

*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 9, 2020 (Date Posted)

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on Monday July 13, 2020 at 7:00 p.m.** This is an on-line meeting.

### **ZOOM LINK**

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/84810746832?pwd=ZVFldmxLUlhsQVE4UTVKRk44T1Vwdz09>

Password: 188687

### **Public Comment Opportunities**

#### **Participating in Public Comment at the 7/13/20 Regular SC Meeting**

Should any member of the Salem community wish to submit public comment to this meeting, please click on this link to submit your comment electronically:

<https://forms.gle/UTsckcBV4gWmX4mv9>

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 Jill Conrad at [jconrad@salemk12.org](mailto:jconrad@salemk12.org) or 978-998-0481 with any questions or to report any technical difficulties you experience.

### **Agenda**

- I. Call of Meeting to Order
- II. Consent Agenda
  - a. Minutes of the Regular School Committee meeting held June 15, 2020
  - b. Approval of Warrants: 6/18/20, in the amount of \$694,685.01; 6/25/20 in the amount of \$463,445.76; and 6/30/20 in the amount of \$113,463.98
- III. Approval of the Agenda
- IV. Student School Committee Representative Report – Duncan Mayer
- V. Superintendent’s Report – Dr. Stephen Zrike
  - a. Update on Reopening of Schools Guidance

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



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

*Mayor Kimberley Driscoll, Chair*

- b. Results from the Survey on Remote Learning
- VI. Action Items: Old Business
  - a. None
- VII. Action Items: New Business
  - a. Deliberate and vote on the 2020-21 School Committee meeting dates
- VIII. Finance Report
- IX. Subcommittee Reports
  - a. Policy Subcommittee
    - i. Policies for Third Reading
      - 5215.01 Directory Information Regarding Students
    - ii. Policies for Second Reading
      - 6409 Public Participation at School Committee Meetings
    - iii. Policies for First Reading
      - 5416 Use of Physical Restraint
      - 4105 Staff Conduct with Students
- X. Public Comment
- XI. School Committee Concerns and Resolution
- XII. Adjournment

Respectfully submitted by,  
*Jennifer A. Gariepy*  
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.”

**Salem Public Schools  
Salem School Committee  
Public Hearing & Regular School Committee  
Meeting Minutes  
June 15, 2020**

On June 15, 2020 the Salem School Committee held it's regular meeting using the Zoom on-line meeting platform.

**In Attendance:** Mayor Driscoll, Mary Manning, Amanda Campbell, James Fleming, Manny Cruz, Kristin Pangallo, Ana Nuncio, Duncan Mayer, Kathleen Smith

**Others In Attendance:** Kate Carbone, Jill Conrad, Kristin Shaver, Mary DeLai, Deborah Connerty, Liz Polay-Wettengel, Robin LoConte, Jennifer Winsor, Peg Howard, Kate Carbone, Jill Conrad, Kristin Shaver, Deborah Connerty, and Liz Polay-Wettengel, Rebecca Weslake, Ruben Carmona

Mayor Driscoll announced the continuation of the Pubic Hearing at 7:04 p.m.

**Public Hearing on the Fiscal Year 2020-2021 Budget**

Mayor Driscoll starts the meeting off with the continuation of the Public Hearing on the School Budget for the 2020-2021 School year.

Superintendent Smith started the meeting off with a quick update on the proposed budget. She gave an updated budget presentation. She gave clarity on a level service budget versus a level funded budget. She also discussed a savings of \$1,100,000 in saving through the work with the unions agreeing on concessions. She also identified all administrators and any other available staff agreeing to a furlough day on election day. She thanked all the unions for working with the district in balancing this budget. In addition to this, the School Committee also donated over \$27,000.00 by donating their yearly salary.

Superintendent Smith presented information on enrollment. She showed the decline from 2011-2012 through 2020. She explained more enrollment decline going into the 2020-2021 school. This is partially due to the pandemic. The superintendent further explained other cost reductions to include, attrition, do no fill positions, and reduction in force.

At this time, Mayor Driscoll requested any questions. Mr. Fleming asked about voting on two numbers. There should be a vote on the personnel budget and the non-personnel budget. Mayor Driscoll explained we are voting on a bottom-line budget. She then referred the question to Ms. Shaver. Ms. Shaver clarified that \$49,779,686 is the personnel budget and non-

personal budget of \$13,669,963. Duncan Mayer asked about the cut of one business teacher. Superintendent Smith explained that some classes cover other courses that are no longer needed. She asked Dr. Meier and Dr. Flores to put together information on this in detail to explain how this breaks down. Dr. Pangallo explains she understands that people are looking for a budget book. However, we will continue the discussions on the budget. Superintendent Smith added the hope is to have the book available at the end of the week. She also informed everyone that Kristin Shaver is available to answer questions.

Mr. Fleming motioned to open the public hearing and Mr. Cruz seconded;

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

Motion carried.

Mayor Driscoll referred to Dr. Conrad who invited Jessica Eveleth to address the Committee. She is a teacher and a mother. She explained that she needs to address the committee to discussed how difficult teaching has been during the last four months. She explained that teachers have been working more hours, building remote schools, she explained that they have to be available all hours of the day. She expressed her concern over being in a low paying district and being asked to sacrifice anything. She also expressed her frustration with losing the only Latino teacher due to his being hired last. We should revisit how this works.

Dr. Conrad then read from the written comments. Rebecca Cope commented on the loss of Eric Burgos due to a layoff. She explained he is a great teacher and an excellent role model. She would like the school Committee to reconsider this action.

Jennifer Palermo commented on the loss of Coach B at the Carlton School. She asked the Committee to find another place for this teacher.

Joana Drum 132 Sylvan St. Danvers, (Current Salem Teacher) expressed her concern with the furlough. She explained if we were told if we didn't agree to this we would lose 17 teachers. She further explained that with the furlough teachers are losing money. Would like teachers to be compensated as soon as money becomes available.

Victoria Mason, 99 Essex Street asked if the elimination of the flex teacher at Carlton a result of the reduced enrollment.

Mayor Driscoll asked Superintendent about the reduction of the Carlton Teacher. Superintendent Smith explained this was not a personal decision but rather through seniority his position was eliminated. She explained that once we get through the budget process she is hopeful to bring this teacher back. Mayor Driscoll also explained she didn't want to lose any people because the unemployment rate in Salem is so high.

Mr. Fleming motioned to close the public hearing. Dr. Pangallo asked to speak. She addressed Ms. Everleth comment and she acknowledged what the teachers did during this pandemic was extraordinary. She thanked them and apologized for the having to deal with the budget in this manner. Mr. Cruz seconded:

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

Public Hearing is closed.

### **Call To Order**

Called the meeting to order at 7:48 p.m.

### **Consent Agenda**

Mr. Fleming motioned to approve the consent agenda and Mr. Cruz seconded. Vote by roll call:

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

Motion carried.

