is a healthy sense that we still have important work to do in order to deliver on our promise of excellence to every child who attends our schools.

My goal with this report is to share findings from my entry plan and set out strategic priorities for our district. My findings and related priorities will live within the context of the Salem Public Schools' existing five-year strategic plan that was designed to encompass 2017 to 2022. Important work was done to craft this plan, and my intention is not to set a new direction. Rather, I have had the opportunity to engage with our stakeholders about the many ways in which Salem Public Schools have delivered on that plan, to examine where there are opportunities to improve, and to understand where we need clarity, direction, and a call to action in order to deliver for our students. These priorities and the metrics included seek to provide just that.

CONTEXT: CURRENT STRATEGIC PLAN

Part of what drew me to this district was the existence of the 2017-2022 strategic plan and a bold vision **to ensure that all students will be locally engaged, globally connected and fully prepared to thrive in a diverse and changing world**. That plan was developed through an extended engagement process with multiple stakeholders, citywide conversations, working groups, focus groups, a steering committee, and was ultimately ratified by the School Committee. Below is a summary of the four pillars and a series of "Conditions for Success": (1) Create a Vibrant K-12 Teaching & Learning Ecosystem; (2) Reimagine the High School Experience; (3) Nurture Staff Leadership & Empowerment; and (4) Strengthen Family & Community Engagement. The full strategic plan can be found here: [Salem Public Schools Strategic Plan 2017-2022 June 8 2017.pdf \(salemk12.org\)](#)

This existing strategic plan (2017-2022) formed the framework through which I have organized the findings from my entry plan, reflecting on where we are as a district three years into this plan and empowering us as a system to prioritize and drive strategic action moving forward.

VISION STATEMENT

All students will be locally engaged, globally connected, and fully prepared to thrive in a diverse and changing world.

Great Schools



Create a Vibrant K-12 Teaching & Learning Ecosystem

Goal #1: Ensure that all Salem teachers employ the most effective, engaging, and relevant instructional practices to promote high levels of learning for all students.

Goal #2: Strengthen Salem's K-12 curriculum to ensure that all students are locally engaged, globally connected, and fully prepared for the future.

Goal #3: Ensure effective and purposeful technology use in the schools and classrooms to support students' learning.

Goal #4: Foster a culture of innovation that provides equitable access to powerful learning experiences.



Reimagine the High School Experience

Goal #1: Redesign programming and the instructional core around student-centered learning principles to better prepare students for college and career in the 21st century.

Goal #2: Implement structures and processes that will ensure that every student has a voice and opportunities for authentic leadership in and out of school.

Goal #3: Create a college and career going culture throughout Salem high schools by facilitating college and career awareness activities.



Nurture Staff Leadership & Empowerment

Goal #1: Engage all staff in shaping their own professional growth and development in order to best serve Salem's children.

Goal #2: Build a leadership pipeline from within the Salem Public Schools.

Goal #3: Intentionally recruit, select, onboard, develop, and support new and existing staff as well as increase the diversity of our staff to drive positive student outcomes and achievement.

Goal #4: Increase the cultural competence of all staff.



Strengthen Family & Community Engagement

Goal #1: Make family and community engagement an essential element of Salem Public Schools' work.

Goal #2: Harness the power of the community to share ownership of children's holistic well-being and growth every day.

CONDITIONS FOR SUCCESS

Effective Communications (Internal & External)

Strong Infrastructure & Resources

Equitable & Innovative Policies (District & School Level)

Healthy District and School Climate and Culture

ENTRY PLAN PROCESS

APPROACH

The purpose of the entry plan process was to (1) accelerate my transition to the district by allowing me to quickly learn about the current strategic efforts in SPS (2017-2022 strategic plan); (2) assist me in establishing a strong community presence; and (3) provide me with a comprehensive understanding of the district's strengths, challenges and opportunities for continuous improvement.

As the leader of an organization with instruction as its core mission, it is imperative that I spend considerable time in schools learning from and with students, teachers, principals and parents. I visited every school and spent significant time in classrooms, both virtually and in-person, in order to have a thorough understanding of teaching and learning in the Salem Public Schools.

I also conducted a series of one-on-one, focus group and/or informational meetings with various constituents of the Salem Public Schools from July through February. Despite the challenges of the pandemic, I am grateful for the countless formal and informal opportunities to learn about this district. The wealth of information I obtained during these meetings was captured by asking some or all of the following questions:

What should I know about the Salem community?

What is working well in the Salem schools?

What are areas of growth for our schools?

What advice do you have for me as superintendent?

STAKEHOLDERS

During this time, I had the opportunity to meet with individuals from every stakeholder group from whom I sought to learn. Thank you to all those who have participated, and to all those who have found ways to raise their voice to shape my learning. In both formal and informal settings, I had the opportunity to meet with diverse groups within each of these categories (right):



REVIEW PROCESS

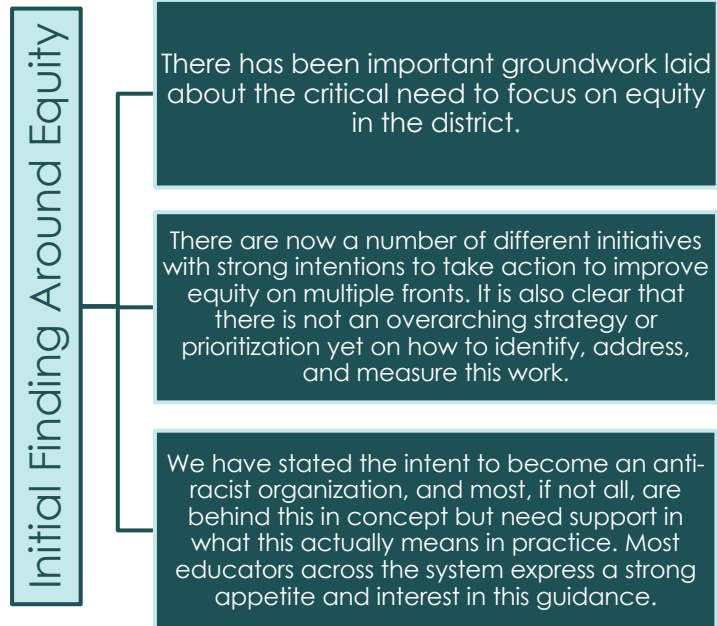
It is important to me to synthesize and share my findings, a commitment I made from the start of this process. These findings are organized into strengths and opportunities under each of the four priorities of the 2017-22 strategic plan and an additional bucket for what the current plan calls “Conditions for Success”. As the findings emerged, I had the opportunity to share early drafts with the Executive Team, the Teaching & Learning Team, school leaders and union leadership. The School Committee also reviewed and discussed the findings at our retreat in January of 2021. These findings are now final and are informing our strategic work as a district.

ENTRY PLAN FINDINGS

Overall Finding: Centering Equity in Our Work

One of the consistent pieces of feedback about the current strategic plan is the fact that equity is not more clearly named and consistently focused upon in the plan, despite what we know were strong intentions to do so. Equity must be the lens through which we examine everything we do. It is not a separate pillar, but rather the operating principle through which we ground our improvement.

In this process, it must be our goal not only to have adults embody this equity work, but also to empower our students (and their families and the community) to own their learning and be active participants in designing the system they deserve.



For a complete list of my findings for all of the priorities of the strategic plan, please see Appendix 1. I want to acknowledge that it is the natural disposition of educators to always seek to improve, and we as a community have ambitious goals for what we want to offer our students. As a result, it is often easier to identify the opportunities than celebrate strengths, as is reflected in these findings. As I have said already, Salem has many strengths! They may not all be captured in Appendix 1, and I look forward to the opportunity to continue to spotlight our collective strengths even as we focus on the ways in which we are not yet meeting our goals as a system.

STRATEGIC PRIORITIES

The purpose of the entry process is to provide clarity and focus so that we can provide every student with the opportunities they deserve. In order to do that well, I need to clearly articulate our priorities to ensure that every stakeholder – our educators, leaders, teams, students, families, and community – knows, understands, and holds the district accountable for delivering on our promise to students and families.

To develop these priorities, I examined my entry findings through the lens of the four pillars of the original strategic plan. The current strategic plan represents important work that led to improvements across our

system. It is also a robust plan that incorporates 13 goals and 52 strategies. Every one of the goals and strategies is important, and we are still taking the broader work into consideration. What follows is an effort to prioritize and focus within these strategies, narrowing down to four strategic priorities and 12 initiatives to enable those priorities to happen. In order to streamline our efforts, we asked ourselves the following guiding questions:

Has there been important work done that needs clarity and acceleration?

Are there currently gaps that we have not yet addressed as a system?

Are there systems or structures that hinder our ability to progress as a district?

EQUITY STATEMENT

We believe that the work to realize our goals as an anti-racist organization and promote justice in every element of our system must be owned and led by every individual. We are committed to establishing workstreams that ensure equitable access, opportunities, and game changing outcomes for every child who attends the Salem Public Schools. As a result, there is no single priority focused on equity or a single person who is responsible for this work. In collaboration with the SPS School Committee, staff, students and community members, we have established a strong statement that will serve as the lens through which we examine our strategic efforts. It will ground the decisions that we make and the actions that we take over the course of the next two years. We do not believe that we know all the answers of how to achieve this yet, but we must be determined to identify, iterate, and implement actions, policies, and practices that bring this commitment to life

Equity is a core value within the Salem Public Schools. We support each student's unique path to achieving high standards regardless of ethnicity, race, color, economic status, national origin, age, abilities, religion, parental or immigration status, political beliefs, sex, sexual orientation, language, gender identity, or gender expression. Valuing equity means that we:

- ***Reflect and embrace the greater diversity of our students and families***
- ***Recognize that systems of oppression marginalize some populations and suppress some voices***
- ***Bear a collective responsibility to recognize, interrupt, and transform educational inequities***
- ***Champion access and inclusion for all students/families/staff***
- ***Allocate resources so that the students/families/staff who need the most get the most***
- ***Work to be an anti-racist and culturally responsive community***
- ***Create a more just and equitable world for all our students.***

PRIORITIES & INITIATIVES

The input received and the data examined as part of entry planning shaped a series of priorities and initiatives that will guide our path forward for the children of Salem.

Priority 1:

Build a robust talent development system for all staff

A. Diversify the workforce by building a strategic approach to talent: Strengthen the recruitment, induction, ongoing development, career pathways, and retention of educators to ensure that SPS has a workforce that reflects the racial, cultural, and linguistic diversity of our students.

B. Cultivate culturally and linguistically responsive, social justice-driven staff: Ensure that all staff have the skills and mindsets to identify and dismantle systems of oppression, address biases, and implement culturally and linguistically responsive practices.

C. Develop staff to position schools as the unit of change: Grow leader capacity to drive improvement and change at the school and classroom level.

Priority 2:

Strengthen the pre-K to post-secondary experience

A. Expand high-quality early childhood education: Partner with community organizations to develop and implement a plan to increase access to high-quality learning experiences for Salem children, including expanding bilingual options.

B. Focus on developing independent learners: Develop students' ability to engage with cognitively demanding work, while holding high expectations for all, using culturally relevant pedagogy, and providing access to grade level content and skills.

C. Create a shared vision for the high school experience with equity at the center: Clearly define, communicate, and implement high school redesign to increase equity and opportunity for all students.

Priority 3:

Effectively meet the social/emotional and behavioral needs of all students and create a vision for engaging their families

A. Empower students: Increase opportunities for students to lift their voices and strengthen agency and ownership of their educational experiences.

B. Engage families as partners: Build educator capacity to authentically engage with families as partners. Provide multiple, accessible opportunities for parents, schools and the district to participate in two-way communication through a variety of tools and strategies.

C. Align structures for students' social-emotional supports: Define a coherent, multi-tiered and restorative system of support for all students.

Priority 4:

Design and implement data-informed systems that ensure equitable use of resources and accountability for outcomes

A. Allocate resources strategically and operate efficiently: Leverage our resources, assets, and operational practices to improve outcomes for students.

B. Create strong systems of accountability: Establish clear goals and measures at the district, school and classroom levels to ensure investments are leading to desired results.

C. Develop effective data systems: Improve accessibility of academic, non-academic, financial, human resource and operational data for all staff. Ensure all personnel have the capacity to utilize data to monitor and analyze student achievement in order to develop short- and long-term goals and action plans.

These priorities are not exhaustive, but rather represent key areas of focus for us as a district that we believe are most important to focus on and to commit our precious resources. As expected, they are reflective of many of the goals and strategies in the 2017-2022 strategic plan. This is an effort to synthesize and prioritize within the plan. I look forward to continued feedback on this work, especially as we do the work to turn them from statements on a page to the work of the district.

METRICS

Beyond strategy and priorities, it is essential that these efforts turn into results for our students. We must be able to assess our collective progress. I believe the work of measuring, holding ourselves accountable, and reflecting on our progress ought to be work we do together with our community. To develop this list, we collaboratively sought to identify outcomes that identified what the successful implementation of these priorities would look like. Below you will find the overall metrics that will serve as the report card for our work.

METRICS: OUR NORTH STAR (2021-2023)

- 1. Increase the percent of educators and staff who represent the racial, ethnic and linguistic diversity of students from 6% to 9% for teachers and from 11% to 15% for all staff**

- 2. Increase the number of 3-4 year-olds in high quality PreK seats across the Salem Public Schools from 87 students (2019-20) to 185 students**

- 3. Decrease student chronic absenteeism from 25.1% of students (2018-19) to 20%**

- 4. Reduce the disproportionality of suspensions and days of suspension by subgroup as compared to the district average by 50%**

- 5. Increase the percent of students who report that they learn about, discuss and confront issues of race, ethnicity and culture in school (as measured by the annual Panorama survey) from 43% favorability to 55% favorability (grades 3-5) and from 38% favorability to 50% favorability (grades 6-12)**

- 6. Increase the percent of Salem residents who attend the Salem Public Schools from 76% to 80%**

- 7. Accelerate high school outcomes:**
 - **Increase the percent of students who graduate in 4 years from 80.5% (2018-19) to 85%**
 - **Decrease the percent of students who dropout on an annual basis from 4.5% (2018-19) to 3.7%**
 - **Increase the percent of students accessing advanced coursework from 44.4% (2018-19) to 60%**

- 8. Improve overall performance as measured by MCAS:**
 - **Increase Grade 3-8 ELA growth from 49.3 (2018-19) to 52**
 - **Increase Grade 10 ELA growth from 41.5 (2018-19) to 48**
 - **Increase Grade 3-8 Math growth from 49.1 (2018-19) to 52**
 - **Increase Grade 10 Math growth from 33.4 (2018-19) to 40**
 - **Increase the percent of schools who meet 75% of their accountability targets or more from 14% (2018-19) to 42% of SPS schools**

We will utilize a district dashboard to consistently monitor our progress toward the North Star. We are committed to regularly assessing the impact of our efforts on the student experience. To this end, we will be consistently making decisions and adjustments to our strategy based on the information and data we examine relative to these high leverage metrics.

APPENDIX

1: Create a Vibrant K-12 Teaching and Learning Ecosystem

Strengths

- Clear and integrated instructional priorities
- Focus of driving change is at the school-level, including investing in school-based staff
- Response to COVID since March and integration of technology into learning
- Staff flexibility to pivot to multiple instructional approaches during the 20-21 SY
- Strong research-based, standards-based curriculum
- Access to educator-developed curriculum maps (ATLAS)
- Investment in high-quality coaching in multiple content areas
- Wealth of internal and external professional development aligned to instructional priorities
- Educators who are passionate about working in Salem and dedicated to the students they serve
- Launch of a dual language program, the strongest model to support the language development of ELs
- Substantial literacy progress across the system
- Strong relationships and partnerships exist with community organizations who are eager to support the city's children



Opportunities

- Opportunity for greater depth of instruction and focus on critical thinking
 - Inequity of time on learning across schools
 - Staffing levels enable the ability to more effectively create additional opportunities for personalized and small group instruction than are consistently happening
- More time for common planning consistently across elementary schools
- SPS does not yet have school-based and district performance targets widely understood by all
- Continue to shift special education services to move beyond compliance to accelerate outcomes for students with disabilities
- Expand and grow additive models of language development (such as dual language)
- Enhance alignment between school day and out of school day programming
- Provide students with more instruction around media literacy so that they can better discern the validity of information
- Learn from and continue building on the successes of our recent remote/virtual environment
- Strengthen systems so that academic data is better organized and aligned to SPS/school academic strategic priorities and goals
 - Opportunity to provide more support and guidance to staff to analyze and act on high-leverage academic data
- Performance gaps exist across subgroups at all grade levels
 - Percent of students who are on-track to be college and career ready is not high enough at each grade level
 - Math and science performance at the middle and high school levels have been rather flat or declining
- Need for a stronger focus on early education:
 - Collaboration and alignment with citywide partners
 - Common definition of “quality”
 - Thoughtful efforts to expand access (including bilingual education offerings)

2: Reimagine the High School Experience

Strengths

- Expansion and commitment of early college programming
- Progression of courses linked to 3 pathways
- Introduction of the Barr model to support the social and emotional needs of students
- Strong community commitment to career vocational and technical programs
- Opportunities to accelerate students who are over-aged and under-credited
- A wealth of course options across multiple content areas
- Existence and legacy of strong arts programming
- Creation of STEP program which has allowed many out-of-district programs to return to SPS
- Success of the post-high program for students aged 18-22



Opportunities

- Strengthen the transition from 8th to 9th grade and build a clear pathway 6-12
- Need for a clearer vision/portrait of a graduate: what do we expect of all students at the conclusion of their high school careers?
- Confusion about what high school redesign is trying to achieve and how it is linked to the vision of a graduate
 - Create a clear vision for what success is and how we scaffold to get there
 - Stronger link is needed to workforce development: All students provided with signature workplace experience
 - Opportunities to expand access and enhance the quality of career vocational and technical (CTE) offerings
 - Enhance opportunity and access to early college, advanced placement courses, enrichment and extracurricular opportunities to students and populations traditionally underserved
 - Create a schedule (start/end times, daily blocks, etc.) that provides students with greater access to learning in core content areas
- Need for clarity about how the different high school campuses and programs work in concert with one another
- Persistent gaps in outcomes for ELs and other subgroups: attendance, behavior/discipline, academic outcomes, dropout rate, graduation rate
- Strengthen connection and relationships between students and their school
- State of the facilities at all high school campuses
- Examine connection of middle school programs to high school pathways