Mr. Fleming motioned to approve the agenda, Ms. Nuncio seconded. Vote by roll call:

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

Ms. Campbell: Yes  
Mayor Driscoll: Yes

Motion carried.

### **Report of the Student Representative Duncan Mayer**

Duncan Mayer addressed the Committee the SAC has been working on issues that may arise with the on-line learning. They are working on ways to help the Black Lives Matter group. They will be meeting less over the summer. The SAC has concerns with lack of communication from the high school. Mayor Driscoll will address this with Dr. Meier. Mayor asked for questions and there were none.

### **Report of the Superintendent Kathleen Smith**

Superintendent Smith discussed several awards to share with the Committee. Kate Carbone announced the recipients of the awards. The Margaret Voss award was presented by Ms. Howard. She explained the award is given to one Salem teacher and one Marblehead teacher. The Salem teacher award was given to Robin LoConte. She teaches at the Salem Innovative Academy School which works with at risk students. She created the Seven Essential Habits and a portfolio identifying the essential habits. Ms. Winsor also spoke about Robin LoConte and her amazing work at the New Liberty Innovative Academy School. Ms. LoConte thanked everyone for the recognition and was honored and humbled beyond words.

Kate Carbone announced the group teachers who are recipients of the Reed Trust in Science Award. She explained they will be recognizing five teachers who will receive this award. Each teacher will receive \$500.00 for supplies for their classrooms. She started with the ESL teachers. Mr. Carmona spoke on behalf of the teachers at his school. Judy Susan and Rita.

Kate announced Amy Powers was the recipient at the Carlton School. Bethann spoke on her behalf. She explained her passion for science. She assists other teachers with writing lessons and planning experiments. She explains how lucky they are to have her.

Finally, Kate announced Nicole Brunnel was the last award winner. Susan Carmona explained how Nicole engages her first graders. She explained a project she did where students had to create their own animals and held a zoo conference of the animals.

Mayor Driscoll expressed how great it is to celebrate our teachers. Kate Carbone also congratulated everyone.

Superintendent Smith then announced the appointment of our new Interim Business Manager Mary DeLai. Ms. DeLai expressed her excitement of coming to work at Salem. She is a former resident for 18 years. She feels honored to have been chosen and placing our trust in her.

Ms. Manning expressed her appreciation for Ms. Shaver over the years. She also wanted to welcome Mary and is looking forward to working with her. Mr. Cruz acknowledged there were more questions from the school committee. Ms. Nuncio thanked Kristin Shaver and welcomed Ms. DeLai as well. Ms. Campbell wanted to tell teachers they can leave the meeting if they wanted to.

Superintendent Smith continued with her report. She thanked Duncan for participating in the budget meeting. She went on to congratulate the LGBTQ community since we are unable to do the parade due to the pandemic. She expressed her support. She thanked the car caravan for celebrating the seniors. She also thanked all the departments who assisted in making this a success.

Finally, she thanked everyone for their work on the budget. She especially thanked the Executive Team and the School Committee for being available at all hours of the day. She also thanked the Mayor for being available as well.

Superintendent Smith then discussed the parent portal. She asked Dr. Conrad to give an overview as to where we are in this set up. Dr. Conrad explained they plan on opening the portal district-wide. She explained the district is looking at the way our data connects to our external platforms. They have discovered some glitches. They are working on cleaning it up. They hope to open the portal for the upcoming school year. Dr. Pangallo thanked Dr. Smith and Dr. Conrad for working on this. Ms. Manning asked if the middle school has been implemented. Dr. Conrad explained this is for the Aspen portal which is new. Ms. Manning asked if the high school was in good shape? Dr. Conrad explained the high school will be cleaned along with all the rest.

Superintendent Smith updated the committee on the DESE updates. She hasn't heard what the fall will look like yet. She explained they would like to survey parents about re-opening and transportation. She explained she knows people are anxious about the fall and confirmed we are also anxious but are not worried about the fall.

At this time, Liz Polay-Wettengel updated on the Committee about re-opening. She explained as soon as information becomes available, we will make it available to the public. She also explained that while we wait for DESE, Salem has started their own re-opening task force as well as a re-opening page. This will be available on facebook, Instagram, and Twitter. The goal that all stake holders have information and asked that everyone check their email over the summer. Ms. Manning added that we would also include things that we have to solve not just those things we know we can solve.

Superintendent Smith announced that 64 distinctions and awards for the Seal of Biliteracy. She referred to Kate Carbone to discuss the Seal of Biliteracy. Ms. Carbone explained 28 Salem High Students earned the Seal of Biliteracy and four earned it with distinction. This is a total of 32 seals earned. She explained students who earned the seal will have it embossed on their diploma and a crest printed on their transcripts. Many colleges recognize this across the

country. The seal is also an official marker on resumes across the commonwealth. She explained organizing and guiding the students is laborious work. She thanked the team. Ms. Campbell explains each student who receives a seal involves many of hours of work from the team. She expressed her gratitude and is very proud of them.

Superintendent Smith recognized our retirees. She explained typically this would be a grand celebration and hopes to invite the retirees and their families at a summer meeting. She announced each of the retirees to the Committee. She thanked all of them for their service to our families. She also recognized Shawn McCarthy Principal of Bentley Academy Charter School and Mr. JJ. Munoz Principal of the Bates Elementary School. Both are leaving the district. She noted Mr. Munoz is going on to earn his doctorate at Harvard. Mr. Munoz expressed how much he has enjoyed the staff and the students. He thanked everyone. Mr. Cruz congratulated and thanked him for his service and hopes one day he will return to Salem. Ms. Nuncio also thanked Mr. Munoz for all of his dedication to students. Mr. Fleming added he was privileged to have voted for him and wished him luck at Harvard. Dr. Pangallo congratulated Mr. Munoz and wished him the best and he will be missed.

Superintendent Smith continued to recognize Ms. Berman and Ms. Jeffers for their commitment to help with distribution of food and school packets. She thanked them for their dedication to the students. She also reminded everyone about the change in the last days of school which are posted on our website.

#### Action Items

Mayor Driscoll requested a motion to vote on the Salem Public Schools Budget for fiscal year 2020-2021. Mr. Fleming motioned to pass a Personnel Budget of \$49,779,686.00. Ms. Manning seconded the motion. The Mayor asked if there were any questions on this.

Ms. Manning:	Yes
Mr. Fleming:	Yes
Dr Pangallo:	Yes
Ms. Nuncio:	Yes (confirmed after she reconnected)
Mr. Cruz:	Yes
Ms. Campbell:	Yes
Mayor Driscoll:	Yes

Mayor Driscoll asked for a motion on the non-personnel budget. Mr. Fleming motioned to approve a non-personnel budget of \$13,669,963.00

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



Mayor Driscoll: Yes

Motion Carried.

Mr. Fleming moved to pass a total budget for fiscal year 2021 of \$63,449,649.00 and Mr. Cruz seconded

Ms. Manning: Yes

Mr. Fleming: Yes

Dr Pangallo: Yes

Ms. Nuncio: Yes

Mr. Cruz: Yes

Ms. Campbell: Yes

Mayor Driscoll: Yes

Motion Carried and Budget is adopted.

Mayor Driscoll thanked everyone for supporting a balanced budget. She realized how much work this was and, extended her gratitude to all employees.

#### **Action Items New Business**

Mayor Driscoll requested a motion to approve a second reading of policy 5215-01, Directory Information Regarding Students. Ms. Nuncio motioned to approve the second reading and Ms. Manning. Vote by rollcall:

Ms. Manning: Yes

Mr. Fleming: Yes

Dr Pangallo: Yes

Ms. Nuncio: Yes

Mr. Cruz: Yes

Ms. Campbell: Yes

Mayor Driscoll: Yes

Motion Carried.

Mayor Driscoll requested a motion to adopt the Northshore Education Consortium's amended bylaws. Mr. Fleming motioned to approve the changes and Ms. Manning seconded. Mayor Driscoll asked the Superintendent if she had reviewed the changes. The Superintendent informed the Committee one of the changes was to include Pentucket Regional School District. She supported this change. Also, they are changing this to be a superintendent only board. She also recommends this change. Vote by roll-call:

Ms. Manning: Yes

Mr. Fleming: Yes

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

Motion Carried.

The Committee then voted on the summer meeting dates. The proposed dates are July 13, 2020 and August 10, 2020. Mr. Fleming motioned to approve those dates and Ms. Nuncio seconded. Vote by roll call:

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

Motion Carried.

### **Finance Reports**

None

### **Subcommittee Reports**

Ms. Nuncio informed the Committee the Policy Subcommittee is meeting on June 16 to review policies in the 4000-5000 category. The Committee will also review policy 6409.

### **School Committee Concerns and Resolutions**

Ms. Manning announced she wanted to celebrate the Superintendent's last School Committee. The committee then moved on to recognize that this is Superintendent Smith's last meeting. The Mayor recognized Superintendent Smith with a citation from the City. The Mayor was very grateful for her during this difficult year and during a pandemic. Ms. Manning then expressed her appreciation for the Superintendent. She presented Superintendent Smith with a gift from the School Committee. Mr. Fleming also thanked the Superintendent for her work. He expressed how she improved the communication and improved relationships throughout the district. He talked about her superior work during the Covid-19 Pandemic. Mr. Cruz also expressed his gratitude. Mayor Driscoll asked for any further recognitions.

Superintendent Smith then thanked the teachers, support staff, and the Committee for all their support. She went on to thank the parents. Additionally, she thanked the top-notch principals in Salem. She also thanked her assistants and the City Council as well as the State Representatives. Finally, she thanked the Executive Team. The on-line learning platform was a

success because of the team. In her last statement to the public she thanked the Mayor for always supporting education. She was proud to have served beside Mayor Kim Driscoll.

**Public Comment**

Michael Millett of 16 Lathrop St expressed his disappointment of losing Eric Burgos at the Carlton Elementary. He hopes that his dismissal will be reconsidered.

Bethann Cornell of 18 Briggs St she expressed her concern about the impact of Seniority in staffing will jeopardize our ability to maintain diversified staff.

Jillian Flynn of 3 Becket St who thanked the members of the committee for redoing the tennis courts at the high school. We are all very thankful for their work on this.

Ann Berman 1401 Crane Brook Way in Peabody who thanked Superintendent Smith for her leadership this year. Salem Teachers Union wishes you the best in her retirement.

Geoff Millar 29 Boardman St who was pleased with Salem hiring principals from within the district.

Mayor Driscoll referred back to the Superintendent who shared a video from the Bates School staff. A music video of “Don’t Worry Be Happy” was displayed.

Mayor Driscoll expressed this was a great way to end the school year! She then entertained a motion to adjourn. Mr. Fleming motioned and Mr. Cruz.

Vote by rollcall:

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

Motion Carried meeting adjourned at 9:23 p.m.

Respectfully submitted by,

*Jennifer A. Gariepy*  
\_\_\_\_\_  
Executive Assistant to the School Committee  
& the Superintendent



# **Salem Returns**

Reopening Update for  
School Committee

*July 13, 2020*

# Goal for Salem Returns

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For the families and students in Salem, following the guidance from the state and the needs of our community, our goal is:

The **safe** return of as many students as possible to in-person school settings, to maximize learning and address our students' holistic needs.<sup>1</sup>

# Salem Returns Core Values

To do so, our work will be guided by the following core values:



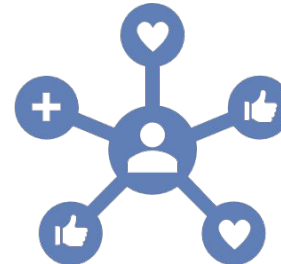
## Wellness

Everything is **grounded in ensuring the safety and wellbeing** of our students, staff, and families. We will be driven by the **science** and the needs of our students.



## Equity

We need to **meet the needs of all our students, and those needs look different.** We are striving to create something that is even better than what existed before.



## Community

We are **reopening together** – families, students, staff, and the broader Salem community. Our success depends on everyone doing their part.



## Flexibility

External factors will influence us. We will work to **communicate** as clearly as possible because we know that this year will **include changes & require flexibility.**

# State DESE Guidance (released June 25, 2020): Planning for multiple scenarios

1

**In-person learning  
(with new safety  
requirements)**

## **Our goal**

Create the practices and protocols to prioritize wellness while bringing students back to school

2

**Hybrid learning**

In the event we are not able to bring all students back or if the spread of COVID-19 change: Students have a combination of in-person and remote learning

3

**Remote Learning**

Available for students who cannot yet return in-person or opt to remain remote

Learn from our experiences and provide the best in the event of future classroom or school closures

**Plan for special populations:** Across all models, a plan for special populations (including students with disabilities and English learners) to ensure students receive necessary services and accommodations.

***We are developing scenario options and will seek input, particularly in the case of hybrid learning, as there are multiple different models we could adopt.***

# Summary state guidance on safety precautions:



Health safety measure trainings for faculty, staff, and students



Face masks & mask breaks



Consistent student groups, reducing mixing



Modifying instruction for some classes (e.g., band, PE)



Addressing individualized student needs



Exploring creative & outdoor spaces

**This Week:** DESE will release more guidance, including transportation and details for planning, more information on funding, and resources (including a video with pediatricians). We will make sure we share everything.



# Salem Returns Task Force

We launched a robust Task Force to address the multiple facets of this work. We are grateful for the participation of stakeholders across our system, including teachers, school leaders, central office staff, school committee members, city officials, and our parents.

## Health & Wellness

Collaboratively researching, implementing, and training teams on evidence-based policies, guidelines, and protocols to minimize the spread of COVID-19 and to ensure safe & healthy learning environments.