3: Nurture Staff Leadership and Empowerment

Strengths

- Salem State Teacher Leader Fellowship
- Strong commitment by all stakeholders to diversify the staff
- Recent elevation of long-time Salem educators to administrative positions
- Many special education administrators earned their licenses while employed at SPS
- Collaboration and partnership with bargaining units
- Strong menu of professional development and learning offerings provided to staff
- Awareness across the organization that staff health and wellness is essential to the strength of our schools
- Well-developed district induction and mentoring program for new teachers
- Recent hiring of new paraprofessionals who are bilingual and people of color
- Increased focus on employee health and wellness



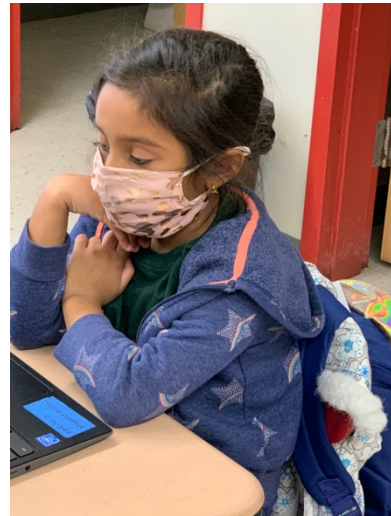
Opportunities

- Schools as the nucleus of change: more effectively harness the voice and input of staff in the change/improvement process at school and district level
- Superintendent and Asst. Supt. truly serving as leadership and development coaches for principals- stronger investment in the growth and development of school leaders
- Recruitment, on-boarding and retention of staff of color
- Develop strategic talent pipelines, development, and retention programs:
 - Development of pipelines to elevate students (grow your own) and paraprofessionals into the teaching profession
 - Strengthen administrative pipeline to develop a strong bench of candidates to assume school and district leadership positions
 - Ensure that staff at all levels of the organization have the opportunity to grow as professionals
 - Retention of all high-quality educators at all levels of the organization
- Focus on staff wellness and its connection to better serving our students
- Continue to improve communications within schools and across the district
- Develop shared accountability across the organization for student outcomes
- Create more opportunities for school leaders to learn from and with each other
- Strengthen communication and prioritize dialogue between school administration and staff

4: Strengthen Family and Student Support

Strengths

- Improved communications with families through the use of ParentSquare, use of social media and weekly newsletter
- A more efficient enrollment and assignment process
- City Connects as a robust wraparound support to our students/families struggling with social and emotional needs
- District investment in mental health supports for students through adjustment and guidance counselors
- Professional workforce has participated in multiple trauma workshops
- High school efforts to open community satellite office that has reengaged learners
- Strong student culture at two alternative high schools



Opportunities

- Better coordination of student services (SEL supports, discipline, counseling, attendance, homeless, etc.)
- Percent of students in Salem who do not attend SPS – improve retention of residents by ensuring that programming meets the needs of more students and families
- Strengthen systems so that academic data is better organized and aligned to SPS/school strategic, non-academic priorities and goals
- Provide more support and guidance to staff to analyze and act on high-leverage, non-academic data
- Transform PIC into a genuine family resource center and relocate to a more central location
- Strengthen the focus of family and community engagement staff to build the capacity of educators to strengthen relationships with their students and families
- Need for a strategic and aggressive vision for family engagement (PK-Grade 12)
- Build a system for translation and interpretation that better serves our non-English speaking families
- Provide more opportunities for families to develop their capacity around the use of technology
- Improve attendance support to schools and families to curb high rates of chronic absenteeism across the district
- Need for a district discipline philosophy that is restorative, universally owned and aligned to the district's code of conduct and school-based expectations for behavior
- More training for staff on how to be more trauma sensitive and de-escalate when students present with significant trauma
- Explore job expectations and descriptions for adjustment counselors so that they have time in their schedules to work with students in crisis
- Review the impact of the current SEL curriculum and its alignment to the district's SEL approach
- Examine the inequities that exist with SPS assignment policy

5: Conditions for Success

Strengths

- Resources allocated to improve security through access control and monitoring systems at all SPS schools
- Existence of a District Safety Committee with representation from all schools, and city emergency support personnel; and building-based safety committees at all schools
- More effective oversight and use of student information system (SIS) and financial management system
- Comprehensive, well-funded capital improvement program for school buildings and grounds
- Significant investments in upgrading HVAC systems throughout all school buildings in response to pandemic
- Improved relationships and collaboration between school and city financial and operational departments
- Strong partnerships with outside agencies and community organizations
- Effective system and infrastructure for obtaining, managing, and leveraging grant funding
- Strong commitment throughout the organization (including School Committee) to dismantle inequities that exist in SPS



Opportunities

- Redesign SPS website to be more accessible and to be the “hub” of information for families
- Need for resource allocation that supports the strategic plan and addresses inequities across the system
- More clarity needed to define central office job description roles and responsibilities
- Strengthen the cross functionality and alignment of central office departments that are currently siloed from one another
- Ensure that data systems are integrated and effectively communicating with each other
- Develop an explicit plan to address years of deferred maintenance across our facilities
- Continually improve our efforts to provide consistent and ongoing maintenance and custodial supports to our schools
- Establish shared accountability for improving student non-academic and academic outcomes (not solely MCAS)
- Address siloing, inconsistency and competition that exists across elementary schools
- Maximize Chapter 70 and Chapter 74 funding to ensure there is strong evidence of impact relative to strategic priorities and goals



Salem Public Schools

Opportunity Reflections on 2020-21 for 2021-22

July 19, 2021



Purpose

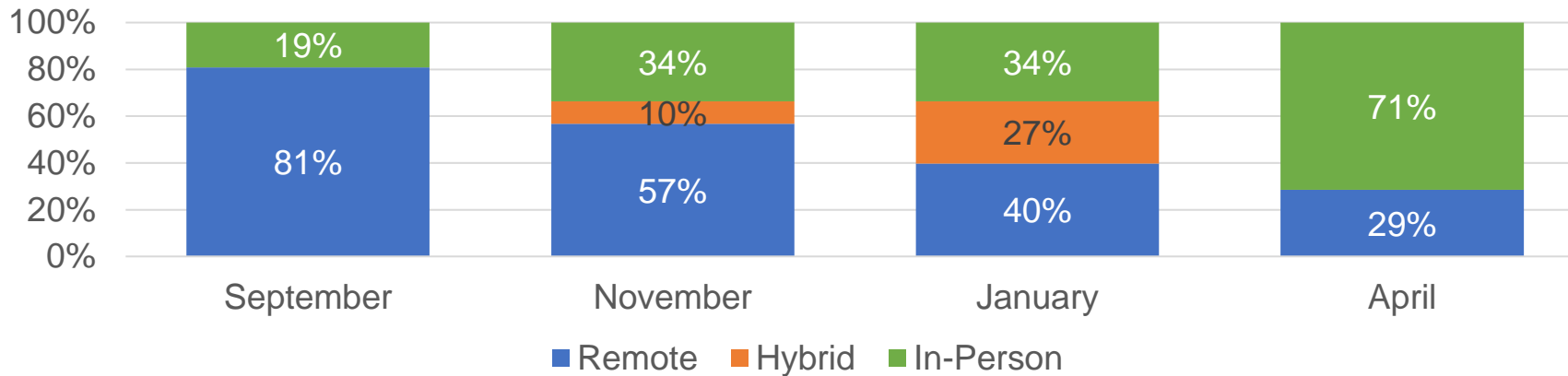
Reflecting on 2020-21 as we prepare for 2021-22

- Take a moment to look back on where we have been
- Share findings from focus groups this spring about the lessons we can learn and the aspirations we have for what we can build together moving forward



In 2020-21, we increased access to in-person instruction and pivoted to design school to meet students' needs and balance risks

Student Learning Settings in SY20-21

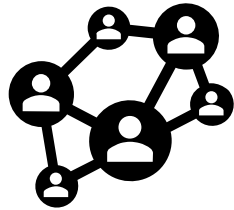


In the process, we saw the power of our community as we came together with the clear purpose of serving our students:



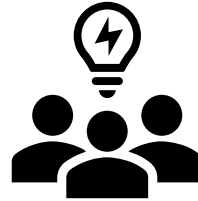
- We sought to **provide the best learning experiences** for students, pivoting throughout
- We sought to **balance risks** to the health and safety with the known risks of remote learning
- We clearly **articulated a plan and prioritized students** based on those risks and their needs
- Throughout the process, our **community voices** (through surveys, task forces, focus groups, and feedback) **informed our priorities**

This spring, we engaged focus groups across our stakeholders to pause, reflect, and learn from this extraordinary year



Who?

- Students
- Families
- Teachers
- School-based team members: APs, City Connects, etc.
- District leadership



How?

Small group brainstorming and listening - we went wherever the conversation took us



Why?

Capture the lessons and inform the district strategy, planning, & investments moving forward

We welcome ongoing conversations and ideas – this is an initial summary of what we heard.

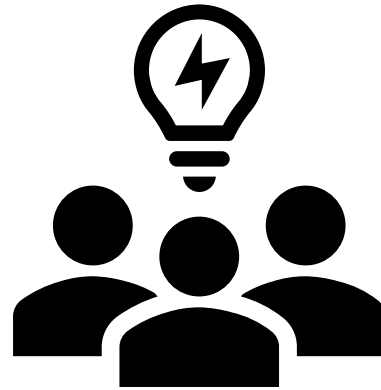
Our community identified opportunities from a shared experience, and our hope for holding onto our empathy as we go forward

Innovation to meet student and family needs

Capturing the benefits of technology

A sense of pride for what we accomplished as a community

The power of shared experiences & empathy



Focus on equity and anti-racism

Out of many ideas and recommendations, themes emerged about what to maintain and ideas as we build a better system together

KEEP

Increased levels of communication

Strategies to help all students access the learning

Building the muscles of all adults to support the whole child, not just the support team

Being proactive and not just reactive

Focusing on equity

Focusing on facilities

Spending time outside (& building in breaks)

RECOMMEND

Increased urgency to connect learning to the world

Focus on social skills and connecting to each other

Finding ways to connect with families that aren't reached by our current strategies

Think about how to do school differently

Ensure we ground the work in data and desire to share that data more

Maintain the flexibility we saw this year

What's Next:

Continuing to seek feedback & incorporating the lessons

- District strategic plan & priorities (Dr. Zrike is presenting tonight) - where to focus, ideas for how to get the initiatives done well
- Allocating federal funding over the next two years
- Continue to engage with the community and incorporate authentic partnerships with our stakeholders in the work of the district

We'd like to give the school committee a chance to share their perspectives tonight or set up additional time.

Memo:

To: Salem School Committee

From: Mary C. DeLai

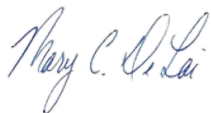
Date: July 12, 2021

Re: FY22 Budget Transfer Request 1

The School Department requests the following transfer to fund the increase of Workers Compensation insurance for FY22.

Account Description/Use	Account Number	Amount From	Amount To
Photocopy Machine	13252030-5277	\$35,479	
Insurance Premium	13392020-5740		\$35,479

I recommend approval of the transfer.



Salem Public Schools
 SY 20/21 Personnel Report - Summary
 July 1, 2020 - June 30, 2021

	ADMIN		AFSCME		NON UNION		PARA		TEACHER		TOTAL	
	New Hire	Exited	New Hire	Exited	New Hire	Exited	New Hire	Exited	New Hire	Exited	New Hire	Exited
Bates Elementary School					4.5	2	4	5	3	5	11.5	12
Bentley Academy School	1				5	4	2	2	6.5	8	14.5	14
Buildings & Grounds Department - District Wide			1		1						2	0
Carlton Innovation School				2	4	3	2	3		1	6	9
Central Administration		1			5	2					5	3
Collins Middle School			1		4	5	4	8	8	13	17	26
Early Childhood Education		1			4	1	1	4	0.5	4	5.5	10
Horace Mann School				1	1.5	2	4	7	3	3	8.5	13
IT Department - District Wide					6	1					6	1
New Liberty School			0.5		1			1	2		3.5	1
Nurse Department - District Wide									3	1	3	1
PIC - District Wide										1	0	1
PPS Department - District Wide		2									0	2
Salem High School		1		4	9.5	11	5	9	12	22	26.5	47
Salem Prep School			0.5		1			1	1	2	2.5	3
Saltonstall School					3.5	1	2		3	6	8.5	7
Support Staff - District Wide					4	5					4	5
Transportation - District Wide			1	9	1	11					2	20
Witchcraft Heights School	1	1			5	3	8	14	3	6	17	24
Total:	2	6	4	16	60	51	32	54	45	72	143	199

*Fifty-Nine (59) employees exited at the end of the 19/20 school year: 1 Admin, 5 AFSCME, 9 Non-Union, 9 Paraprofessionals, 35 Teachers

* Eight (8) retirements at the end of the 19/20 school year.

*One Hundred Six (106) employees exited at the end of the 20/21 school year: 5 Admin, 5 AFSCME, 23 Non-Union, 21 Paraprofessionals, 52 Teachers

*Thirteen (13) retirements at the end of the 20/21 school year.

*As of July 12, 2021 there are 49 unfilled positions

Salem Public Schools	
Unfilled Positions as of July 12, 2021	
School Year 2021 - 2022	
School:	Position:
Bates Elementary	Preschool Paraprofessional
Bentley Academy Innovation School	Dual Language (Spanish) 1st Grade Teacher
Bentley Academy Innovation School	Dual Language Coordinator
Bentley Academy Innovation School	Special Education Instructional Paraprofessional
Carlton Innovation School	Speech and Language Pathologist, Long Term Substitute
Collins Middle School	ESL Teacher (Grades 6-8)
Collins Middle School	ELA Teacher (Grades 6-8), Long Term Substitute
Collins Middle School	Special Education Instructional Paraprofessional
Collins Middle School	Special Education Intensive Instructional Paraprofessionals
District Wide	1:1 Nurse
District Wide	Assistant to the Director of Nursing and Health Services (.6 FTE) - AFSCME Position
District Wide	Behavior Specialist (1 year position) 3 Positions Available
District Wide	Bilingual Elementary Special Education Teacher
District Wide	District Coordinator of Translation and Interpretation Services
District Wide	Executive Director of Employee Engagement
District Wide	Finance Coordinator Special Education Department
District Wide	Junior Building Custodian - 3 Positions Available
District Wide	K-5 District Science Coach
District Wide	K-8 Math and ELA Tutors - Multiple Positions, Part-Time up to 19 hours per week
District Wide	Multilingual Learner Education Director
District Wide	Special Education Supervisor/Team Chairperson - Bilingual
Horace Mann Laboratory School	Building Substitute
Horace Mann Laboratory School	Preschool Paraprofessional - 2 Positions Available
Horace Mann Laboratory School	Special Education Instructional Paraprofessional
Horace Mann Laboratory School	Special Education Intensive Instructional Paraprofessional
Horace Mann Laboratory School	Special Education Teacher, Substantially Separate Program, Severe Disabilities
New Liberty Innovation School	Recruitment, Intake, and Re-engagement Specialist
Salem Early Childhood Center	Special Education Intensive Instructional Paraprofessional

Salem High School	Automotive Instructor
Salem High School	Director of College and Career Guidance Center
Salem High School	Electrical Teacher
Salem High School	History Instructional Coach
Salem High School	Instrumental Strings Specialist/Music Teacher (.7 FTE)
Salem High School	Math Teacher
Salem High School	Medical Assisting Teacher (.3 FTE)
Salem High School	Special Education Intensive Instructional Paraprofessional
Salem High School	Theater Art Teacher (.3 FTE)
Saltonstall School	Grade 7-8 Science Teacher
Saltonstall School	Math Teacher/Interventionist (.5 FTE)
Saltonstall School	Spanish Teacher K-8
Saltonstall School	Special Education Instructional Paraprofessional
Witchcraft Heights Elementary School	Special Education Instructional Paraprofessional
Witchcraft Heights Elementary School	Special Education Intensive Instructional Paraprofessional, 1:1 Position
Witchcraft Heights Elementary School	Special Education Intensive Instructional Paraprofessionals

STUDENTS AND INSTRUCTION 5000

HEALTH AND SAFETY 5700

STUDENT ATTENDANCE AT PUBLIC EVENTS 5417

~~It is the policy of the Salem School Committee to support and encourage student attendance at community and civic events as representatives of the Salem Public Schools. As such, it is understood that a staff member(s) will accompany students at said events.~~

~~In the event that alcohol is being served at a specific event, it is the responsibility the student chaperones and host organization to make arrangements to ensure that if at all possible, alcohol is served in an area/location apart from where students are performing. In the event that this is not entirely possible, it is the responsibility of the chaperones and host organization that students not be served alcohol.~~

~~Approved by School Committee: March 2, 2015~~

**Reviewed and referred by the Policy Subcommittee on 6/22/21
1st reading 7/19/21**

STUDENTS AND INSTRUCTION **5000**

HEALTH AND SAFETY **5700**

HEALTH SERVICES/FIRST AID **5701**

In accordance with state law, the Salem School Committee shall appoint a school physician and registered school nurses, upon the superintendent's recommendation, and shall provide them with the necessary facilities and equipment.

Health services shall include but not be limited to providing first aid for injuries and initial care for illnesses; conducting mandated screenings; monitoring immunization compliance; maintaining student health records; providing linkage to primary care providers and health insurance ~~programs~~ ~~agencies~~; ~~promoting~~ ~~supporting~~ interventions and accommodations to academic programs as needed; ~~providing health related communication with students and caregivers, sharing health information resources for students and families,~~ and providing for a safe school environment ~~through health promotion and disease prevention.~~

Staff will report students to the school nurse who present with any health conditions that interfere with their ability to learn. In addition, staff will also bring to the attention of the school nurse those students who are frequently absent or tardy.