## Human Capital & Staffing

Identify, understand the implications of, brainstorm options for, and communicate potential staffing scenarios, issues, concerns, and opportunities related to the reopening of school.

## Academics & Social-Emotional Learning

Plan the PK-12 academic models, including for English Learners, for reopening; Plan, provide guidance for, and deliver post-COVID SEL supports, targeted teacher PD, & family supports for remote and/or hybrid learning.

## Building-based Operations

Identifying and implementing school-specific protocols, schedules, layouts, and processes to ensure the preparation of buildings (facilities, people flow) are prepared for a safe return of students and staff.

## Districtwide Operations

Identifying the capacity and constraints of district-wide operations, and leading the safe and healthy operational reopening, including transportation, food & nutrition, and facilities, in accordance with state guidance.

## Special Education Services

Across all models, collaboratively developing plans for special populations to ensure students receive necessary services and accommodations and families are well supported throughout reopening.

## Communications

Developing clear and transparent communications for all stakeholders, including our staff, families, and broader community, via regular email updates, social media, our website, and the news.

## Families & Stakeholders

Diverse and representative family and caregiver voices informing decisions, brainstorming solutions, and providing feedback on the district's reopening plans.

# Salem Returns Planning Timeline:

Week of:	7/6	7/13	7/20	7/27	8/3	8/10	8/17	8/24	8/31
Phase:	<b>1. Needs Assessment</b>			<b>2. Design Decisions</b>			<b>3. Implementation &amp; Preparation</b>		<b>4. Finalizing for Day 1</b>
	Collect all the information we can to make informed decisions: <ul style="list-style-type: none"> <li>• Family &amp; staff surveys</li> <li>• Stakeholder input</li> <li>• Academic options</li> <li>• Facilities capacity</li> <li>• Budget needs</li> </ul>			Create draft plans that select the best option for our community across each scenario, driven by core values: <b>Draft plans</b>			Get everyone and everything ready for students: <b>Final scenario plans and implementation</b>		Finishing touches, trainings, & communication to prepare for all scenarios for Day 1



# Our needs assessment will explore and evaluate the options for Salem

## Stakeholder Input

- Family Survey
- Staff updates & survey
- Student input
- Close collaboration with each school leader
- Family engagement subcommittee of Task Force group

## System Capacity

- Evaluating facilities with new guidance:
  - Buildings
  - Buses
  - Classrooms
  - Outdoor spaces
- Staffing needs
- Fully exploring resource options

## Learning Options

- Exploring learning options (academic & social-emotional) for all students in all models
  - Opt-in remote learning platform exploration
  - Hybrid learning models
  - Flexibility to pivot based on health needs

# Upcoming Opportunities for Engagement

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**Weekly Wednesday Facebook Live Updates with Superintendent Zrike**

Coming soon:  
**Socially distant and responsible community events**

**Parent and Family Survey**  
(Open Now!)

**Ongoing collaboration with each school site**

**Student Input**

**Teacher Town Hall**  
*(to be scheduled)*

# Appendix

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# Salem Returns Task Force subcommittee scope and responsibilities



Each individual subcommittee has critical work to do, and collaboration & coordination will be key to our success.

## Health & Wellness

- Implementation of CDC and DESE guidelines for reopening of schools
- Mandatory training of staff for safely returning to school
- 'Mobile' school nursing services in the fall
- Creation of health and wellness protocols surrounding COVID-19 ( isolation, return to school guidelines for parents, etc.)
- Sharing local, state, and national public health information related to the virus as it evolves

## Human Capital & Staffing

- Identify potential staffing scenarios, issues, concerns, and opportunities related to the reopening of school
- Develop processes and procedures to gather information from employees and support the successful staffing of school options for the fall
- Consider staffing implications across options
- Share recommendations for staffing related matters with the Supt. & task force members
- Help clarify guidance, procedures, and CBA implications across the SPS workforce

## Academics & Social-Emotional Learning

- Plan the PK-12 academic models for reopening school for all students and special populations (e.g., English Learners)
- Provide guidance for post-COVID SEL supports
- Plan/deliver for targeted teacher professional-development
- Plan/deliver parent/guardian supports specific to their role within a remote/hybrid model

## Building-based Operations

- Cleaning and disinfecting protocols
- Building flow/ foot traffic and crowd control
- Staffing requirements
- Space requirements
- Jr/Sr high school Schedule and structure modifications
- Building Safety Protocols
- Isolation rooms
- Ppe and pandemic supplies needed
- HVAC and plumbing proactive measures

## Districtwide Operations

Identifying the capacity and constraints of district-wide operations:

- Transportation
- Food & Nutrition
- District-wide facility opportunities and constraints

## Special Education Services

- Planning for Inclusion
- Staffing: Plans, specialized Safety Training & Supplies
- Special Populations Protocols
- Delivering & Monitoring Services
- Communications with families

## Communications

- Gather updates from subcommittees to share:
- Weekly community & staff emails
  - Social & traditional media
  - Website updates
  - Surveys & focus groups

## Families & Stakeholders

- Engage families & stakeholder voices to inform decisions
- Incorporate family and student voices across planning process
- Ensure clear communications to families and communities



# Remote Learning Survey Results

Salem School Committee

July 13, 2020

# Remote Learning Surveys - June 2020

Goal to find out what worked well and what needs improvement

## Remote learning defined:

- Remote learning includes any instruction taking place outside of the classroom, such as lessons assigned through online platforms, instructional videos, packets posted on [www.salemlerns.org](http://www.salemlerns.org), printed packets, and virtual meetings with teachers and classmates.

## Surveys sent to:

- Parents/guardians
- Students (Grades 4-12)
- Teachers

Morning Announcements	daily	15 mins.	Recorded
Class Meeting*	1-2x/week	20-30 mins.	Live
Conferences (small groups)	1x/week	10-30 mins.	Live
Content mini-lessons	3x/week	5-10 mins.	Recorded
Specialists (art, music, PE)**	1x/week	5-10 mins.	Recorded
Independent work	daily	1 hour	

Sample



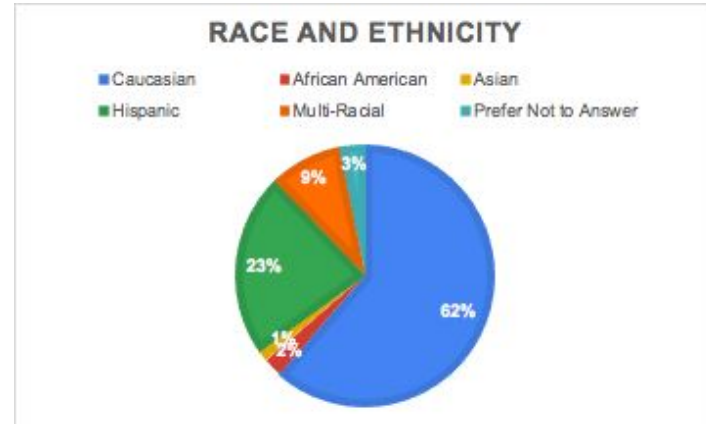
# Parent Survey - Respondents

## 706 Responses

- 656 in English
- 46 in Spanish
- 4 in Portuguese

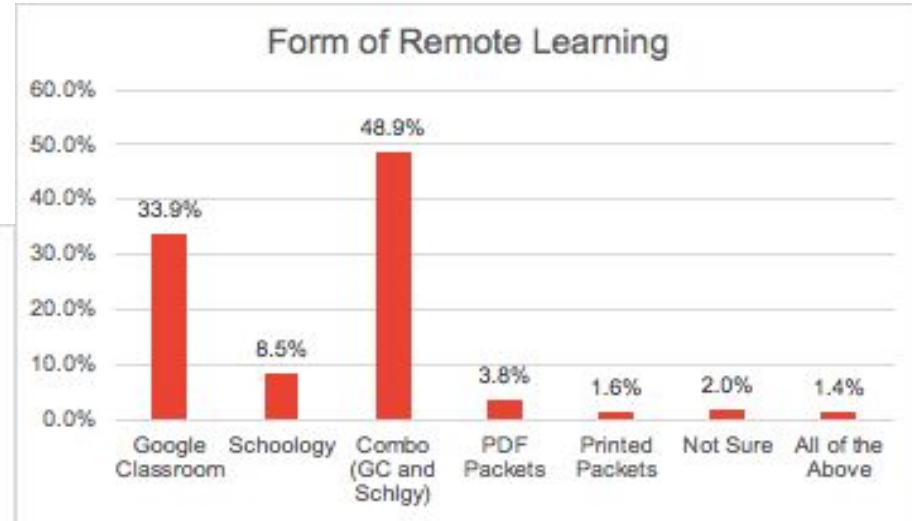
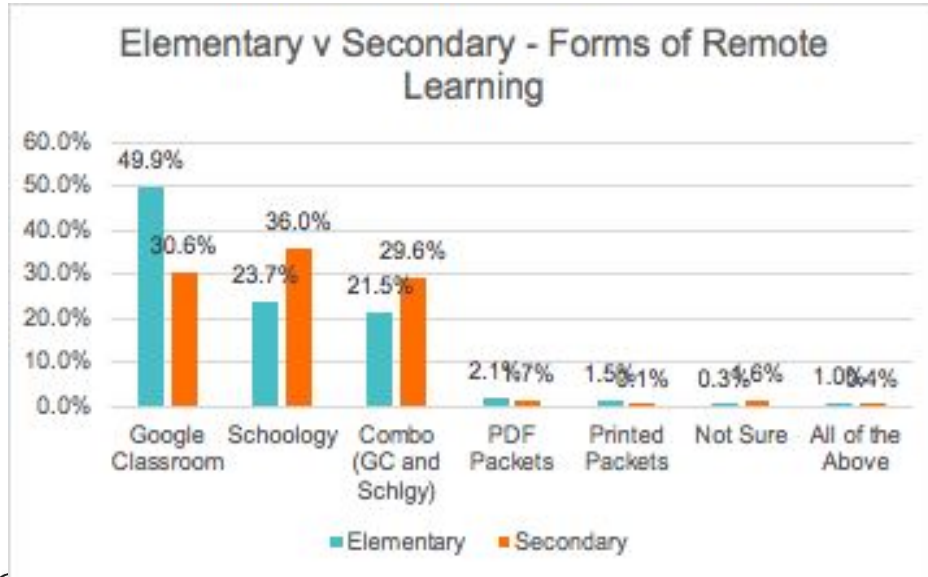
## Demographics

- Most were GrK-5 (54%)
- 21% middle and 21% high school
- 27% have IEPs, 4% are ELL
- Majority (62%) Caucasian
- 23% Hispanic