Legal References: MGL 71:53, 54, 54A, 54B, 54C, 55, 55A, 55C, 55D, 56, 57, 57A

Approved: 1/9/06

Reviewed: October 2015

Reviewed and referred by Policy Subcommittee on 6/29/21

1st reading 7/19/21

STUDENTS AND INSTRUCTION **5000**

HEALTH AND SAFETY **5700**

HIV **5704**

Salem Public Schools believes that students and employees who are living with HIV (Human Immunodeficiency Virus) or AIDS (Acquired Immunodeficiency Syndrome) infection have the

It is the policy of the Salem Public Schools, in compliance with the Americans with Disabilities Act (ADA, 42 U.S.C. S 1201), the Individuals with Disabilities Education Act (IDEA, 20 U.S.C. S 140) and Section 504 of the Rehabilitation Act of 1971 (29 U.S.C. S 794), MGL Chapter 111, Section 70F, and Chapter 112, Section 12F, and the policy guidelines of the Massachusetts Department of Public Health and the Department of Education, that students and employees with HIV infection have the same education and employment rights as any other student or employee.

HIV infection includes all individuals infected with the human immunodeficiency virus (HIV) and every stage of infection and illness.

EDUCATION

A student with HIV infection has the same right to attend school and receive services as any other student, and will be subject to the same rules and policies. HIV infection shall not factor into discussions concerning class assignments, privileges, or participation in any school sponsored activity. In determining the student's need for accommodations or services, staff must:

Respect the privacy rights of students and families;

Consult with the student's physician and parent or guardian;

Assess the placement.

EMPLOYMENT

A student employee or a student on any school related work-study partnership shall not be discriminated against on the basis of HIV infection or association with another person with HIV infection. A student employee with HIV infection may continue to work as long as he or she is able to perform the essential functions of the position, with reasonable accommodation if necessary.

PRIVACY

Students are not required to disclose their HIV infection status to anyone in the education system.

HIV antibody testing is not required for any purpose.

Every employee has a duty to treat as highly confidential any knowledge or speculation concerning the HIV status of a student or other staff member.

Violation of medical privacy is cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.

No information regarding a person's HIV status will be divulged to any employee or sub-contractor without:

A court order; or

The informed, written, signed and dated, consent of the person with HIV infection or the parent or guardian of a legal minor.

The written consent for HIV disclosure must specify the name of the recipient of the information and the purpose for the disclosure.

All health records, notes, and other documents that reference a person's HIV status will be kept under lock and key in a file separate from the individual's medical, personnel or discipline records.

Access to HIV confidential records is limited to those named in the written permission from the person or the parent/guardian, and to emergency medical personnel.

Information regarding HIV status will not be added to a student's permanent educational or health record without written consent.

All employees are required to consistently follow Universal Precautions for infection control and the Salem Public Schools HIV Administrative Guidelines at all times within school, as well as during school activities.

A school staff member must alert the school nurse or principal if a student's health condition or behavior presents a reasonable risk of transmitting any infection e.g. biting, spitting.

All school staff members will maintain a respectful school climate and not allow physical or verbal harassment of any individual or group based upon:

A person living with HIV infection;

A person perceived as having HIV infection; or

A person associated with someone with HIV infection.

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

Implementing the policy in their building/department;

Reviewing this policy with their staff annually;

Monitoring the execution of this policy at the building level.

Refer to Salem Public Schools HIV Administrative Guidelines

Legal References: 42 U.S.C. Section 1201 (ADA)
20 U.S.C. Section 140 (IDEA)
29 U.S.C. Section 794 (Section 504 of the Rehabilitation Act of 1971)
MGL 111:70F
MGL 112:12F
603 CMR 26.00 (MA Department of Public Health and Public Education)

Approved: 1/9/06

Reviewed by Policy Subcommittee: October 2015

Reviewed and referred by Policy Subcommittee on 6/29/21

Recommended for deletion

1st reading 7/19/21

STUDENTS AND INSTRUCTION 5000

HEALTH AND SAFETY 5700

AUTOMATIC EXTERNAL ~~DEFIBRILLATORS~~DEFIBRILLATORS (AED'S) 5708

The Salem School Committee recognizes that from time to time medical emergencies may arise that justify the use of an Automatic External Defibrillator (AED). The Committee has acquired these units for use by qualified personnel in the schools and for use at athletic events hosted by the district. District athletic personnel are authorized to carry portable AED's for away contests under the rules developed by the superintendent.

Employees of the district will be authorized to utilize an AED only after completing initial and recurrent training courses, successfully, as approved by the American Heart Association fo rAED's and CPR.

~~by Northeast Emergency Medical Services, Inc. (in accordance with the memorandum of agreement) to utilize an AED only after completing initial and recurrent training courses, successfully, as approved by the American Heart Association for AED's and CPR. Requirements for the frequency of recurrent training will be as specified by the issuing organization of the individual employee's certification. Acceptable certification will consist of completion of an American Heart Association "Heartsaver AED" course and CPR course.~~

Legal Reference: MGL 71:54C

Approved: 9/27/04

Reviewed by Policy Subcommittee: October 2015

Reviewed and referred by Policy Subcommittee on 6/29/21

1st reading 7/19/21

STUDENTS AND INSTRUCTION **5000**

HEALTH AND SAFETY **5700**

MEDICATION ADMINISTRATION **5709**

In accordance with Massachusetts General Laws, Chapter 94 C and Chapter 71, Section 54B, school nurses will be responsible for the administration and storage of all medication and the maintenance of accurate medication records on all students. Pursuant to the Massachusetts Department of Public Health 105 CMR 210.000 regulations, no other individual will be allowed to administer medication unless the school nurse has appropriately trained them.

During the school day, the administration of either prescription or non-prescription medications must comply with the regulations and protocols of the Massachusetts Department of Public Health and the Salem Public Schools as follows:

The school health office must have on file a written order from a Licensed Healthcare Provider detailing the student's name, name of the drug, dosage, frequency or time and route of administration, date of order, discontinue date and diagnosis, if not in violation of confidentiality. ~~For short term prescription medications, i.e. those requiring administration for ten school days or fewer, the pharmacy labeled container may be used in lieu of an order.~~

A written consent form is required for the administration of all medications. The form must be signed by the parent/guardian and will provide an emergency telephone number, contact person, and a list of all medications the student is currently receiving, if not in violation of confidentiality or contrary to the request of the parent/guardian or a majority age student that such medications not be documented;

Medication must be delivered to school by a parent/guardian or responsible adult in the properly labeled pharmacy container. No other container is acceptable;

Any medication administered by injection must be given in the health office with the exception of insulin delivery systems;

Students may not carry medication of any kind on their person with the exception of asthma inhalers, Epi-Pens, enzyme supplements, and insulin delivery systems and then, only with documentation from the Licensed Healthcare Provider and parent/guardian, and the approval of the school nurse;

The school nurse, in collaboration with the parent/guardian, shall establish a medication administration care plan for each student receiving medication. Standing orders for medications e.g. Acetaminophen, written by the school physician may be administered in accordance with the protocol for each medication if a Permission- To-Treat form signed by a parent/guardian is filed in the health office.

Legal Reference: MGL 94C:9; 71:54B
105 CMR 210.001 –210.100
School Health Services Manual

Approved: 1/9/06

Reviewed by Policy Subcommittee: October 2015

Reviewed and referred by the Policy Subcommittee on 6/29/21

1st reading 7/19/21

STUDENTS AND INSTRUCTION 5000

HEALTH AND SAFETY 5700

DO NOT RESUSCITATE ORDER 5710

In accordance with the Massachusetts Department of Public Health Comfort Care (CC)/Do Not Resuscitate (DNR) Protocol, the Salem Public Schools will honor a CC/DNR order under the following conditions:

1. A current CC/DNR order was issued by a physician, authorized nurse practitioner, or authorized physician assistant with the consent of the parents(s) or legal guardians(s), and issued according to the current standard of care.
2. The student has an original or a copy of a CC/DNR Order Verification Form on file in the school's Health Office.
3. The student has an individual health care plan developed by the parent(s)/guardian(s), student (if 18 years of age), the physician who wrote the CC/DNR order and the school nurse.

Without an original or a copy of a CC/DNR Order Verification Form filed in the school's Health Office first responders will provide emergency treatment, including resuscitation, in accordance with standard EMS protocols, and transport to a hospital.

With written permission from the parent(s) or guardian(s) the school nurse will notify the local medical emergency services when there is a child in a specific school building with a Comfort Care/Do Not Resuscitate Order.

References: ~~M.G.L. c. 201 6, 6A or 6B~~

MGL 201D

MGL 111C and 105 CMR 170.000 et seq;

MGL 111:201 and 105 CMR 171.000 et seq.

Refer to School Health Services Guidelines

Approved: 7/24/06

3/26/07

Reviewed by Policy Subcommittee: October 2015

Reviewed and referred by the Policy Subcommittee on 6/29/21

1st reading 7/19/21

STUDENTS AND INSTRUCTION 5000

HEALTH AND SAFETY 5700

WELLNESS 5711

The Salem ~~Public School Committee District~~ is committed to promoting the health and wellness of all students. To that end, the Superintendent shall develop and overseeing the implementation and review of a comprehensive plan for the health and well-being of all ~~its~~ students and ~~establish~~ ~~establishing~~ and ~~support~~ ~~supporting~~ the means to achieve and it. To that end, the ~~Superintendent shall establish~~ a School Wellness Advisory Committee (hereafter referred to as the Wellness Committee) for the District. This committee's members shall include school health, nutrition, physical ~~education~~ ~~activity~~, and counseling staff as well as individuals representing appropriate community ~~youth~~ agencies that serve youth, parents/guardians, students, and the School Committee. One member of the Wellness Committee shall serve as the liaison between the Wellness Committee and the Superintendent and shall ensure that the committee meets regularly and is actively functioning.

~~One member of the Wellness Committee shall serve as the liaison between the Wellness Committee and the Superintendent and shall ensure that the committee meets regularly and is actively functioning.¶~~

The Wellness Committee shall have as its overall charge, the development and implementation of a long-term and permanent program that promotes (1) ~~nutritional~~, (2) physical education and activity and (3) social and mental health in the Salem Public Schools and that actively seeks grants to further these objectives. The Wellness Committee shall keep minutes and produce reports, one of which will present specific accomplishments to the Superintendent and the School Committee on an annual basis.

The Wellness Committee shall establish subcommittees to develop appropriate goals and procedures in each of the three component areas of this policy. These annual goals shall be established to contribute to and gradually implement a long-term, comprehensive Wellness Program for the Salem Public Schools. Each year's goals shall be subject to approval by the Salem School Committee.

~~Upon request, the Superintendent shall update the School Committee on An end-of-year report shall include progress toward these goals and the long-term program and objectives. Annual goals and the evolving Wellness Program, consisting of specific activities and regulations for the district, will be included in the student and staff handbooks.~~

Legal References: MGL 111:223, 105 CMR 201; 215.00

The Child Nutrition and WIC Reauthorization Act of 2004, Section 204, P.L. 108 -265

The Richard B. Russell National School Lunch Act, 42 U.S.C. §§ 1751 - 1769h

The Child Nutrition Act of 1966, 42 U.S.C. §§ 1771 - 1789

Approved: January 7, 2013

Reviewed by Policy Subcommittee: October 2015

Reviewed and referred by the Policy Subcommittee on 6/29/21

1st reading on 7/19/21

STUDENTS AND INSTRUCTION **5000**

HEALTH AND SAFETY **5700**

STUDENTS WITH FOOD ALLERGIES **5711.01**

I. Purpose

The School Committee recognizes the right of each student to participate. To the extent of the student's ability, with or without accommodation, in school and school related activities. The Committee further recognizes the importance of ensuring that the environment in the Salem Public Schools is as safe as it is reasonably possible to achieve for student who experience life-threatening allergies. It is the Committee's purpose in this policy to ensure achievement of these objectives.

II. General

To achieve the objectives set forth above the School Committee directs the Superintendent of Schools to promote a safe environment for all students by:

- A. Educating or seeing to the education of all members of the Salem Public Schools Community about life-threatening food allergies, including but not limited to peanuts and other nuts, and products that include or are made from them. **This education will include training of teachers and staff by the school nurse on the use of epinephrine injection ("Epi-pens") should a child incur a life-threatening response to foods while on school grounds or participating in a school-related activity;**
- B. Encouraging voluntary commitment by each member of the Salem Public Schools community, including students and their parents or guardians, to refrain from bringing peanut and nut products to school in order to lessen the risk to students who are severely allergic to these items;
- C. Reducing the possibility of cross contamination between students who eat peanut and nut products either at home or at school, and students who have **nutfood** allergies;
- D. Developing administrative procedures and procedures for school nurses, cafeteria staff, building administrators, instruction personnel, office and clerical staff, custodial employees, and public safety officials that will ensure clarification of the expectations and roles of each in achieving the purposes of this policy.

III. Individual Health Care Plan

The Superintendent shall see to it that an individual health care plan (IHCP) including emergency action plan (EAP), is developed for each student who presents with a life threatening or otherwise serious allergy, and that with the consent of the students parents or guardian, the EAP will be appropriately posted in the school and made available to the staff who would be obligated to implement the EAP.

IV. School Emergency Response Plan

The Superintendent shall see to it that a workable plan is developed for any instance when a student is suspected of experiencing an anaphylactic reaction at school.

V. Modifications

The Superintendent shall see to it that plans will be developed at each school for implementation in classrooms, in school cafeterias, and throughout the school to ensure the achievement of the purposes of this policy, and the implementation of students' IHCP's, EAPS, and the school's emergency response plan.

References

29 U. S. C. § 794 (a) (Section 504 of the Rehabilitation Act of 1973) Managing Life Threatening Food Allergies in Schools, Mass Dept. of Education (2002) Salem Public Schools Guidelines for Managing Life Threatening Allergies in the School Setting

Approved: April 25, 2011

Reviewed and referred by Policy Subcommittee on 6/29/21

1st reading 7/19/21

STUDENTS AND INSTRUCTION

5000

HEALTH AND SAFETY

5700

NUTRITION

5711.02

The Salem Public School District is committed to providing a school environment that promotes and protects student physical, nutritional and emotional health. To that end, the District shall promote healthier nutritional practices in the Salem Public Schools.

Administrators of the District shall ensure that food and beverages sold or provided to students in the Salem schools or at school-sponsored events meet U.S. Dietary Guidelines for Americans, Healthy Hunger Free Kids Act, and Massachusetts School Nutrition Standards; this includes all food and beverages sold in vending machines.

All building principals and those purchasing and serving food to students shall be familiar with Massachusetts' standards for competitive foods in public schools, that were effective on August 1, 2012. They shall also receive ongoing professional development on healthy foods. This policy applies to competitive foods and beverages provided or sold on school grounds during the school day.

The School Wellness Advisory Committee shall, through a Nutrition Subcommittee, each year set at least one measurable goal related to nutrition. The Wellness Committee shall evaluate its success with this goal at the end of the academic year, based on benchmarks established at the beginning of the school year, and subject to approval by ~~the Salem School Committee~~ Superintendent.

Each year's goal shall support an overall improved Nutrition Program in the Salem Public Schools, as developed and implemented by the Wellness Committee and District Administrators in compliance with state and federal regulation. The specific annual goals, activities, and outcomes in Nutrition shall be detailed in the Wellness Committee's annual report to the Superintendent and School Committee.

Legal References: MGL 111:223; 105 CMR 225: Nutrition Standards for Competitive Foods and Beverages in Public Schools

Approved: 7 January 2013

First Reading: December 7, 2015

reviewed and referred by PSC 6/29/21
1st reading 7/19/21

STUDENTS AND INSTRUCTION	5000
<u>HEALTH AND SAFETY</u>	<u>5700</u>
PHYSICAL ACTIVITY	5711.03

The Salem Public School District is committed to providing a school environment that promotes and protects student nutritional, physical and social and emotional health. To that end, the District shall promote increased and health-related exercise and physical activity in the Salem Public Schools.

Administrators of the District shall take steps to ensure that all students have opportunity to exercise and engage in physical activity during the school day.

The School Wellness Advisory Committee shall, through an Exercise/Physical Activity Subcommittee, each year set at least one measurable goal related to improved and effective exercise and physical activity. The Wellness Committee shall evaluate its success with this goal at the end of the academic year, based on benchmarks established at the beginning of the school year, and approved then by the ~~Salem School Committee~~ Superintendent.

Each year's goal shall build toward an improved overall Physical Activity Program in the Salem Public Schools, as developed and implemented by the Wellness Committee and District Administrators. The specific annual goals, activities, and outcomes in Physical Activity shall be detailed in the Wellness Committee's annual report to the Superintendent and School Committee.

Approved: 7 January 2013

First Reading of Revision: December 7, 2015

Reviewed and referred by the Policy Subcommittee on 6.29/21

1st Reading on 7/19/21

STUDENTS AND INSTRUCTION 5000

HEALTH AND SAFETY 5700

ATHLETIC and SCHOOL-RELATED ACTIVITY CONCUSSION POLICY 5712

This policy provides information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities¹ including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013 and every two years thereafter upon review or revision of its policies.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;
2. DPH Pre-participation forms and receipt of materials;
3. DPH Report of Head Injury Forms, or school based equivalents;
4. DPH Medical Clearance and Authorization Forms, or school based equivalents; and
5. Graduated reentry plans for return to full academic and extracurricular athletic activities.

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine

¹ Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.

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injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents, and/or teammates to return to play as quickly as possible. One or more of these factors will likely result in under diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

Student athletes who receive concussions may appear to be “fine” on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol and procedures will discuss what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and past concussion syndrome. Lastly, the protocol will detail the education and procedures required by law for athletes, coaches, parents and other individuals.