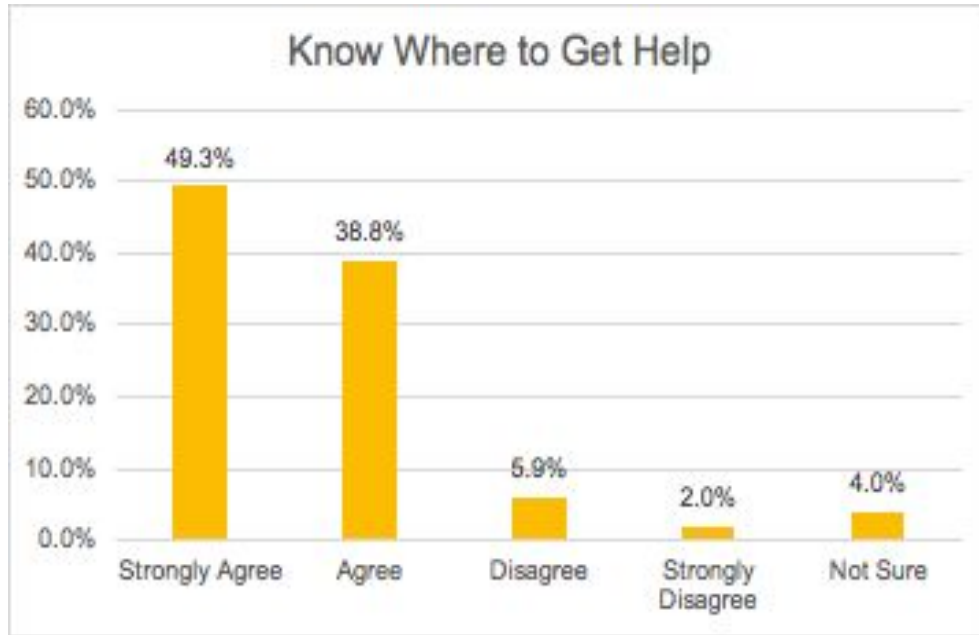
# Form of Learning

- More reported using Google Classroom or combination of GC and Schoology



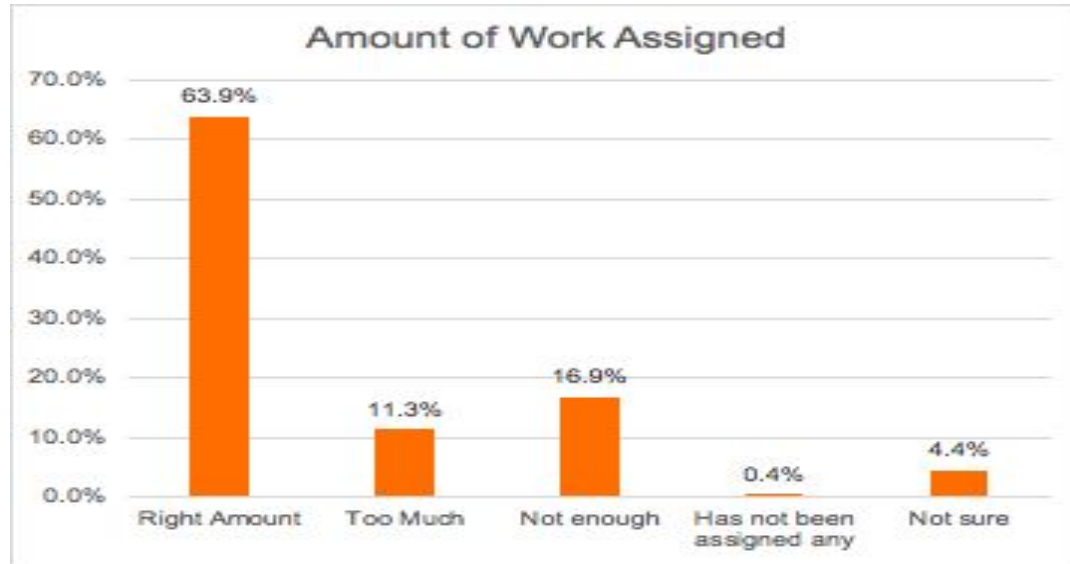
- Google Classroom was used more at the Elementary grades and Schoology by the secondary grades

# Getting Help



- **Vast majority said they knew where to get help with remote learning**

# Amount of Work Assigned

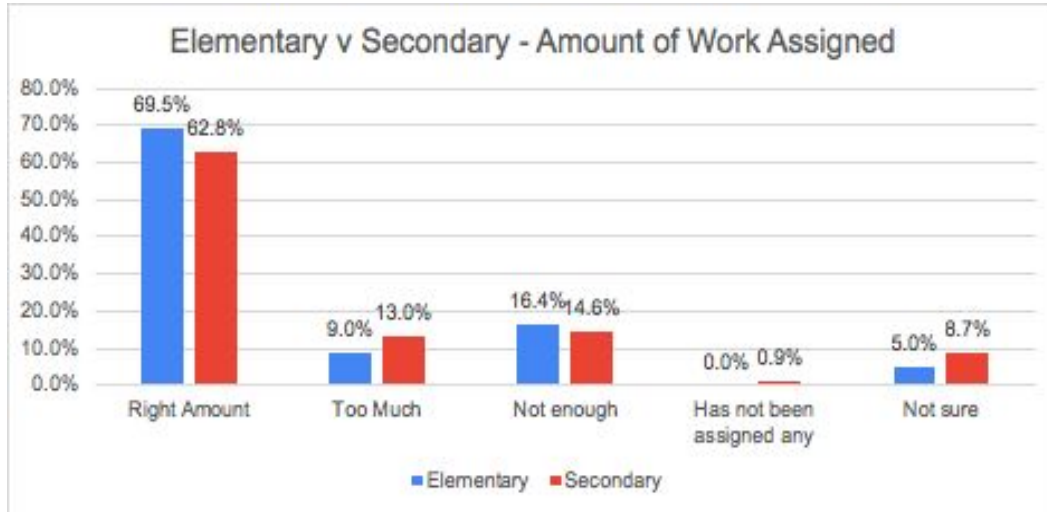


- **Majority of parents (64%) said the “right amount” of work was assigned to students**
  - 17 % said it was not enough
  - 11.3% said it was too much work assigned

**Some parents reported a mix, depending on the grade level or teacher**

- *“The 6th grader gets about the right amount of school work, but the second grader finishes his work in about 20 minutes.”*

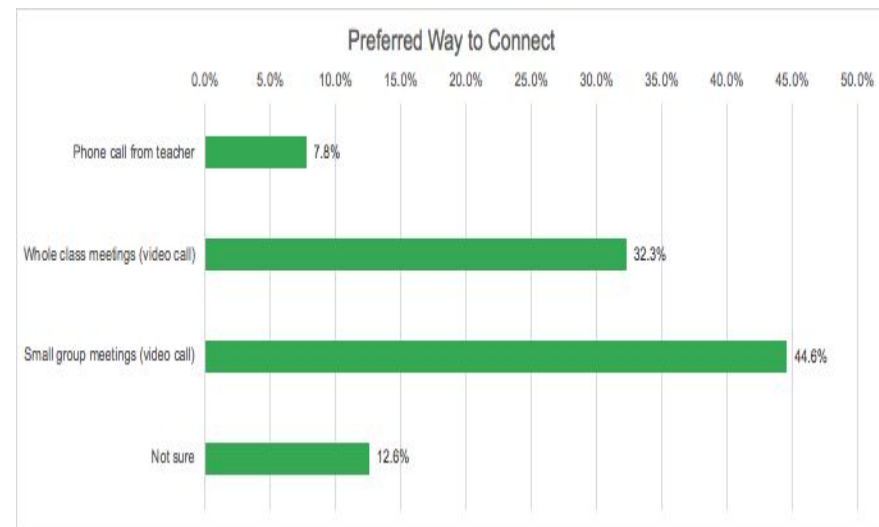
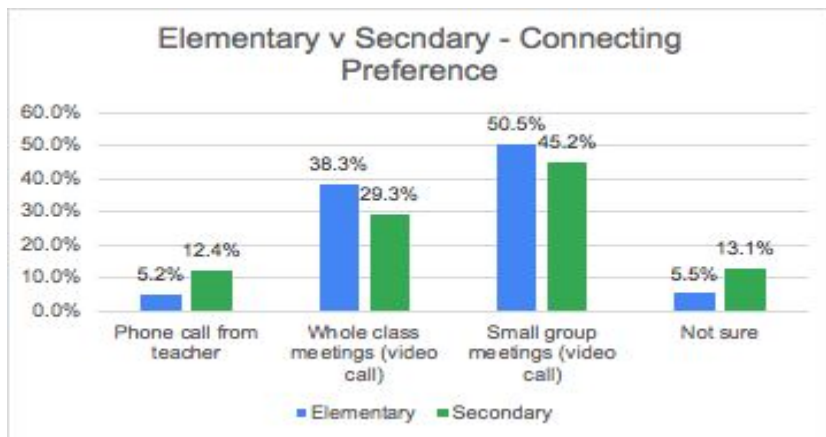
# Amount of Work (continued)



- A majority of parents at both the elementary and secondary level said their students were assigned the “right amount” of school work
- More elementary level parents reported that “not enough” work was assigned while more secondary parents reported that “too much” was assigned.