The following procedures on managing sports-related concussions shall be reviewed on a yearly basis with all staff. The procedure will also be reviewed on a yearly basis by the athletic department and nursing staff. Any changes in this document must be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

LEGAL REFS: MGL 111:222; 105 CMR 201.000

Approved March 5, 2012

Reviewed and referred by the Policy Subcommittee on 6/29/21

1st reading on 7/19/21

STUDENTS AND INSTRUCTION 5000

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ATHLETIC and SCHOOL-RELATED ACTIVITY CONCUSSION POLICY 5712

ATHLETIC CONCUSSION REGULATIONS

Section I. What is a Concussion?

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

Section II. Mechanism of Injury:

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.

Section III. Signs and Symptoms:

Signs (what you see):

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems
- Personality change
- Slow response to questions

- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

Symptoms (reported by athlete):

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering
- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

Section IV. Management and Referral Guidelines:

1. When an athlete loses consciousness for any reason, the athletic trainer will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance. If the athletic trainer is not available, the coach should immediately call EMS, check ABCs and not move the athlete until help arrives.
2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP. **Worsening signs and symptoms requiring immediate physician referral include:**
 - A. Amnesia lasting longer than 15 minutes
 - B. Deterioration in neurological function
 - C. Decreasing level of consciousness
 - D. Decrease or irregularity of respiration
 - E. Decrease or irregularity in pulse
 - F. Increase in blood pressure
 - G. Unequal, dilated, or unreactive pupils
 - H. Cranial nerve deficits

- I. Any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
 - J. Mental-status changes: lethargy, difficulty maintaining arousal, confusion, agitation
 - K. Seizure activity
 - L. Vomiting/ worsening headache
 - M. Motor deficits subsequent to initial on-field assessment
 - N. Sensory deficits subsequent to initial on-field assessment
 - O. Balance deficits subsequent to initial on-field assessment
 - P. Cranial nerve deficits subsequent to initial on-field assessment
 - Q. Post-Concussion symptoms worsen
 - R. Athlete is still symptomatic at the end of the game
3. After a student athlete sustains a concussion, the athletic trainer will use the Standardized Assessment for Concussion (SAC) to assess and document the student athlete's concussion. The athletic trainer will also report on the student athlete's signs and symptoms by using the Signs and Symptoms Check-List. On the signs and symptoms checklist, the athletic trainer will also check pulse and blood pressure of each student athlete with a suspected concussion. After the initial evaluation of a concussion, all signs and symptoms will be tracked on the computer using the ImPact Test.
 4. Any athlete who is symptomatic but stable is allowed to go home with his/her parent(s)/guardian(s) following the head injury.
 - A. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the certified athletic trainer in person.
 - B. If the injury occurs at a game or event the student athlete may go home with the parent/guardian(s) after talking with the certified athletic trainer.
 - C. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/guardian(s), as well as student athletes, must read and sign the Concussion Information and Gradual Return to Play form and bring it back to the certified athletic trainer before starting with the return to play protocol.

V. Gradual Return to Play Protocol:

1. Student athletes, with the consent of their parent(s)/guardian(s), will start taking the ImPact Test **(or other approved test identified by the School District)**. The ImPact Test is a tool that helps manage concussions, determine recovery from injury, and is helpful in providing proper communication between coaches, parents and clinicians. The ImPact Test is a neurocognitive test that helps measure student athletes' symptoms, as well as test verbal and visual memory, processing speed and reaction time. It is **mandatory** for all student athletes to take the ImPact Test for a baseline score in accordance with Massachusetts State Law. The law states that all public schools must develop safety protocols on concussions and all public schools must receive information on past concussion history. The ImPact Test appears to be a promising tool in monitoring a student athlete's prior concussions, as well as any future concussions.
2. Each student athlete will complete a baseline test at the beginning of their sport season. **All student athletes and club cheerleading members will undergo ImPact testing.** Student

athletes will be re-tested every other year. If a student athlete plays more than one sport during the academic year, their test will remain valid. For example, if a soccer student athlete also plays basketball in the winter, the student athlete will not have to take the ImPact Baseline Test again in the winter. If a student athlete posts scores below the norm, the student athlete will be re tested at another time with either the certified athletic trainer or school nurse. Student athletes cannot begin practice until a valid baseline score is obtained during their designated time to take the test.

- A. At the beginning of every sport season, student athletes are required to complete a concussion history form and return it to the athletic department. This information will be recorded in the student information system for tracking purposes.
- B. Following any concussion the athletic trainer must notify the athletic director and school nurses.
- C. Following a concussion the student athlete will take a **post-injury test within 24 to 48 hours following the head injury. STUDENT ATHLETES WILL NOT BE ALLOWED TO MOVE ON TO FUNCTIONAL/PHYSICAL TESTING UNTIL THEIR IMPACT TEST IS BACK TO THE BASELINE SCORE AND ASYMPTOMATIC!** After a student athlete takes their first post-injury test, the student athlete will not be re-tested again for **5 days**.
- D. If, after the first post-injury ImPact test, the athlete is not back to his/her baseline the parent/guardian(s) will be notified, and the student athlete will be referred to their healthcare provider and must have the Concussion Information and Gradual Return to Play form signed by a physician, physician assistant, licensed neuropsychologist or nurse practitioner stating when the athlete is allowed to return to play.
- E. Following a post-injury test, the certified athletic trainer will take the Concussion Information and Gradual Return to Play form signed by the parent(s)/guardian(s) and fill in the date of all post-injury tests taken by each student athlete.
- F. The certified athletic trainer will also document the date on which the athlete is asymptomatic and sign the document agreeing that all the above statements are true and accurate.
- G. Once the athlete starts on the exertional post concussion tests, the parent(s)/guardian(s) will be notified and the athlete will be sent home with all signed documents relating to head injury. At this time the parent/guardian(s) must bring the student athlete to a licensed physician, licensed neuropsychologist, licensed physician assistant, nurse practitioner or other appropriately trained or licensed healthcare professional to be medically cleared for participation in the extracurricular activity.
- H. **Student athletes who continue to exhibit concussion symptoms for a week or more must be evaluated by a physician before returning to play.**
- I. Once a student athlete's post-injury test is back at the student athlete's baseline score, the student athlete will go through 5 days of Exertional Post Concussion Tests. The student athlete must be asymptomatic for all functional and physical tests to return to play (RTP). All tests will be administered by a certified athletic trainer.

Exertional Post Concussion Tests:

- A. **Test 1:** (30% to 40% maximum exertion): Low levels of light physical activity. This will include walking, light stationary bike for about 10 to 15 minutes. Light isometric strengthening (quad sets, UE light hand weights, ham sets, SLR's, resistive band ankle

strengthening) and stretching exercises.

- B. Test 2: (40% to 60% maximum exertion): Moderate levels of physical activity. Treadmill jogging, stationary bike, or elliptical for 20 to 25 minutes. Light weight strength exercises (resistive band exercises UE and LE, wall squats, lunges, step up/downs. More active and dynamic stretching.
- C. Test 3: (60% to 80% maximum exertion). Non-contact sports specific drills. Running, high intensity stationary bike or elliptical 25 to 30 minutes. Completing regular weight training. Start agility drills (ladder, side shuffle, zig-zags, carioca, box jumps, and hurdles).
- D. Test 4: (80% maximum exertion). Limited, controlled sports specific practice and drills.
- E. Test 5: Full contact and return to sport with monitoring of symptoms.

Section VI. School Nurse Responsibilities:

1. Assist in testing all student athletes with baseline and post-injury ImPact testing.
2. Participate and complete the CDC training course on concussions. A certificate of completion will be recorded by the nurse leader yearly.
3. Complete symptom assessment when student athlete enters Health Office (HO) with questionable concussion during school hours. Repeat in 15 minutes.
4. Observe students with a concussion for a minimum of 30 minutes.
5. If symptoms are present, notify parent/guardian(s) and instruct parent/guardian(s) that student must be evaluated by an MD.
 - (a) If symptoms are not present, the student may return to class.
6. If symptoms appear after a negative assessment, MD referral is necessary.
7. Allow students who are in recovery to rest in HO when needed.
8. Develop plan for students regarding pain management.
9. School nurse will notify teachers and guidance counselors of any students or student athletes who have academic restrictions or modifications related to their concussion.
10. Educate parents and teachers about the effects of concussion and returning to school and activity.
11. If injury occurs during the school day, inform administrator and complete accident/incident form.
12. Enter physical exam dates and concussion dates into the student information system.

Section VII. School Responsibilities:

1. Review and, if necessary, revise the concussion policy every 2 years.
2. Once the school is informed of the student's concussion, a contact or "point person" should be identified (e.g. the guidance counselor, athletic director, school nurse, school psychologist or teacher).
3. Point person to work with the student on organizing work assignments, making up work and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for student.
5. Convene meeting and develop rehabilitative plan.
6. Decrease workload if symptoms appear.
7. Recognize that the student's ability to perform complex math equations may be different from the ability to write a composition depending on the location of the concussion in the brain.
8. Educate staff on the signs and symptoms of concussions and the educational impact concussions may have on students.
9. Include concussion information in student handbooks.

10. Develop a plan to communicate and provide language-appropriate educational materials to parents with limited English proficiency.

Section VIII. Athletic Director Responsibilities:

1. Provide parents, athletes, coaches, and volunteers with educational training and concussion materials yearly.
2. Ensure that all educational training programs are completed and recorded.
3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity
4. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms, which include health history form, concussion history form, and MIAA form.
5. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon.
6. Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach, athletic trainer, school nurse and school physician.
7. Inform parent/guardian(s) that, if all necessary forms are not completed, their child will not participate in athletic extracurricular activities.

Section IX. Parent/Guardian Responsibilities:

1. Complete and return concussion history form to the athletic department.
2. Inform school if student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
3. If student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions and return certificate of completion to the athletic department.
5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician:
 - A. Loss of consciousness
 - B. Headache
 - C. Dizziness
 - D. Lethargy
 - E. Difficulty concentrating
 - F. Balance problems
 - G. Answering questions slowly
 - H. Difficulty recalling events
 - I. Repeating questions
 - J. Irritability
 - K. Sadness
 - L. Emotionality
 - M. Nervousness
 - N. Difficulty with sleeping
6. Encourage your child to follow concussion protocol.

7. Enforce restrictions on rest, electronics and screen time.
8. Reinforce recovery plan.
9. Request a contact person from the school with whom you may communicate about your child's progress and academic needs.
10. Observe and monitor your child for any physical or emotional changes.
11. Request to extend make up time for work if necessary.
12. Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

Section X. Student and Student Athlete Responsibilities:

1. Complete Baseline ImPact Test prior to participation in athletics.
2. Return required concussion history form prior to participation in athletics.
3. Participate in all concussion training and education and return certificate of completion to the athletic department prior to participation in athletics.
4. Report all symptoms to athletic trainer and/ or school nurse.
5. Follow recovery plan.
6. **REST.**
7. **NO ATHLETICS.**
8. **BE HONEST!**
9. Keep strict limits on screen time and electronics.
10. Don't carry books or backpacks that are too heavy.
11. Tell your teachers if you are having difficulty with your classwork.
12. See the athletic trainer and/or school nurse for pain management.
13. Return to sports only when cleared by physician and the athletic trainer.
14. Follow Gradual Return to Play Guidelines.
15. Report any symptoms to the athletic trainer and/or school nurse and parent(s)/guardian(s) if any occur after return to play.
16. Return medical clearance form to athletic trainer prior to return to play.
17. Students who do not complete and return all required trainings, testing and forms will not be allowed to participate in sports.

Section XI. Coach & Band Instructor Responsibilities:

1. Participate in Concussion Education Course offered by the National Federation of State High School Associations (NFHS) on a yearly basis. Complete certificate of completion and return to the athletic department.
2. Ensure all student athletes have completed ImPact baseline testing before participation. 3. Ensure all student athletes have returned concussion history and health history form prior to participation in athletics.
4. Complete a head injury form if their player suffers a head injury and the athletic trainer is not present at the athletic event. This form must be shared with the athletic trainer and school nurse. 5. Ensure all students have completed a concussion educational training and returned their certificate of completion prior to participation in athletics.
6. Remove from play any student athlete who exhibits signs and symptoms of a concussion. 7. Do not allow student athletes to return to play until cleared by a physician and athletic trainer. 8. Follow Gradual Return to Play Guidelines.
9. Refer any student athlete with returned signs and symptoms back to athletic trainer. 10. Any coach,

band instructor, or volunteer coach for extracurricular activities shall not encourage or permit a student participating in the activity to engage in any unreasonably dangerous athletic technique that unnecessarily endangers the health of a student athlete, including using a musical instrument, helmet or any other sports equipment as a weapon.

Section XII. Post Concussion Syndrome:

Post Concussion Syndrome is a poorly understood condition that occurs after a student athlete receives a concussion. Student athletes who receive concussions can have symptoms that last a few days to a few months, and even up to a full year, until their neurocognitive function returns to normal. Therefore, all school personnel must pay attention to and closely observe all student athletes for post concussion syndrome and its symptoms. Student athletes who are still suffering from concussion symptoms are not ready to return to play. The signs and symptoms of post concussion syndrome are:

- Dizziness
- Headache with exertion
- Tinnitus (ringing in the ears)
- Fatigue
- Irritability
- Frustration
- Difficulty in coping with daily stress
- Impaired memory or concentration
- Eating and sleeping disorders
- Behavioral changes
- Alcohol intolerance
- Decreases in academic performance
- Depression
- Visual disturbances

Section XIII. Second Impact Syndrome:

Second impact syndrome is a serious medical emergency and a result of an athlete returning to play and competition too soon following a concussion. Second impact syndrome occurs because of rapid brain swelling and herniation of the brain after a second head injury that occurs before the symptoms of a previous head injury have been resolved. The second impact that a student athlete may receive may only be a minor blow to the head or it may not even involve a hit to the head. A blow to the chest or back may create enough force to snap the athlete's head and send acceleration/deceleration forces to an already compromised brain. The resulting symptoms occur because of a disruption of the brain's blood autoregulatory system which leads to swelling of the brain, increasing intracranial pressure and herniation.

After a second impact a student athlete usually does not become unconscious, but appears to be dazed. The student athlete may remain standing and be able to leave the field under his/her own power. Within fifteen seconds to several minutes, the athlete's condition worsens rapidly, with dilated pupils, loss of eye movement, loss of consciousness leading to coma and respiratory failure. The best way to handle second impact syndrome is to prevent it from occurring altogether. All student athletes who incur a concussion must not return to play until they are asymptomatic and cleared by an appropriate health care

professional.

Section XIV. Concussion Education:

It is extremely important to educate coaches, athletes and the community about concussions. On a yearly basis, all coaches must complete the online course called “Concussion In Sports: What You Need to Know”. This course is offered by the National Federation of State High School Associations (NFHS). Student athletes also need to understand the importance of reporting a concussion to their coaches, parents, athletic trainer and other school personnel. Every year student athletes and parents will participate in educational training on concussions and complete a certificate of completion. This training may include:

- CDC Heads-Up Video Training, or
- Training provided by the school district

The school district may also offer seminars, speakers, and discussion panels on the topic of concussions. Seminars offer an opportunity for the certified athletic trainer, athletic director and nurse leader to speak about concussions on the field at practices and games and to discuss the protocol and policy that the district has enacted. Providing education within the community will offer the residents and parents of athletes an opportunity to ask questions and voice their concerns on the topic of brain injury and concussions. When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, **SIT THEM OUT and have them see the appropriate healthcare professional!**

STUDENTS AND INSTRUCTION **5000**

HEALTH AND SAFETY **5700**

ALTERNATIVE TRANSPORTATION ON SCHOOL GROUNDS **5714**
(Formerly Bicycle Policy, 5208 - renumber to 5714)

If a student rides a bicycle, **skateboard, or other alternative form of transportation to school, they** ~~he or she~~ should park or store and lock it securely. The school department does not take responsibility for items that are ~~lost or damaged~~ while on school property. For safety reasons, some schools **may** prohibit ~~riding bicycles to school~~ alternative transportation on school property.

For additional information, please refer to the ~~Student Handbook~~.

~~First Reading November 2, 2015~~

Reviewed and referred by Policy on 6/22/21

1st reading 7/19/21

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<u>MISCELLANEOUS ITEMS</u>	5800
ACCIDENT INSURANCE	5801

Each September, student accident insurance is available at a nominal cost to those who want it. In the event of an accident requiring a claim, it is the responsibility of the parent/guardian to send the required form to the insurance company as directed. The school does not assume liability for the injury, nor for the subsequent negotiations with the company.

Approved: 1/ 9/06

Reviewed and referred by Policy 7.13.21
First reading 7/19/21

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MISCELLANEOUS ITEMS 5800

STUDENT PARKING 5803

Licensed students **with registered vehicles** may park in student parking areas during **regular** school hours. A parking permit may be required and a fee may be charged for the permit. This fee, if any, will be set by the Salem School Committee and reviewed **annually**. ~~regularly~~.

For **additional** ~~pertinent~~ information, **please** refer to the student handbook.

First Reading: November 2, 2015

Second Reading: November 16, 2015

Third Reading : December 7, 2015

Reviewed and referred by Policy 7/13/21

First reading 7/19/21

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FREE AND REDUCED PRICE BREAKFASTS AND LUNCHES	5804

Applications for free and reduced price lunches are distributed during the first week of school to each student and should be filled out by parents or guardians of a legal minor or by the student if he or she has age majority status. They are then returned to and reviewed by the School Food and Nutrition Services Department ~~principal or his/her designee~~ for approval or rejection based on federal guidelines of financial need. Applications may be obtained in each ~~the~~ school's main office any time during the school year.