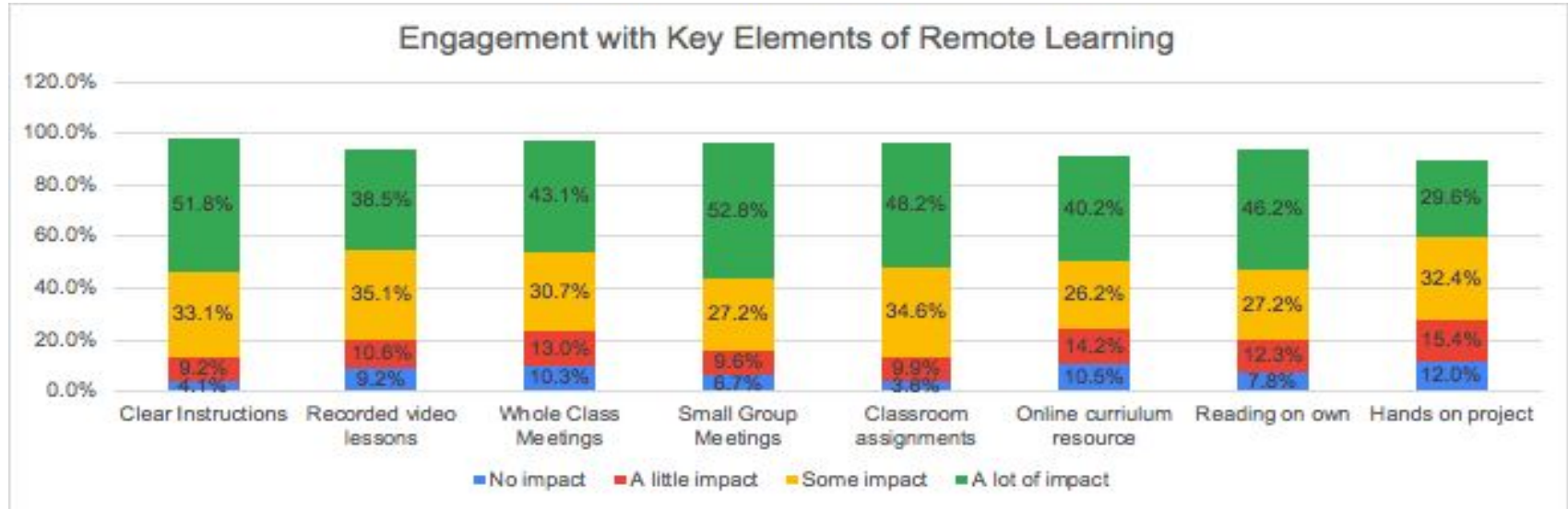
# Connecting

**44.6% of parents said that “small group meetings” was their student’s preferred way of connecting via remote learning**



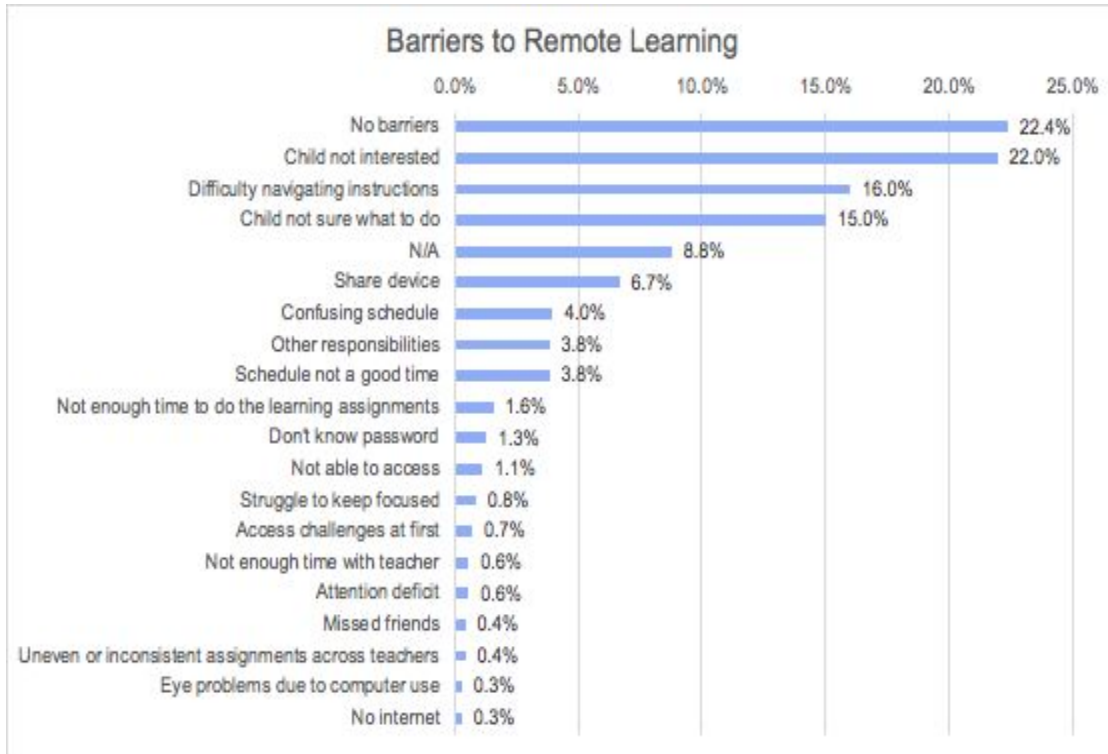
**This preference holds for both the elementary and secondary levels**

# Engaging



**“Small group meetings” and “having clear instructions” were both identified as having a lot of impact on student engagement.**

# Barriers to Remote Learning



- **22.4% reported no barriers**
- **22% said biggest barrier was student's own lack of interest in remote learning**
- **Difficulty navigating instructions (16%) and student's uncertainty of what to do (15%) were also among the top barriers identified**



# What Worked Well

- **Amazing teachers**
  - *“Obviously the dedicated and talented teachers who on a whim did not miss a beat when the school building closed.”*
  - *“We are very impressed with the level of time and care all of his teachers have extended to him.”*
- **Small group meetings**
  - *“The small group sessions with teachers and a handful of students are most effective. This allows for individual attention, and setting the level of the work to a level appropriate to the child.”*
- **Zoom meetings**
  - *“Frequent zoom class calls and hearing their teacher's voice in nearpod lessons.”*
- **Frequent communication**
  - *“Excellent communication with their teachers and very clear assignments that include instructional videos from their teachers.”*

## What Worked Well (cont.)

- **One-on-One sessions for extra support**
  - *“My son has a weekly meeting with his class teacher and OT. The individual attention is huge for him.”*
  - *“One on one meetings with the teacher to go over the weeks work and make sure they understand the material.”*
- **Google Classroom**
  - *“Google classroom has been great for finding assignments and links.”*
- **Recorded video lessons**
  - *“When teachers provide a clear instructional recorded video of themselves explaining the assignment and walking the kids through the steps of the directions it makes remote learning very easy and fun. I wish every teacher would record themselves explaining each lesson for the students to watch and reference to.”*