Approved: 1/ 9/06

Reviewed and referred by Policy 7/13/21

First reading 7/19/21

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USE OF HANDHELD DEVICES	5805

~~The use of handheld devices may be used during school hours may be appropriate when its purpose supports and to enhance the learning process. Handheld devices include, but are not limited to, mobile phones, tablets, and laptops. Salem Public Schools considers the usage of such devices during school hours as a privilege and not a right. To that end, the rules and regulations on proper use of handheld devices will be the responsibility of the leadership team of the respective school and will be communicated in the student handbook.~~

First Reading – November 16, 2015

Second Reading – December 7, 2015

~~mobile devices are prohibited during school hours. Cellular phones and other electronic devices may be used on school property before and after regular school hours.¶~~

~~Parents may contact their children during regular school hours by calling the main office. The building principal will determine the conditions under which messages will be delivered to students. ¶~~

~~For additional information, please refer to the student handbook.~~

Reviewed and referred by Policy 7/13/21

First reading 7/19/21

STUDENTS AND INSTRUCTION 5000

MISCELLANEOUS ITEMS 5800

STUDENT OBSERVATIONS 5806

Parents are encouraged to participate fully and effectively with school personnel in the development of appropriate educational programs for their children. To that end, the Salem Public Schools has established guidelines regarding parents' observations of their child's program conducted by themselves, their educational advocate, or an evaluator. Working cooperatively is essential to ensure the safety of children and the integrity of the program while under observation.

Requesting an Observation: A request for any kind of observation shall be made to the Principal or Team Chairperson minimally 2 days in advance by a parent and 7 days in advance of observations to be conducted by an educational advocate or an evaluator on behalf of the family. Requests for observations to be conducted by an educational advocate or an evaluator on behalf of the family must always be referred to the Team Chairperson. Any evaluator must be credentialed/licensed in the area being evaluated. Parents are asked to submit their observation requests in writing to their Team Chairperson and include the following information:

- Student's name
- Parent's name, telephone and/or email contact information
- Interpretation services (to be provided only by school staff)
- Student's classroom teacher and assigned grade
- Observer's name, and if the observer is someone other than the parent, any relevant affiliation of the observer, along with telephone number and/or email
- Purpose of the observation, including any particular part of the school day the observer wishes to see, and the desired outcome of the observation
- Signed Release of Information giving permission for the district and observer to exchange information, including directly scheduling the observation

The Team Chairperson will immediately notify the school principal, and determine the appropriateness of the specific date requested. Please note:

- Different observation requests may require more planning and observation time than others; the duration and extent of the observation will be determined on an individual basis.
- To limit impact on students being observed the district reserves the right to limit an individual observation to 2 hours, however multiple observations~~observation~~ may be scheduled.
- The school system has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff so as to give adequate notice to the staff of the impending visits.

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- At all times school staff will accompany observers/evaluators/parents and advocates during observation. The school reserves the right to select such staff and to schedule the observation in coordination with the availability of said staff.
- The district does not generally schedule observations for certain portions of the year such as during MCAS testing or during the first few weeks of school or the month of June.
- School staff retains the right and obligation to restrict program observation where necessary to protect the safety of a child or the integrity of program.
- For evaluators, the length of the observation shall be a reasonable time to address the purpose of the observation and desired outcome, but shall be limited to 2 hour intervals whenever possible.
- No more than 2 people shall be scheduled to observe a child or program at one time. No children may accompany a parent, advocate, or evaluator. A school staff member shall accompany the observer(s) during the observation.
- Given the ongoing responsibility of teachers or therapists to serve students, they will not be available for conversation during or immediately before/after the observation period.
- Those observing will be seated in an area that will not disrupt instruction.
- Staff members involved in a classroom observation will welcome observers to the class but will not interact with the observers before, during, or immediately after the observation period. Discussion of the observation may take place at a subsequent conference and the Team Chairperson and/or accompanying school staff will be present. This quick debrief shall last no more than 20 minutes unless a Team Meeting is scheduled.
- Those observers shall respect student confidentiality and shall not share any impressions of other students with anyone. Observers will be asked to sign a statement that any personally identifiable or confidential information obtained during the course of an evaluation/observation will remain confidential.

STUDENTS AND INSTRUCTION 5000

MISCELLANEOUS ITEMS 5800

STUDENT OBSERVATIONS 5806

School safety procedures will be adhered to at all times. All visitors must register in the main office upon arriving and sign out when leaving. Any visitor who fails to comply with school rules will be immediately asked to leave school grounds. Principals retain the authority to exercise their discretion at any time to reschedule or terminate an observation in the event of a building emergency or a disruption that impacts the physical or emotional well-being of the children in the school or the program being observed or when necessary to protect:

- the safety of the children in the program during the observation
- the integrity of the program during the observation
- children in the program from disclosure by an observer of confidential or personally identifiable information he/she may obtain while observing

If the parent requests a Team Meeting to review the observation/evaluation, the parent shall provide any written evaluation reports to the district at least 10 days prior to the scheduling of a Team Meeting.

First Reading: September 21, 2015

Second Reading: October 5, 2015

Third Reading: October 19, 2015

Reviewed and referred by Policy 7.13.21

First reading 7.19.21

STUDENTS AND INSTRUCTION	5000
MISCELLANEOUS ITEMS	5800
ATHLETICS AND STUDENT ACTIVITIES FEES	5807

All students participating in athletics and student activities may be charged a participation fee. Students showing financial hardship, as deemed by the athletic director or student activities director, will be excused from paying these fees or will pay a reduced rate. These fees, if any, will be set by the Salem School Committee and reviewed annually.

First Reading; November 2, 2015
Second Reading; November 16, 2015
Third Reading; December 7, 2015

Reviewed and referred by Policy 7/13/21
First reading 7/19/21

SCHOOL COMMITTEE 6000

SCHOOL COMMITTEE POLICY 6200

REVIEW OF POLICIES 6201

In an effort to keep its written policies up to date so that they may be used consistently as a basis for committee action and administrative decision, the committee shall evaluate how the policies have been executed by the school staff and shall weigh the results. It shall rely on the school staff, students, and the community for providing evidence of the effect of the policies that it has adopted. **The School Committee**, by a majority vote, may amend their policies at any time.

The superintendent is given the continuing commission of calling to the committee's attention all policies that are out of date or for other reason(s) appear to need revision. He/she shall call in all copies of the committee's policy manual according to the set schedule below and arrange for each to be updated, if necessary. Those policies that require annual review are noted on the policy; otherwise, policies will be reviewed according to the following schedule (continuous and rotating):

Year 1	Sections 611000 and 2000
Year 2	Sections 3000
Year 3	Section and 4000
Year 4	Sections 5000
Year 5	Section and 6000

Reviewed: October 2016

Reviewed and referred by Policy 7/13/21

First reading 7/19/21

PERSONNEL

4000

ALL EMPLOYEES

4100

~~FAMILY AND MATERNITY LEAVES OF ABSENCE~~

4109

Employees, depending on their job classification, may be entitled to request both short and long term leaves of absence. The various employee contracts and collective bargaining agreements along with state and federal laws specify the requirements for eligibility for these leaves and should be consulted for specific information. Included among these short and long term leaves of absence are personal, professional, legal, bereavement, parental leave, and other extended leaves of absence.

In general, it should be noted that all leaves must be requested, in writing, to the Office of Employee Engagement and are subject to the approval of the Superintendent and/or designee. Employees should contact the Office of Employee Engagement and/or refer to the Salem Public Schools Employee Handbook and/or collective bargaining agreement(s) for more information about the specific requirements of each leave of absence.

Where applicable, leaves of absences shall run concurrently for those Salem Public Schools employees who qualify for more than one type of leave (except bereavement leave).

Family and Medical Leave

Salem Public Schools shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The Superintendent shall issue, and from time to time update procedures setting forth the rights and procedures granted by the Act, and shall ensure compliance with those procedures either personally or by delegation, or by some combination of personal oversight and delegation.

Parental Leave

Parental Leaves are granted in accordance with the applicable provisions of state and federal law, employee contract, and/or collective bargaining agreement(s).

Small Necessities Leave

In accordance with the provisions of the Small Necessities Leave Act (SNLA) MGL Chapter 149, Section 52D, the district will grant employees with at least one year of active employment, up to 24 hours of unpaid leave within a 12-month period for any of the following reasons:

1. To participate in school activities directly related to the educational advancement of an employee's child, such as parent/teacher conferences or interviewing for a new school;
2. To accompany an employee's child to routine medical or dental appointments, such as check-ups or vaccinations; or
3. To accompany an elderly relative of the employee to routine medical or dental appointments or appointments for other professional services related to the elder's care, such as interviewing at nursing homes or group homes. An employee must take this intermittent leave in increments of no less than 1 hour.

Employees should provide at least 7 days notice, if the need for leave is foreseeable, or as much notice as practicable, if the leave is not foreseeable.

Bereavement Leave

Bereavement leave is granted in accordance with the provisions of applicable employee contracts and collective bargaining agreements and in accordance with the provisions of federal, state and local laws.

Jury Duty

Whenever an employee of the Salem Public Schools is called for jury duty, the employee shall be granted a leave of absence for the period the employee is ordered to jury duty; and further, the employee so ordered to jury duty shall be paid the difference between their regular compensation and the stipend received as a juror. This benefit does not apply to daily substitutes or others who do not have employee status.

Religious Holiday Leaves

All religious holidays are taken as personal days except for any holidays that are given off in connection with the School Committee's establishment of the school calendar or by the terms of applicable collective bargaining agreements.

Military Leave

All military leave is granted in accordance with the provisions of applicable employee contracts and collective bargaining agreements and in accordance with the provisions of federal, state and local laws.

Other

Employees should refer to collective bargaining agreements for other leave benefits.

LEGAL REFS.: M.G.L.c. 71, §41A;

M.G.L.c. 149, §105D

MGL c.149, § 52D(b)

MGL c.149, § 105D.

~~FAMILY AND MEDICAL LEAVE¶~~

~~¶~~

~~¶~~

~~In accordance with the provisions of the Family and Medical Leave Act of 1993 (FMLA), the district will grant full and regular part-time teachers (with at least one year of active employment) upon 30 days notice, if possible, up to 12 weeks of unpaid leave during any 12 month period for any of the following reasons:¶~~

~~¶~~

~~To care for the employee's child within one year of birth, adoption, or the initiation of foster care,¶~~

~~¶~~

~~To care for a child, spouse, or parent with a serious health condition.¶~~

¶

~~The employee's own serious health condition makes the employee unable to perform his/her job.¶~~

¶

~~A "serious health condition" is an illness, injury, impairment, or physical or psychological condition that involves either inpatient care at a health care facility or continuing treatment by a health care provider.¶~~

~~SHORT TERM MATERNITY LEAVE¶~~

¶

~~Upon receipt of at least 2 week's written notice of a teacher's anticipated date of departure and intention to return, the district shall grant a leave of absence without pay for maternity for up to 8 weeks in accordance with the provisions of MGL Chapter 149, Section 105B to teachers who have completed their probationary period, but are not eligible for FMLA leave.¶~~

¶

~~Eight weeks leave of absence without pay will be granted to an employee adopting a child under 18 years of age (MGL Chapter 149, Section 105P).¶~~

¶

~~The above leaves may be extended by mutual agreement between the teacher and the superintendent in order that a teacher who has been on FMLA or short term maternity leave status may return at an appropriate time in consideration of the students' program(s). For example, the teacher may return at the beginning of a semester, beginning of a marking term, or after a vacation period. Or the teacher may return at a point beyond the above time periods when absence is due to medical complication resulting from pregnancy.¶~~

¶

~~EXTENDED CHILD REARING LEAVES¶~~

SOURCE: MASC

LEGAL REFS.: P.L. 103-3, "Family and Medical Leave Act of 1993"

Small Necessities Leave - MGL 149: 520

Reviewed and referred by the Policy Subcommittee on 6/8/21

1st Reading on 6/21/21

2nd Reading on 7/19/21

STUDENTS AND INSTRUCTION

5000

STUDENT CONDUCT

5400

INTERROGATIONS AND SEARCHES

5405

The right of inspection of students' school lockers, desks and other school property is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding ~~students~~~~children~~, their own property, **the property of others**, and school property. Personal searches of students shall be based upon reasonable suspicion of wrongdoing and conducted in accordance with pertinent laws.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each ~~student~~~~child~~'s constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of ~~students~~~~student~~ **and their property, including ~~automobiles~~ or ~~the student~~** will be conducted in a way that protects the students' rights consistent with the responsibility of the school district to provide an atmosphere conducive to the educational process.

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extra-curricular activities, the Principal or designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.

2. If custody and/or arrest are involved, the Principal will request that all procedural safeguards, as **prescribed by law, be observed by the law enforcement officials.**

~~protocols be followed if appropriate.~~



Reference: MASC Policy JIH Searches and Interrogations

Reviewed and referred by the Policy Subcommittee on 6/8/21

1st Reading 6/21/21

2nd Reading 7/19/21

STUDENTS AND INSTRUCTION **5000**

STUDENT CONDUCT **5400**

STUDENT DEMONSTRATIONS AND STRIKES **5406**

~~Any student who willingly takes part in an unauthorized assembly, sit-in, protest meeting, etc., which is disruptive of the educational process, shall be subject to disciplinary action up to and including suspension.~~

~~Approved: January 2016~~

I think that this policy should be removed as it is not appropriate and in violation of the first amendment. we can prohibit demonstrations at school that disrupt the school or may cause of disruption. this is too broad. |

Recommended for deletion at 6/15/21 Policy Subcommittee

1st reading 6/21/21
2nd reading 7/19/21

STUDENTS AND INSTRUCTION	5000
<u>STUDENT CONDUCT</u>	5400
CORPORAL PUNISHMENT	5407

Corporal punishment is prohibited in the Salem Public Schools and in accordance with the law that states:

The power of the School Committee or of any teacher or other employee or agent of the School Committee to maintain discipline upon school property shall not include the right to inflict corporal punishment upon any pupil.

Legal Reference: MGL 71:37G

MASC Policy JKA Corporal Punishment

Reviewed by Policy Subcommittee: October 2015

Reviewed and referred by the Policy Subcommittee on 6/8/21

1st reading 6/21/21

2nd reading 7/19/21

STUDENTS AND INSTRUCTION	5000
<u>STUDENT CONDUCT</u>	<u>5400</u>
STUDENT DISCIPLINE	5408

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

Each Principal shall include prohibited actions in the student handbook or other publication **and to be** made available to students and parents **in their preferred language**.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall ensure that all notifications and materials pertinent to this policy are shared with students and/or their family members in their preferred language. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate.

Suspension

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning; and avoid using ~~long-term~~ suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension

Except for emergency removal, **suspensions under MGL c. 71 s. 37H and 37H ½**, or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent

Emergency Removal

For matters not covered under MGL c. 71 s. 37H and 37H ½, a Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice; provide written notice to the student and parent as required above; provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – Not More Than 10 Days Consecutively or Cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing – Short Term Suspension of up to 10 Days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student and Parent/Guardian shall also have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative) under MGL c. 71 s. 37H 3/4

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the school district; the right to request that the hearing be recorded by the Principal, and to receive a copy of the ~~audio~~ recording upon request. If the student or parent requests a ~~audio~~ recording, the Principal shall inform all participants before the hearing that an ~~audio~~ record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by ~~hand delivery, certified mail~~, first-class mail and/or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal decides to suspend the student, the written determination shall: identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; ~~s~~Set out the key facts and conclusions reached by the Principal; identify the length and effective date of the suspension, as well as a date of return to school; include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information: the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Appeal Hearing of Long Term Suspension under MGL c. 71 s. 37H 3/4

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for ~~an audio~~ a recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that ~~an audio~~ a record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion under MGL c. 71 s. 37H and 37H ½

Expulsion is defined as the removal of a student from school ~~for more than ninety (90) school days,~~ indefinitely or permanently as allowed by law under MGL c. 71 s. 37H and MGL c. 71 s. 37H ½ for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

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

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of ~~their~~^{his or her} removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC

LEGAL REF: M.G.L. [71:37H](#); [71:37H ½](#); 71:37H3/4; 76:17; 603 CMR 53.00

~~First Reading: September 5, 2014 ¶~~

~~Second Reading: September 15, 2014 ¶~~

~~Third Reading: October 6, 2014 ¶~~

~~¶~~

~~Approved by School Committee: October 6, 2014 ¶~~

~~¶~~

~~Reviewed: October 2015 ¶~~

Reviewed and referred by the Policy Subcommittee on 6/8/21

1st reading 6/21/21

2nd reading 7/19/21

STUDENTS AND INSTRUCTION

5000

STUDENT CONDUCT

5400

DISCIPLINE OF STUDENTS WITH DISABILITIES

5408.01

All students are expected to follow the Salem **Public Schools** Code of Conduct, unless otherwise determined by the student's Individualized Education Plan Team and written in the student's IEP or 504 Plan. Federal and state laws provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. A brief overview of these rights is provided below.

~~In general, if a child has violated Salem's disciplinary code, the school may suspend or remove the student from his or her current educational placement for no more than 10 consecutive school days in any school year. ¶~~

Any time Salem **Public Schools** wishes to remove a student with disabilities from his or her current educational placement for more than 10 consecutive school days in any school year, or if a student is removed for disciplinary reasons for more than a total of 10 days in any school year when a pattern of removal is occurring, this is a "change of placement." A change of placement invokes certain procedural protections under federal special education law. Prior to any removal that constitutes a change in placement, the school must convene a Team to consider whether or not the behavior that forms the basis for the student's disciplinary removal is substantially related to his or her disability, or was the direct result of any failure by the school to implement the IEP. This is called a "manifestation determination." The law provides that **the school district Salem** and the parent(s), along with relevant Team members, must consider all evaluation information, observational information, the student's IEP and placement; and must determine whether the student's behavior that prompted disciplinary removal was a manifestation of his or her disability. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

If the manifestation determination decision is that the disciplinary behavior ~~was~~**was** a manifestation of the student's disability or the result of the school's failure to implement the IEP, then the student may not be removed from the current educational placement (except in the case of weapon or drug possession or use, or serious bodily injury to another) ~~until the IEP Team develops a new IEP and decides upon a new placement and unless~~ **unless** the Parent(s) consent to that new IEP and placement, or a Hearing Officer orders a removal from the current educational placement to another placement.

If the manifestation determination is that the behavior ~~was not~~**was not** related to the student's disability, then the school may suspend or otherwise discipline the student according to the school's code of student conduct, except that for any period of removal exceeding 10 days the school district must provide the student with educational services that allow the student to continue to make educational progress. ~~Salem~~ **The school district** must determine the educational services necessary and the manner and location for providing those services.

If the student possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school function; or inflicts serious bodily injury upon another person at school or a school-sponsored event, the school may place the student in an interim alternative educational setting for up to 45 school days. Thereafter, the student will return to the previously agreed-upon educational placement unless the Parent(s) and ~~the school district Salem~~ have initiated a hearing at the Bureau of Special Education Appeals regarding the disciplinary action that the district took and a hearing officer orders another placement, or the Parent and Salem **Public Schools** agree to another placement.

Discipline of Students Whose Eligibility for Special Education is Suspected

The Individuals with Disabilities Education Act (IDEA) protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is “deemed to have knowledge” that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is “deemed to have knowledge” if: (1) the child’s parent had expressed concern in writing to district supervisory or administrative personnel or the child’s teacher that the child needs special education and related services; (2) the child’s parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district’s director of special education or to other supervisory personnel. However, a school district is not “deemed to have knowledge” if the district evaluated the student and determined that the child was not eligible for special education services or the child’s parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion ~~without services~~. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

REF: 34 CFR 300.530

Reviewed and referred by the Policy Subcommittee on 6/8/21

1st reading on 6/21/21

2nd reading 7/19/21

STUDENTS AND INSTRUCTION	5000
<u>STUDENT CONDUCT</u>	5400
EXPULSION	5408
EXCLUSION FOR NON-SCHOOL RELATED CONCERNS	5408.02

~~No student shall be suspended, expelled, or otherwise disciplined on account of marriage, pregnancy, parenthood, or for conduct which is not connected with any school-sponsored activities, except where provided for by state /federal law.~~

~~Approved: 10/6/14~~

~~Reviewed: October 2015~~

Reviewed by Policy Subcommittee on 6/8/21

Recommended for deletion

1st reading 6/21/21

2nd reading 7/19/21

STUDENTS AND INSTRUCTION	5000
<u>STUDENT CONDUCT</u>	5400
SCHOOL BUS	5409

PROPOSED REVISION:

The School Committee and its staff share with students and their families the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

Approved by School Committee: November 2015

MGL. c. 71 s. 37H
MGL c. 71 s. 68

MASC Policy EEAEC or JICC Student Conduct on School Buses

Reviewed and referred on 6/15/21 by policy subcommittee

1st reading on 6/21/21
2nd reading 7/19/21

STUDENTS AND INSTRUCTION 5000

STUDENT CONDUCT 5400

HARASSMENT AND VIOLENCE 5410

Salem Public Schools is committed to maintaining an educational and work environment free from all forms of harassment and violence. Harassment based on race, color, ethnicity, national origin, ancestry, religion, disability, national origin, ancestry, age, genetic information, active military or veteran status, marital status, pregnancy, or pregnancy-related condition, gender, gender identity, sex, sexual identity, or sexual orientation, physical appearance, or housing status or any other protected category as defined by state and/or federal law is unlawful and prohibited in the Salem Public Schools. Salem Public Schools has a commitment to maintaining an educational environment and workplace where bigotry and intolerance, or discrimination are not tolerated and where any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

It shall be a violation of this policy for any individual to inflict, threaten to inflict, or attempt to inflict violence or otherwise harass or interfere with a student's education or an employee's work through conduct or any other form of communication.

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

Harassment is unwanted or unwelcome physical or verbal behavior relating to an individual's actual or perceived race, color, ethnicity, national origin, ancestry, religion, disability, national origin, ancestry, age, genetic information, active military or veteran status, marital status, pregnancy, or pregnancy-related condition, gender, gender identity, sex, sexual identity, sexual orientation, physical appearance, or housing status or any other protected category as defined by state and/or federal law, which negatively impacts the educational or work environment. This includes, but is not limited to, unsolicited remarks, gestures, physical contact, bullying, threats and the display or circulation of written, online, or illustrated derogatory materials and/or threatening material either physically or electronically.

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

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



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

~~comply with Massachusetts law in reporting suspected cases of child abuse to the Department of Social Services~~

In addition, sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when any of the following occur:

1. Submission to such conduct or communication is made a term or condition either explicitly or implicitly to obtain or maintain employment or an educational opportunity.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such **individuals**
~~individualsindividual.~~
3. Such conduct or communication whether intended or not, is unwelcome and has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive work or educational environment.
4. The conduct creates an intimidating, hostile, or offensive work or school environment.

“While all forms of harassment are prohibited, state and federal law requires school districts pay particular attention to Sexual Harassment. Pursuant to Title IX of the Education Amendments of 1972 (“Title IX”), Salem Public Schools has a specific procedure to address sexual harassment as contemplated by Title IX.”

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school or work environment that is hostile, offensive, intimidating, or humiliating to either male, female or non-binary students or workers also may constitute discrimination, harassment and/or sexual harassment.

Any individuals who believe they have been harassed or who have witnessed or learned about the harassment of another person in the school environment, should inform the Principal as soon as possible. Staff who witness or have knowledge of actual or possible

harassment or violence are required to report the incident to a Principal, even if the victim does not express disapproval or wish to file a complaint. If the individual does not wish to discuss the issue with the Principal, the individual should inform the Superintendent via the Title IX Coordinator: at [phone #/address] or the Title IX Coordinator [name] at [address, and phone]. Staff who witness or have knowledge of actual or possible harassment or violence are required to report the incident to a building administrator, even if the victim does not express disapproval or wish to file a complaint.

TITLE IX COORDINATOR

The Title IX Coordinator is responsible for ensuring Salem Public School District's compliance with Title IX and this Grievance Process. Contact information for the Title IX Coordinators, one responsible for staff issues and the other for student issues, can be found in the staff and student handbooks.

~~Salem Public School District's student Title IX Coordinator is Adam Colantuoni. The Title IX Coordinator for staff is Alicia Palmer. Their contact information is provided below:~~

~~Adam Colantuoni~~

~~Executive Director of Student Services and Family Supports¶~~

~~Salem Public Schools¶~~

~~Phone: (978) 740- _____~~

~~Email: AColantuoni@salemk12.org~~

~~Executive Director of Employee Engagement¶~~

~~Salem Public Schools¶~~

~~Phone: (978) 740-1115 _____~~

~~Email: APalmer@salemk12.org~~

¶

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

Any student, employee or other member of the school community found to have engaged in harassment shall be subject to disciplinary action, including, but not limited to, warning, suspension, expulsion or termination, subject to applicable procedural requirements. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school administration, or who has cooperated in an investigation of a complaint under this policy, is unlawful and will not be tolerated by the Salem Public Schools. Retaliation may also result in disciplinary action, including, but not limited to, warning, suspension, expulsion or termination, subject to applicable procedural requirements.

In certain circumstances, sexual harassment may constitute child abuse under Massachusetts General Laws Chapter 119, Section 51A. The Salem Public Schools will

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

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

Complaints may also be filed with the Civil Rights Compliance Officer/Title IX Coordinator, Salem Public Schools, 29 Highland Avenue, Salem, MA.

Anyone filing a complaint may pursue her/his rights under the law and file a complaint with the appropriate state and federal agencies at anytime:

Commonwealth of Massachusetts: Massachusetts Commission Against Discrimination

1 Ashburton Place, Boston

Information and Complaints: 617-994-6000

Complaints must be filed within 6 months.

Federal Government: Education Department, Office for Civil Rights
33 Arch Street, Boston

Information and Complaints: 617-289-0111

Complaints must be filed within 180 days.

Federal Government: Equal Employment Opportunity Commission
J.W. McCormack Post Office & Courthouse, Boston

Information and Complaints: 617-565-3200

Complaints must be filed within 300 days.

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

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

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

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

participate in a school department investigation.

Violations of this policy will be cause for disciplinary action up to and including expulsion from school. In the event that a student is a victim of harassment by an adult, the adult may be subject to disciplinary action including termination of employment, or revocation of school department or city contracts.

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

References:

Title VII of the Civil Rights Act of 1964, § 703; 42 USC 2000e et seq.

Title IX of the Education Amendments of 1972; 20 USC 1681 et seq.

Act 42 U.S.C. Section 1983

Title II, Americans with Disabilities Act; 42 USC 12131-12134

The Rehabilitation Act of 1973, §504; 29 USC 794

MGL 151B

MGL 151C

MGL 119:51A

MGL 76:5

See Complaint Form

Approved:

1/09/06

Reviewed:

October 2015

1st reading 6/21/21

2nd reading 7/19/21

STUDENTS AND INSTRUCTION **5000**

STUDENT CONDUCT **5400**

SCHOOL PROPERTY **5413**

All books and other materials or equipment issued to students are the property of the Salem School Department. The students must pay for lost or damaged books or other school property. Failure to provide restitution for damaged or lost school property before graduation may result in the student's actual diploma being withheld at the graduation ceremony, not to be officially delivered until full restitution is made.

Accidental damage of school property should be reported immediately. Willful damage will be treated as a major infraction, and the student and parent/guardian will be held financially responsible. Disciplinary action may also be administered.

Students, who willfully or by neglect, destroy, deface or damage school property in any way, shall be severely disciplined. Any disciplinary action shall include a notice to parents, and or police, and a full reimbursement of school funds used to repair damage to said property. Refer to Vandalism, Policy #5414.

Student lockers, desks and other equipment or furniture are also the property of the school. An administrator may inspect the contents of any locker without notice.

Nothing stated within will supersede a student's right under PL 94-192, Section 504 of the Rehabilitative Act or other student civil rights regulations.

Approved: August 19, 2019

Reviewed and referred by Policy Subcommittee on 6/15/21

1st Reading on 6/21/21

2nd Reading on 7/19/21

STUDENTS AND INSTRUCTION	5000
<u>STUDENT CONDUCT</u>	5400
VANDALISM	5414

Vandalism includes intentional, willful, and malicious or wanton destruction of public or private property in which the student paints, marks, scratches, etches, places stickers on, or otherwise marks, mars, injures, defaces, removes, or destroys property. Students who are part of a group that conducts such vandalism may face the same consequences as if they had individually carried out the vandalism. Acts of vandalism may result in suspension and/or expulsion, community service, social probation, and full payment for the damage incurred.

Reviewed: October 2015

Reviewed and referred 6/15/21

Recommended for deletion

1st reading 6/21/21

2nd reading 7/19/21

STUDENTS AND INSTRUCTION	5000
<u>STUDENT CONDUCT</u>	5400
BOMB THREATS	5415

Bomb threats pose a serious risk to the safety of every pupil and staff member as well as emergency response personnel. Safety is an important responsibility of the Salem Public Schools. Therefore, the School Committee authorizes each principal to designate areas in accordance with the Schools Emergency Pre-Planning Guide where pupils will stay while public safety officials respond to the threat. *Principals will adhere to the Emergency Pre-Planning Guide to keep staff and students safe during a bomb threat.*

~~Parents have the right to withdraw their children from the remainder of the school day when there is a bomb threat in accordance with the Crisis Response Plan. Students who leave at the request of their parents will have the opportunity to make up missed work.~~

Approved: 1/9/06

Reviewed: October 2015

I am not sure that you need this one. if so, I would strike the last paragraph and add that *Principals will adhere to the Emergency Pre-Planning Guide to keep staff and students safe during a bomb threat.*

Reviewed and referred by Policy Subcommittee 6/15/21

Recommended for deletion

1st reading 6/21/21

2nd reading 7/19/21

STUDENTS AND INSTRUCTION	5000
<u>STUDENT CONDUCT</u>	<u>5400</u>
USE OF PHYSICAL RESTRAINT	5416

~~**RESTRAINT OF STUDENTS IN THE SALEM PUBLIC SCHOOLS**~~

To the extent required by law, the Salem Public Schools complies with the Department of Elementary and Secondary Education (hereinafter “DESE”) restraint regulations, which can be found at 603 CMR 46.00 et seq. (hereinafter “Regulations”). According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property.

A brief overview of the Regulations is provided below.

Purpose. The purpose of this policy is to ensure that every student attending the Salem Public Schools is free from the unlawful use of physical restraint. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

Use of Restraint. Physical restraint¹ shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student’s behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions and/or alternatives, or such interventions and/or alternatives are deemed to be inappropriate under the circumstances. Prone restraint² shall be prohibited in public education programs except to the extent allowed by law. All physical restraints, including prone restraints where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical restraint shall not be used:

- (a) as a means of discipline or punishment; ¶

¹ **Physical restraint** shall mean direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

² **Prone restraint** shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student’s body to keep the student in the face-down position.

(b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

(c) as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm;

(d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Mechanical restraint³, medication restraint⁴, and seclusion⁵ shall be prohibited in public education programs. Seclusion does not include a time-out, as defined within the Regulations.⁶

The Regulations do not limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services.

Proper Administration of Physical Restraint. Only Salem personnel who have received training pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. Nothing in this policy shall preclude a teacher, employee or agent of the Salem Public Schools from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

Staff Training. All school staff must receive training with respect to the district's restraint prevention and behavior support policy and requirements when restraint is used. Training shall include information on the role of various individuals in preventing restraint, the restraint prevention and behavior support policy and procedures, interventions that may preclude the need for restraint, types of permitted physical restraints and related safety considerations, and administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student.

³ **Mechanical restraint** shall mean the use of any device or equipment to restrict a student's freedom of movement.

⁴ **Medication restraint** shall mean the administration of medication for the purpose of temporarily controlling behavior.

⁵ **Seclusion** shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

⁶ **Time-out** shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

Additionally, the school must identify specific staff who are authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training in the use of physical restraint and implementation of the Regulations.

Reporting Requirements. Program staff shall report the use of any physical restraint, as required by the Regulations. The staff member who administered the restraint shall notify the principal verbally as soon as possible and in writing no later than the next school working day. The report shall be maintained by the school and made available for review by the Parent(s) or the DESE upon request.

The principal or designee shall make reasonable efforts to inform the Parent(s) of the restraint within 24 hours of the event and shall notify the Parent(s) by written report within three school working days of the restraint. The information in the report shall be in conformance with 603 CMR 46.06(4). The written restraint report must be provided to the Parent(s) in the language in which report cards and other necessary school-related information are customarily provided.

The Principal or designee shall review restraint data and determine necessary next steps, if any, as set forth in the Regulations.

As required by the Regulations, all physical restraints must be reported to the DESE.

Prevention of Dangerous Behavior. As set forth in the Regulations, the Salem Public Schools shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student, including by having widespread Safety Care Training as well as building-based school adjustment counselors, behavior specialists and therapeutic staff trained in multiple methods of de-escalation, therapeutic intervention and crisis management.

Parent Engagement. In accordance with the regulations, the Salem Public Schools shall engage Parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure. Such discussions may occur at Individual Education Program (IEP) meetings for individual student concerns and at Parent Advisory Committee (PAC) meetings for district level concerns.

Complaints. Complaints and investigations regarding restraint practices should be directed to Salem's Executive Director of Pupil Personnel Services who can be reached at 978-740-1249.

Additional information, including a copy of the regulations, can be obtained from the Executive Director of Pupil Personnel Services who can be reached at 978-740-1249. A copy of the regulations may also be obtained at www.doe.edu/lawsregs/603cmr46.html.

Approved: September 8, 2020

Reviewed and referred by Policy Subcommittee 6/15/21

1st reading 6/21/21
2nd reading 7/19/21

STUDENTS AND INSTRUCTION	5000
<u>INTERNET ACCESS NETWORK</u>	5500
RESPONSIBLE USE OF TECHNOLOGY POLICY	5501

~~SALEM PUBLIC SCHOOLS' ELECTRONIC TECHNOLOGY and MEDIA~~

The Salem Public School District provides access to technology devices, Internet, data systems, and other applications to support teaching, enhance learning, and improve productivity. ~~The Salem School Committee recognizes, however, the importance of technology and electronic media to contemporary education, and holds that their use is essential to the day-to-day administrative operations of schools. The Committee sees these media as tools to foster learning and as an integral part of the functioning of contemporary society. The Committee further recognizes, however,~~ that the power of this technology brings with it certain responsibilities and risks for those who use it.¶

¶
The Committee therefore establishes that any use of the Salem Public Schools' technology and electronic media be permitted only after the prospective user, whether the user is a student or an employee, has read and signed a Responsible Use Agreement for the use of the District's technology and electronic media.

Any person signing a Salem Public Schools Responsible Use Agreement shall ensure that the uses to which that individual puts the district's electronic technology, including Internet access in school facilities, shall be consistent with the mission of the Salem Public Schools. Further, this policy governs the electronic activity of all employees and students when using and accessing the district's technology and data systems regardless of the user's physical location.

The Superintendent of Schools shall see to the drafting of a Responsible Use Agreements appropriate to the age and role of the technology and electronic media user. The School Committee shall review and approve the Responsible Use Agreements that are utilized in the Salem Public Schools.¶

¶
All materials produced and communications recorded in any fashion using Salem Public Schools technology are covered by the Massachusetts Public Records Law (MGL c. 4 § 7, c. 66 § 10), and may be subject to production pursuant to the provisions of the Public Records Law.

Guiding Principles for Responsible Use Agreements

The Superintendent shall ensure that the Responsible Use Agreement(s) developed align with the following guiding principles:

- Online tools, including social media, should be used in our classrooms, schools, and central offices to increase community engagement, staff and student learning, and core operational efficiency.
- SPS has a legal and moral obligation to protect the personal data of our students, families, and staff.
- SPS should provide a baseline set of policies and structures to allow schools to implement technology in ways that meet the needs of their students.
- All students, families, and staff must know their rights and responsibilities outlined in the Responsible Use Policy and government regulations.
- Nothing in this policy shall be read to limit an individual's constitutional rights to freedom of speech or expression or to restrict an employee's ability to engage in concerted, protected activity with fellow employees regarding the terms and conditions of their employment.

Annual Agreement and Review

The Superintendent shall ensure that the Responsible Use Policy is available to staff and students at the beginning of each year. Technology users are required to verify that they have read and will abide by the Responsible Use Policy annually.

References

MGL c. 4 § 7, c. 66 § 10

Policy 58055 ~~Cell Phones and Electronic Devices Policy~~

5401.01 ~~Anti-Bullying~~ and Cyber-Bullying

Policy 5413 ~~School Property~~

The Superintendent's Responsible Use Agreement

See also Policy 4120 Responsible Use of Technology (for employees)

¶
¶

Approved: August 19, 2019

Reviewed and discussed by the Policy Subcommittee on 6/8/21

Referred for 1st Reading on 6/8/21

1st Reading 6/21/21

2nd Reading 7/19/21

STUDENTS AND INSTRUCTION 5000

INSTRUCTIONAL PROGRAM 5200

AVAILABILITY OF IN SCHOOL PROGRAMS FOR PREGNANT STUDENTS 5702

1. ~~Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.~~¶

¶

2. ~~The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school unless it requires such certification for all students for other physical or emotional conditions requiring the attention of a physician.~~¶

In accordance with Title IX and the regulations and guidance issued thereunder (20 U.S.C. 1681 and 34 CFR 106.40(b)); and state law (~~34 CFR 106.40(b)~~; M.G.L. 71:84), the Salem Public schools encourage all prospective pregnant students and current pregnant students to continue to attend school.

The Salem Public Schools will make every effort to see that the educational program of the student is disrupted as little as possible. Pregnant students at the Salem Public Schools are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy. Students are permitted and encouraged to return to school after giving birth to the same academic and extracurricular program as before the leave.

The district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school unless such certification is required for all students with other physical or emotional conditions requiring the attention of a physician.¶

~~Federal Requirements (IDEA 97)~~

~~Title IX: 20 U.S.C. 1681; 34 CFR 106.40(b)~~¶

Legal Reference: MGL 71:84, 85; ¶

Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681, 1682, 34 CFR 106.40 (b); <https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>

<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>

Approved: December 1, 2014

Reviewed: October 2015

Reviewed and referred by Policy Subcommittee 6/15/21

1st reading 6/21/21

2nd reading 7/19/21

STUDENTS AND INSTRUCTION	5000
<u>HEALTH AND SAFETY</u>	5700
IMMUNIZATIONS OF STUDENTS	5703

All students, whether at preschool, kindergarten, or through transfer from another school system, or foreign exchange students, will be required, prior to the student's first day of attendance and **at required intervals** ~~at least annually~~ thereafter, to present a physician's certificate attesting to immunization against communicable diseases in accordance with the requirements of the Massachusetts Department of Public Health.

The law and regulations provide for exclusion from school if immunizations are not complete and up to date. There are three situations in which children who are not appropriately immunized may be admitted to school:

- A medical exemption is allowed upon receipt of a written statement from a physician that immunization would not be medically indicated for the child;
- A religious exemption is allowed if a parent or guardian submits a written statement that immunizations conflict with the student's or their sincere religious beliefs;
- A homeless child without immunization records will be enrolled and permitted to attend school while the school assists in obtaining immunization records or the necessary vaccinations in accordance with the McKinney-Vento Act of 2001.

Certificates and written exemptions must be received prior to any in person attendance by the student in school activities. Letters of exemption must be renewed annually.

Legal References: MGL 76:15
 42 US Code §§11431-11435 (McKinney-Vento Homeless Assistance Act as reauthorized by the Every Student Succeeds Act, Title IX, Part A, Sec. 722(g)(3)(C)(i, ii, iii)); McKinney-Vento Homeless Assistance Act DESE Advisories¶

Approved: 1/9/06

Reviewed by Policy Subcommittee: October 2015

Reviewed and referred by Policy Subcommittee on 6/15/21

1st reading 6/21/21

2nd reading 7/19/21

STUDENTS AND INSTRUCTION	5000
<u>HEALTH AND SAFETY</u>	5700
CHILD ABUSE AND NEGLECT	5705

~~I. Background of Policy~~

The Salem Public Schools (SPS) is dedicated to the goal of protecting our students from child abuse and neglect and to responding effectively to incidents of child abuse and neglect. SPS recognizes local, state, and national efforts to address problems associated with child abuse and neglect and will work cooperatively with all agencies with responsibility for addressing such concerns.

Massachusetts General Laws (M.G.L) c. 119, § 51A, requires that certain persons in their professional capacity are mandated to report child abuse and neglect when they have reasonable cause or suspicion to believe that a child under the age of 18 years is suffering physical or emotional injury resulting from abuse that causes harm or substantial risk of harm to the child's health or welfare, including sexual abuse, or from neglect, including malnutrition. All employees of the SPS are mandated reporters.

~~This policy serves to assist all SPS employees to carry out their responsibilities effectively under M.G.L. as well as to establish responsibilities and roles for SPS SCANs. It also establishes expectations for SPS employees to receive training in both identifying and reporting child abuse and neglect.¶~~

Any school official or employee shall report any suspected child abuse or neglect as required by M.G.L. C 119 s. 51A. In accordance with the law, the District shall establish the necessary procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents/guardians, District personnel, and the community.

~~II. Purpose and Scope¶~~

~~All employees of the SPS are mandated reporters under this policy.¶~~

~~SPS employees, like employees in other school departments, are in a unique position to identify potential cases of abuse and neglect of children, because of their sustained contact with school age children. Responsible action by employees can be achieved through recognition and understanding of potential incidents of abuse, knowing and following established reporting procedures, and participating in available child abuse and neglect information/training programs.¶~~

~~Definition of Terms:¶~~

- ~~• Neglect is the failure either deliberately or through negligence or inability, to take those actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, or other essential care. It is understood that such inability is not solely due to inadequate economic~~

resources or solely due to the existence of a disabling condition. Neglect can occur while the child is in an out-of-home or in-home setting. Permitting a child to be truant or failing to enroll a child in school without providing an alternative program can constitute neglect.¶

- Physical abuse means infliction by other than accidental means of physical harm upon the body of a child.¶
- Emotional abuse refers to excessive, aggressive, or unreasonable behavior by an adult that places demands on a child that are above his/her capabilities. This may include verbal attacks, humiliation, degradation, and chronic rejection of the child, close confinement of the child or the permitting or abetting of delinquent behavior.¶
- Sexual abuse refers to any sexual contact between a caretaker and a child or the commission of a sexual offense against a child as defined by the criminal laws of the Commonwealth.¶
- Verbal sexual harassment of a child by anyone including school district employees/volunteers is recognized as a form of child abuse and a warning sign of actual physical or sexual abuse.¶

¶
All SPS employees who have reasonable cause or suspicion to believe that a child is suffering physical or emotional injury resulting from abuse or neglect shall report such a belief to the appropriate authority, according to the SPS Child Abuse and Neglect Reporting Procedures. When physical abuse is suspected, the teacher or other reporter will refer the child to the school nurse who will evaluate and record the nature of the injury. It is not the responsibility of the person reporting child abuse/neglect or of the SCAN (Salem Child Abuse and Neglect Team) Team to prove that the child has been abused/neglected, only that there is "reasonable cause" for concern. The SCAN Team is responsible for insuring confidentiality to the extent possible.¶

¶
Confidentiality must be exercised throughout this procedure. Copies of the SIA are not a part of the child's educational record and are kept separately in a secure file in the principal's office.¶

III. Application ¶

The Superintendent of Schools has the responsibility to ensure that the SPS Child Abuse and Neglect Policy and the SPS Child Abuse and Neglect Reporting Procedures are implemented in the school system. The organizational structure to implement this policy will be through the establishment and support of School-based Child Abuse and Neglect (SCAN) Teams.¶

¶ School-based Child Abuse and Neglect Teams (SCAN) ¶

¶
SPS will establish and support building-based SCAN Teams in each school. This team will consist minimally of the principal, the counselor, and the school nurse. The names of the members of the building-based team will be made known to all employees working in

the building.¶

Each team will:¶

- meet at the beginning of each school year to review the SPS Child Abuse and Neglect Policy and the SPS Child Abuse and Reporting Procedures.¶
- Conduct one child abuse and neglect information/training workshop for the school's employees in the first month of the school year.¶
- collaborate with the system wide SCAN and community agencies regarding programs to raise awareness of issues of child abuse and neglect, and¶
- coordinate mental health services to children deemed to be suffering from child abuse and neglect and to their families, whenever they are requested or considered to be necessary.¶

System wide.¶

¶

SPS will have a system-wide SCAN. This team will consist minimally of a representative from each building-based team.¶

The Superintendent of Schools or designee will be responsible for overseeing the operation of the system-wide team. The Superintendent or designee will be responsible for maintaining data that result from reports to the Department of Social Services.¶

The team will:¶

- provide consultation and supports to individual team members and to the school-based teams.¶
- monitor cases reported to the Department of Children And Families.¶
- review and evaluate annually the continued efficacy of the SPS Child Abuse and Neglect Policy and the SPS Child Abuse and Neglect Reporting Procedures, and¶
- develop on an annual basis a curriculum for one child abuse and neglect information/training workshop for all school system employees to be conducted in the first month of each school year. The curriculum will be developed with input from each of the building-based SCAN Teams and with the advice of one or more consultants who are experts in the field of child abuse and neglect.¶

Implementation.¶

The procedures for implementing the Child Abuse and Neglect Policy will include information about training all SPS employees on information about child abuse and neglect and mandated reporting procedures, and maintaining documentation and record-keeping resulting from reports of suspected abuse and neglect to the Department of Children and Families (DCF). Nothing in this policy, however, prohibits any professional from notifying the DCF directly when such professional has reasonable cause to believe abuse or neglect occurred. In such a case, the Building Principal and Superintendent or

designee must be informed that the suspected abuse or neglect was reported.¶

Training¶

New Employees¶

Prior to the start of employment or within the first months of employment, every new employee will be required to attend training on mandated reporting requirements pursuant to M.G.L. c. 119, § 51A.¶

Current Employees¶

Every employee will be required on an annual basis to attend training on mandated reporting requirements pursuant to M.G.L. c. 119, § 51A.¶

Every employee will be required on an annual basis to attend a workshop that includes information on the legal and psychological aspects of child sexual and physical abuse, the impact such abuse has on children, and the appropriate response to a child who has made an allegation of abuse.¶

Documentation and Record Keeping¶

Superintendent of Schools will:¶

- develop a procedure for building based and system-wide documentation and record keeping of complaints relating to the conduct of school personnel and students regarding child abuse and neglect.¶
- ¶
- in cases involving school personnel, develop a procedure for communicating in writing to the complainants of the status and disposition of the case, to the extent possible, without compromising the investigation or confidentiality rights of involved persons, and¶
- ¶
- notify school administration on an annual basis of their obligation to advise and inform the superintendent of allegations and complaints that involve suspected criminal activity as it relates to issues of child abuse and neglect.¶

Complaints¶

A person who believes this policy and/or procedure have not been correctly observed should contact:¶

Assistant Superintendent for Pupil Services¶

29 Highland Ave.¶

Salem MA 01970¶

978-740-1245¶

¶

Penalties¶

According to M.G.L. c. 119, § 51A, mandated reporters are immune from civil or criminal liability when they file a report pursuant to their duties. Mandated reporters cannot be discharged, discriminated against or retaliated against by their employers if

they, in good faith, make a report or testify in any proceeding involving child abuse or neglect. If any of these things happen, the employer shall be liable.¶

The statute also states that any person who is legally required to report suspected child abuse, i.e., is a mandated reporter, who fails to do so is subject to a criminal fine. In addition, school employees will be subject to disciplinary action by the school department up to and including dismissal.

Approved by School Committee: October 7, 2014

Reviewed: October 2015

IV. References

MGL c 119 § 51A:290A:39E

Reviewed and referred by Policy Subcommittee 6/15/21

1st reading 6/21/21

2nd reading 7/19/21

STUDENTS AND INSTRUCTION **5000**

HEALTH AND SAFETY **5700**

COMMUNICABLE DISEASES **5706**

In accordance with Massachusetts General Laws and the Massachusetts Department of Public Health regulations, students diagnosed with a communicable disease will be excluded from school and may be required to submit documentation from a primary care provider approving their return to school.

When one or more cases of a vaccine-preventable disease are diagnosed, all those susceptible, including those with medical or religious exemptions, are subject to exclusion as described in the Massachusetts Department of Public Health Reportable Diseases, Surveillance and Isolation and Quarantine Requirements.

In cases of certain diseases when the question of communicability and exposure pose a risk to the public health, the superintendent will be responsible for the enforcement of the exclusion of students refusing to comply with the Board of Health requirements for prevention and control measures.

In all instances, school personnel will respect an individual's right to privacy and medical confidentiality.

Refer to Salem Public Schools School Health Services Protocols and Guidelines Legal References: MGL 71:55; 111:6; 105 CMR 300.000 (Reportable Diseases, Surveillance and Isolation & Quarantine Requirements)

Approved: 1/9/06

Reviewed by Policy Subcommittee: October 2015

Reviewed and referred by Policy Subcommittee 6/15/21

1st Reading 6/21/21

2nd Reading 7/19/21

STUDENTS AND INSTRUCTION **5000**

HEALTH AND SAFETY **5700**

STUDENT PHYSICALS **5707**

In accordance with Massachusetts General Laws Chapter 71, Section 57, all Salem Public Schools students are required to have physical examinations by a licensed primary care provider at pre-school and kindergarten entrance and in grades 3, 6 and 9. Physical examinations are required annually for all middle and high school students participating in athletic sports.

Students requesting school health verification for an employment certificate must have a physical examination dated within 12 months of the request filed in the school health record.

Students not submitting the appropriate physical examination documentation may be subject to exclusion by the building administrator.

Refer to Massachusetts Interscholastic Athletic Association Handbook: Part IV: 56.1

Legal References: MGL 71:57
MGL 149:87
105 CMR 200.00

Approved: 1/9/06

Reviewed by Policy Subcommittee: October 2015

Reviewed and referred by the Policy Subcommittee on 6/15/21

1st reading 6/21/21

2nd reading 7/19/21

PERSONNEL 4000

ALL EMPLOYEES 4100


HARASSMENT AND VIOLENCE 4110

Salem Public Schools is committed to maintaining an educational and work environment free from all forms of harassment and violence. Harassment based on race, color, ethnicity, national origin, ancestry, religion, disability, national origin, ancestry, age, genetic information, active military or veteran status, marital status, pregnancy, or pregnancy-related condition, gender, gender identity, sex, sexual identity, or sexual orientation, physical appearance, or housing status. ~~basis of race, color, national origin, ethnicity, ancestry, religion, age, disability, genetic information, veteran status, marital status, sex, gender, gender identity, sexual orientation, pregnancy, or pregnancy-related condition~~ or any other protected category as defined by state and/or federal law is unlawful and prohibited in the Salem Public Schools. Salem Public Schools has a commitment to maintaining an educational environment and workplace where bigotry and intolerance, or discrimination are not tolerated and where any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

It shall be a violation of this policy for any individual to inflict, threaten to inflict, or attempt to inflict violence or otherwise harass or interfere with a student's education or an employee's work through conduct or any other form of communications.

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



Harassment is unwanted or unwelcome physical or verbal behavior relating to an individual's actual or perceived race, color, ethnicity, national origin, ancestry, religion, disability, national origin, ancestry, age, genetic information, active military or veteran status, marital status, pregnancy, or pregnancy-related condition, gender, gender identity, sex, sexual identity, disability or sexual orientation, physical appearance, or housing status. ~~race, color, religion, disability, national origin, ancestry, age, genetic information, active military or veteran status, sex, sexual identity, or sexual orientation~~ or any other protected category as defined by state and/or federal law. ~~race, religion, national origin, sex, disability, or sexual orientation~~, which negatively impacts the educational or work environment. This includes, but is not limited to, unsolicited remarks, gestures, physical contact, and the display or circulation of  written or illustrated derogatory material either physically or electronically.

In addition, sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when any of the following occur:

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

~~¶~~

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

~~Whistling, catcalls or offensive noises, Stares or obscene gestures,~~

~~Suggestive remarks, jokes about a person's appearance, or derogatory sexual terms,~~

~~Displaying offensive photographs, illustrations, or sex-related objects, Blocking a person's movements,~~

~~Touching, brushing, pinching or patting, Pulling or lifting of clothing,~~

~~Pressure for dates, sex, or information about personal sexual experiences.~~

1. Submission to such conduct or communication is made a term or condition either explicitly or implicitly to obtain or maintain employment or an educational opportunity.

2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such ~~individuals~~individual.

3. Such conduct or communication whether intended or not, is unwelcome and has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive work or educational environment.

4. The conduct creates an intimidating, hostile, or offensive work or school environment.

~~See Cambridge language~~

~~¶~~

“While all forms of harassment are prohibited, state and federal law requires school districts pay particular attention to Sexual Harassment. Pursuant to Title IX of the Education Amendments of 1972 (“Title IX”), Salem Public Schools has a specific procedure to address sexual harassment as contemplated by Title IX.”

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school or work environment that is hostile, offensive, intimidating, or humiliating to either male, female or non-binary students or workers also may constitute discrimination, harassment and/or sexual harassment.

Any individuals who believe they have been harassed or who have witnessed or learned about the harassment of another person in the school environment, should inform the Principal as soon as possible. Staff who witness or have knowledge of actual or possible harassment or violence are required to report the incident to a Principal, even if the victim does not express disapproval or wish to file a complaint. If the individual does not wish to discuss the issue with the Principal, the individual should inform the Superintendent via the Title IX Coordinator: at [phone #/address] or the Title IX Coordinator [name] at [address, and phone]. ~~Staff who witness or have knowledge of actual or possible~~

~~harassment or violence are required to report the incident to a building administrator, even if the victim does not express disapproval or wish to file a complaint.~~

TITLE IX COORDINATORS

The Title IX Coordinators are responsible for ensuring Salem Public School District's compliance with Title IX and this Grievance Process. Contact information for the Title IX Coordinators, one responsible for staff issues and the other for student issues, can be found in the staff and student handbooks.

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

Any student, employee or other member of the school community found to have engaged in harassment shall be subject to disciplinary action, including, but not limited to, warning, suspension, expulsion or termination, subject to applicable procedural requirements. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school administration, or who has cooperated in an investigation of a complaint under this policy, is unlawful and will not be tolerated by the Salem Public Schools. Retaliation may also result in disciplinary action, including, but not limited to, warning, suspension, expulsion or termination, subject to applicable procedural requirements.

Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts law (Chapter 119, sec. 51A). The Salem Public Schools shall comply with Massachusetts laws in reporting suspected cases of child abuse to the Department of Social Services.

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

Complaints may also be made at the following state and federal agencies:

The state agency responsible for enforcing laws prohibiting harassment in employment is the Massachusetts Commission Against Discrimination (MCAD), located at 1 Ashburton Place, Boston, MA.

The federal agency responsible for enforcing federal laws prohibiting harassment in the employment context is the Equal Employment Opportunity Commission (EEOC) located at the John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203

The state agency responsible for enforcing laws prohibiting harassment in education it is the Bureau of Equal Education Opportunity, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, **Malden**, MA 02148-4906.

The federal agency responsible for enforcing the federal laws regarding discrimination and harassment in relation to education is the Office for Civil Rights within the U.S. Department of Education located at 5 Post Office Square, Boston, MA (617 289-0111) OCR.

Boston@ed.gov

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

See Complaint Form
Internal Procedure Document

References:

Title VII of the Civil Rights Act of 1964, § 703; 42 USC 2000e et seq.

Title IX of the Education Amendments of 1972; 20 USC 1681 et seq.

Title II, Americans with Disabilities Act; 42 USC 12131-12134

The Rehabilitation Act of 1973, §504; 29 USC 794

MGL 151B

MGL 151C

MGL 119:51A

MGL 76:5

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

~~PERSONNEL~~

~~4000~~

~~¶~~

~~ALL EMPLOYEES~~

~~4100~~

~~¶~~

~~HARASSMENT AND VIOLENCE~~

~~4110~~

~~¶~~

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

~~¶~~

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

~~¶~~

~~Complaints may also be filed with Julie A. Doherty, Civil Rights Compliance~~

~~Office/Title IX Coordinator, Salem Public Schools, 29 Highland Avenue, Salem.
Telephone 978-740-1126.~~

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

~~COMMONWEALTH OF MASSACHUSETTS: MASSACHUSETTS COMMISSION
AGAINST DISCRIMINATION~~

~~1 Ashburton Place, Boston~~

~~Information and Complaints: 617-994-6000~~

~~Complaints must be filed within 6 months.~~

~~FEDERAL GOVERNMENT: EDUCATION DEPARTMENT, OFFICE FOR
CIVIL RIGHTS~~

~~33 Arch Street, Boston~~

~~Information and Complaints: 617-289-0111~~

~~Complaints must be filed within 180 days.~~

~~FEDERAL GOVERNMENT: EQUAL EMPLOYMENT OPPORTUNITY
COMMISSION~~

~~J.W. McCormack Post Office & Courthouse, Boston~~

~~Information and Complaints: 617-565-3200~~

~~Complaints must be filed within 300 days.~~

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

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

HARASSMENT AND VIOLENCE

4110

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

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

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

¶

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

¶

¶

¶

~~See Complaint Form~~

¶

~~Legal Reference: Title VII of the Civil Rights Act¶~~

~~Title IX of the Civil Rights Act¶~~

~~42 U.S.C. Section 1983¶~~

~~United States Constitution Amendment XIV MGL~~

~~76.5¶~~

~~MGL 119.51A MGL~~

~~151C¶~~

¶

¶

~~Approved: 2/ 7/05¶~~

~~Approved: 9/12/05¶~~

¶

¶

Reviewed and referred by Policy Subcommittee on 6/1/21

1st Reading on 6/7/21

2nd Reading on 6/21/21

3rd Reading on 7/19/21

PERSONNEL 4000

ALL EMPLOYEES 4100

NEPOTISM 4117

Family relationships will at no time be a factor in the employment, assignment, evaluation, supervision or promotion of personnel. For the purposes of this policy, a “relative” is defined as a parent, child, spouse, domestic partner, sibling, parent-in-law, sibling-in-law, child-in-law or stepchild.

~~No employees from the same family shall be assigned to a position involving an immediate supervisor-supervisee relationship between them.~~ Upon employment, ~~Full-time employees~~ from the same family shall be assigned to different schools. No substitute teachers, aides, custodians, clerks, or cafeteria employees shall replace members of their own families.

The Salem School Committee shall not employ ~~or pay any teacher or other School Committee employee from public funds (federal, state, or local)~~ a person if such ~~teacher or other~~ employee is the immediate family ~~father, mother, brother, sister, wife, husband, son, daughter, son-in-law, daughter-in-law, sister-in-law, or brother-in-law~~ of the superintendent, central office administrators or any member of the School Committee, unless written notice is given to the school committee two weeks prior to employment.

~~These provisions~~ shall not apply to any person within such relationship or relationships who has been regularly employed by the School Committee prior to the taking of office of any member of the committee or the superintendent of schools, or who has been regularly employed by the School Committee prior to the inception of such relationship or relationships.

These guidelines shall in no way affect present assignment; they shall be used in determining future assignments only.

Permanent (building and/or long-term) substitutes will be considered full-time teachers under the policy.

Legal Reference: MGL 71:67

Reviewed and referred for 1st reading on 5/25/21

1st reading 6/7/21

2nd Reading 6/21/21

3rd Reading 7/19/21

PERSONNEL 4000

ALL EMPLOYEES 4100

~~ACCEPTABLE~~ RESPONSIBLE USE OF TECHNOLOGY 4120

See also Policy 5501 Responsible Use of Technology (for students)

The Salem Public School District provides access to technology devices, Internet, data systems, and other applications to support teaching, enhance learning, and improve productivity. The Committee recognizes, however, that the power of this technology brings with it certain responsibilities and risks for those who use it. The Committee therefore establishes that any use of the Salem Public Schools' technology and electronic media be permitted only after the prospective user, whether the user is a student or an employee, has read and signed a Responsible Use Agreement for the use of the District's technology and electronic media.

Any person signing a Salem Public Schools Responsible Use Agreement shall ensure that the uses to which that individual puts the district's electronic technology, including Internet access in school facilities, shall be consistent with the mission of the Salem Public Schools. Further, this policy governs the electronic activity of all employees and students when using and accessing the district's technology and data systems regardless of the user's physical location.

The Superintendent of Schools shall see to the drafting of a Responsible Use Agreement appropriate to the age and role of the technology and electronic media user. The School Committee shall review and approve the Responsible Use Agreements that are utilized in the Salem Public Schools. All materials produced and communications recorded in any fashion using Salem Public Schools technology are covered by the Massachusetts Public Records Law (MGL c. 4 § 7, c. 66 § 10), and may be subject to production pursuant to the provisions of the Public Records Law.

Guiding Principles for Responsible Use Agreements

The Superintendent shall ensure that the Responsible Use Agreement(s) developed align with the following guiding principles:

- Online tools, including social media, should be used in our classrooms, schools, and central offices to increase community engagement, staff and student learning, and core operational efficiency.
- SPS has a legal and moral obligation to protect the personal data of our students, families, and staff.
- SPS should provide a baseline set of policies and structures to allow schools to implement technology in ways that meet the needs of their students.
All students, families, and staff must know their rights and responsibilities outlined in the Responsible Use Policy and government regulations.
- Nothing in this policy shall be read to limit an individual's constitutional rights to freedom of speech or expression or to restrict an employee's ability to engage in concerted, protected activity with fellow employees regarding the terms and conditions of their employment.

Annual Agreement and Review

The Superintendent shall ensure that the Responsible Use Policy is available to staff and students at the beginning of each year. Technology users are required to verify that they have read and will abide by the Responsible Use Policy annually.

~~This policy governs all electronic activity of staff and students using and accessing the district's technology and data systems regardless of the user's physical location. is intended to delineate the roles and responsibilities of all technology users in the school district. All Salem Public Schools employees and students are required to comply with the provisions herein.~~¶

~~The use of Salem Public School District technology is a privilege, not a right. Staff must supervise student use of technology at all times. Staff is responsible for their conduct when using Salem Public Schools technology.~~

~~Definitions~~¶

~~As defined in this policy, the term technology includes, but is not limited to: all computers, printers, scanners, peripheral equipment; networks, Internet resources, including production of Web content, all forms of Web-based synchronous and asynchronous communication including electronic mail, and file transfer protocol, multimedia, video, laser, cable, TV, telephone, and fax equipment, language lab equipment, all software and files, including all user files generated from the use of the resources listed herein, as well as the supplies used to maintain technology.~~¶

~~The term "staff" includes teachers, paraprofessionals, administrators, permanent substitutes and any adult responsible for supervising students. The term "user" includes staff members and anyone who makes use of Salem Public School's technology. Substitutes hired on a per diem basis are not eligible for Internet use privileges.~~¶

~~Technology Use~~¶

~~All users must sign and return an Acceptable Use Policy Statement before being allowed to use any of the district's technology. The Acceptable Use Statement will stay in effect as long as the staff member is employed in the Salem School District. When a staff person moves from one school or department to another within the Salem School district, the Acceptable Use Statement must be signed and submitted again.~~¶

~~Users are not allowed to utilize Salem Public Schools technology if a signed Acceptable Use Policy Statement has not been submitted to their school. Users may not login under a generic or shared password.~~¶

~~Internet Use~~¶

~~The Internet contains a rich collection of educational resources which can enrich and extend instruction. Because it is an unregulated, worldwide medium that is always growing and changing, it is the responsibility of Salem Public School employees to ensure that students can make use of this resource safely and responsibly.~~¶

~~Salem Public Schools uses an Internet content filter that is compliant with the Child Internet Protection Act (CIPA), in that it blocks material that is obscene, pornographic, and in any way harmful to minors. All use of the Internet is monitored.~~¶

~~Beyond this, each technology user must take responsibility for his/her actions online. Any attempt to:~~¶

- ~~• visit inappropriate web content~~¶

- ~~download inappropriate files with or to Salem Public Schools equipment~~
- ~~upload files to any site not approved by the Salem Public Schools,~~
- ~~communicate with anyone in an inappropriate, harassing or threatening manner,~~
~~or~~
- ~~upload information such as pictures and personal information of any staff or student~~

~~will result in immediate revocation of computer privileges as well as possible disciplinary and/or legal action. Internet filters are not a substitute for staff diligently monitoring students' computer and Internet use. Students must be appropriately monitored at all times to ensure that they are visiting acceptable sites and complying with the Acceptable Use Policy and all school rules. Staff is responsible for ensuring student use of web sites is age appropriate and enhances the Salem Public Schools educational curriculum.~~

~~Technology Code of Ethics~~

1. ~~Respect the school's property. All technology is the property of the Salem Public School district. Desktop technology is not assigned to personnel, but rather to specific physical room locations. No one is to intentionally move, damage or tamper with desktop technology. Desktop and laptop technology can only be moved or reassigned by the Department of Information Systems. Laptops are covered by the Laptop Receipt and Use Agreement.~~
2. ~~Use technology for school related, educational activities. This includes but is not limited to the use of the Internet, electronic mail, local and wide area networks, and other digital resources. Commercial activity of any kind including but not limited to sales or promotions of products or services, unauthorized solicitations on behalf of charities, persons or organizations, political lobbying and/or illegal activities is strictly prohibited. E-mail sent to all staff requires appropriate administrative approval.~~

References

MGL c. 4 § 7, c. 66 § 10

Policy 5805 Cell Phones and Electronic Devices

Policy 5401.01 Anti-Bullying and Cyber-Bullying

Policy 5413 School Property

The Superintendent's Responsible Use Agreement

See also Policy 5501 Responsible Use of Technology and Media (for students)

Reviewed and referred by the Policy Subcommittee on 6/1/21

1st Reading on 6/7/21

2nd Reading on 6/21/21

3rd Reading 7/19/21

PERSONNEL 4000

~~PROFESSIONAL & SUPPORT STAFF~~ 4200

~~PROFESSIONAL STAFF POSITION CONTROLS~~ 4201

~~All professional staff positions will be created initially by the School Committee.~~ It is the committee's intent to activate and maintain a sufficient number of positions to accomplish the school system's goals and objectives and to provide for the equitable staffing of each school building. ~~It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school district. The Superintendent will present for the committee's approval a job description for each proposed position. No position may be created without the approval of the School Committee. Although such positions may remain temporarily~~ ¶
unfilled, only the committee may abolish a position it has created.

~~Each time a new position is established by the committee, the superintendent will present for the committee's approval a job description for the position, in which the jobholder's qualifications and job's performance responsibilities are specified. The superintendent will maintain a complete set of job descriptions for all positions in the District.~~

~~RECRUITMENT~~ ¶

¶
~~It is the policy of the Salem Public Schools to conduct a fair and equitable recruitment, interview and hiring procedure so that equal employment opportunities are realized. To this end, all persons conducting interviews, as well as those recommending and hiring candidates, must comply with this policy and its regulations as set forth by the administration.~~ ¶

¶ ~~POSTING OF VACANCIES~~ ¶

¶
~~All new or replacement positions within the Salem Public Schools must be posted in appropriate locations at all schools. All posted positions will also be advertised in the local newspaper at the discretion of the superintendent.~~ ¶

Approved: June 7, 2010
Reviewed by Policy Subcommittee 2/28/19

~~Need examples to better define "professional staff"~~ ¶
Reviewed and referred for 1st reading on 5/25/21
1st reading 6/7/21
2nd reading 6/21/21
3rd reading 7/19/21

PERSONNEL 4000

PROFESSIONAL STAFF 4200

TEACHERS' REVIEW OF STUDENT FILES 4203

Administrators are expected to make available to teachers Individual Education Plans (I.E.P.s), Title 1 Reports, and any other pertinent correspondence relating to the academic, emotional and medical concerns of each student in their classes.

Reviewed by Policy Subcommittee 2/28/19

Recommended for deletion

Reviewed at Policy Subcommittee on 5/25/21
Recommended for deletion - 1st reading 6/7/21
2nd reading 6/21/21
3rd reading 7/19/21

PERSONNEL 4000

PROFESSIONAL STAFF 4200

~~EMPLOYEE~~ ~~TEACHER~~ EVALUATION 4204

The Salem School Committee is committed to regular and meaningful evaluation of all staff. For pertinent information, refer to appropriate negotiated agreements.

Reviewed by Policy Subcommittee 2/28/19

Reviewed and referred for 1st reading on 5/25/21

1st reading 6/7/21

2nd reading 6/21/21

3rd reading 7/19/21

PERSONNEL 4000

~~PROFESSIONAL STAFF~~ 4200

PROFESSIONAL **GROWTH AND DEVELOPMENT PLAN FOR PROFESSIONAL STAFF** 4205

The Salem Public Schools shall adopt and implement a professional development plan to support the professional growth and development of for all principals, teachers, and other professional staff employed by the district (~~, to include~~ **ing** professional support teams established pursuant to MGL Chapter 71, Section 38G). Plans will be updated annually and a budget set forth for professional development within the confines of the foundation budget. ~~Said~~ **This** plan shall include training in the teaching of new curriculum frameworks and other skills required for the effective implementation of this act, including participatory decision-making, and parent and community involvement. ~~The Said~~ plan shall also include training for members of school councils, pursuant to MGL Chapter 71, Section 59c. In accordance with the **Every Student Succeeds Act (ESSA)**, **professional training opportunities** ~~No Child Left Behind Act (NCLB)~~, ~~professional training opportunities~~ will be provided for paraprofessionals.

Approved: 9/12/05

Reviewed by Policy Subcommittee 2/28/19

Reviewed and referred by the Policy Subcommittee on 6/1/21

1st reading on 6/7/21

2nd reading on 6/21/21

3rd reading on 7/19/21

- ~~Members asked to discuss with Kate Carbone~~

PERSONNEL	4000
<u>SUPPORT STAFF</u>	4300
SUPPORT STAFF POSITIONS	4301

The School Committee recognizes and functions on the belief that its support staff members are important and necessary to the total educational process.

Education is a cooperative enterprise in which all employees of the school department must participate intelligently and effectively for the benefit of the children. The school department will employ support staff members in positions that function to support the educational program.

All support staff positions will be established initially by the School Committee. In each case, the superintendent will submit for the committee's consideration and action a job description or job specifications for the position.

Although positions may remain temporarily unfilled, or the number of persons holding the same type of position reduced in the event of staff reduction requirements, only the committee may abolish a position it has created.

Reviewed by Policy Subcommittee March 2019

Reviewed by Policy Subcommittee 5/25/21

Recommended for deletion - 1st reading 6/7/21

2nd reading 6/21/21

3rd reading 7/19/21

PERSONNEL 4000

SUPPORT STAFF 4300

BUS DRIVERS 4302

The School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required.
2. Each driver will file with school officials a medical certificate and proof of freedom from tuberculosis.
3. Only persons who are properly licensed by the state and have completed the driver-training program will be permitted to drive school buses.
4. The contractor will furnish the School Committee with a list of names of drivers and their safety records for the last three years.
5. The contractor will notify school officials as soon as possible of any change of bus drivers.

SOURCE: MASC August 2016

LEGAL REFS.: M.G.L. 90:7B; 90:8A; 90:8A ½

~~A school bus driver must meet special requirements. First, one must pass two Registry of Motor Vehicle tests in order to receive a commercial driver's license. These tests consist of a 5 part written portion and 1.5 hours driving portion. Then the prospective bus driver must obtain a Department of Public Utility motor bus driver's certificate, which requires ¶ 10 hours of classroom instruction, 10 hours of driving under supervision, as well as a Criminal Offender Record Information (C.O.R.I.) check from the Department of Probation. Yearly re certification requires a driver to pass a doctor's exam and to complete 8 hours of classroom training as per the negotiated contract. The Salem Public Schools reserve the right to conduct C.O.R.I. checks as needed. ¶~~

~~Approved: 9/12/05 ¶~~

~~¶ Reviewed by the Policy Subcommittee March 2019~~

Reviewed and referred for 1st reading on 5/25/21
1st reading 6/7/21
2nd reading 6/21/21
3rd reading 7/19/21