# What Worked Well (cont.)

- **Students learning to work independently and at their own pace**
  - *“My 6th grader seems to be completing more quality work through online learning. He is able to work at his own pace without distractions. He also does better with typed out assignments instead of writing.”*
- **Having a clear, set schedule and structure**
  - *“I feel that the high school has a great thing by scheduling blocks, like they are in school. Also, this schedule provides structure for the student.”*
- **Students gaining a lot of technology and computer skills**
  - *“My child is learning how to use the computer.”*
- **Fewer distractions for child than when at school**
  - *“The lack of distractions from other children who typically act out has been the best part by far. I would argue they are learning more.”*

# What Could be Improved

- **More small group meetings**
  - *“My son learns more in the small group meetings. Have more of these.”*
- **Clearer instructions with teacher explaining in video meetings**
  - *“Give more clear instructions and guidance on the work.”*
- **More online instructional time**
  - *“I would like to see more than 2 hours per day of structured learning modules. Feel like my daughter is not being challenged in the work. I know it’s not easy under the circumstances and I want to thank you for all your efforts.”*
- **Centralized place for finding logins and passwords**
  - *“One website with all links instead of opening other windows with all different passwords.”*

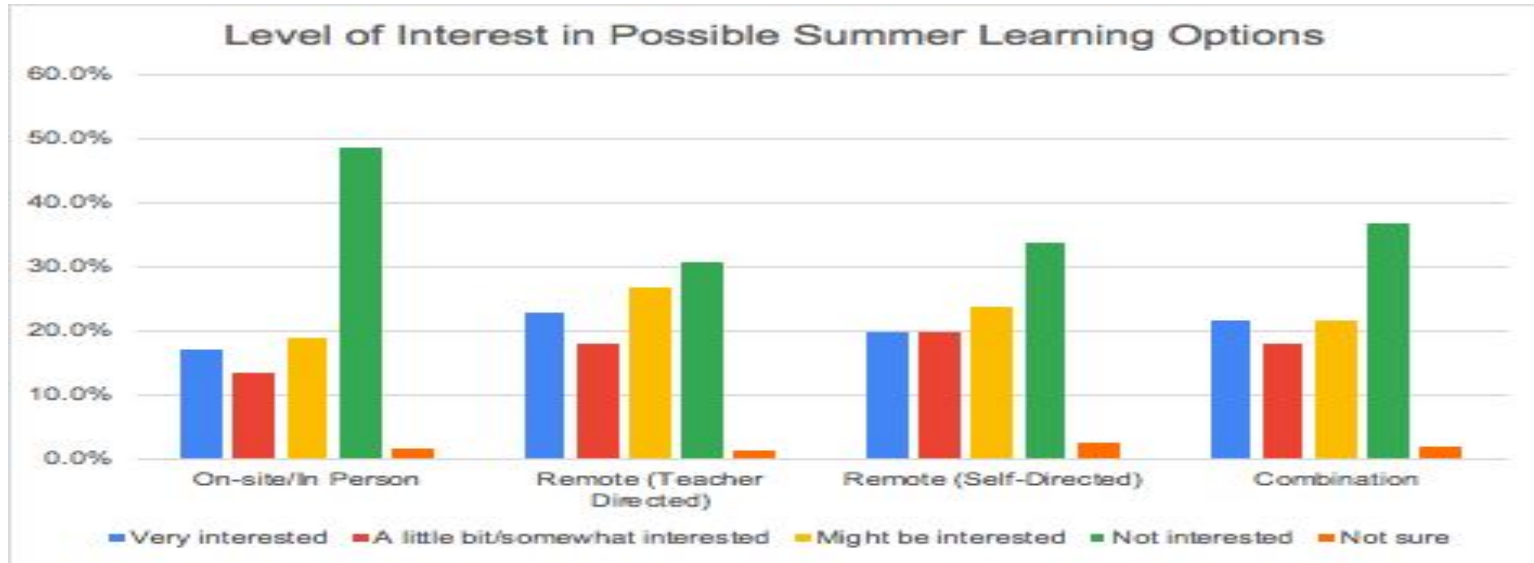
# What Could be Improved (cont.)

- **More communication -- more streamlined and consistent**
  - *“Things are getting better, but we receive communication in multiple places.”*
- **More structured, consistent, set schedule**
  - *“Have a set schedule. Keep it as close to the real school day as possible.”*
- **Streamline the learning platform -- pick one and stick with it**
  - *“We are using multiple learning platforms and receiving instructions for lessons through multiple platforms. We have to keep a notebook with all these different sites and passwords since there are so many. It would be much easier if we didn’t have 10 different platforms and logins to sift through and we received all information in one place.”*

# What Could be Improved (cont.)

- **More one-on-one time with students**
  - *“Students need at least weekly one on one time with each teacher. They need to be able to ask questions and have things explained.”*
- **Better grading system - more feedback on student work**
  - *“Teachers should give students more feedback on how they are doing in remote learning.”*
- **More recorded video lessons**
  - *“I think she would enjoy more recorded lessons of her teacher going over what to do instead of just reading it. It might also help to get them motivated to do the work.”*
- **Training and support for parents**
  - *“Perhaps create some training videos to teach parents how to use the different tools.”*

# Interest in Summer Learning Options



Although there was some level of interest in remote summer learning options, most parents were not interested in on-site summer learning. Many said they wanted a break after the challenging year.

# Additional Comments re Fall Reopening

- **Some parents said they preferred to continue remote learning in the fall rather than have students return in person**
  - *“I’m weary about sending my child back to school in September. I would rather my child do remote learning online until they have a vaccine.”*
- **Other parents expressed interest in a hybrid model**
  - *“I hope a hybrid model will be possible as I do think that face to face interaction with real people is important and will help with depression with children.”*
- **Still others stated their preference for an in-person return to school**
  - *“I am sincerely hoping that we will be able to resume school in person in the fall. That is my biggest hope. “*



**Salem Public Schools  
Proposed 2020-2021 School Committee  
Meeting Dates**

Tuesday September 8, 2020  
September 28, 2020

October 5, 2020  
October 19, 2020

November 2, 2020  
November 16, 2020

December 7, 2020  
December 21, 2020

January 4, 2021  
Tuesday January 19, 2021

February 1, 2021  
February 22, 2021

March 1, 2021  
March 15, 2021

April 5, 2021  
April 26, 2021

May 3, 2021  
May 17, 2021

June 7, 2021  
June 21, 2021

<b>Students and Instruction</b>	<b>5000</b>
<u>Student Records</u>	5215
DIRECTORY INFORMATION REGARDING STUDENTS	5215.01

1. Authorization to Release Directory Information. The Salem School Committee establishes that, in conformity with federal and Massachusetts law governing the privacy of student information, school district administrators or others acting under the authorization of the Superintendent of Schools may, without the prior written consent of a student’s parent or guardian, release directory information on any student attending the Salem Public Schools. As used herein, “directory information” shall mean personally identifiable information about a student that is generally not considered harmful or an invasion of privacy if released. Directory information shall include the following personally identifiable student information: (1) name, (2) address, (3) telephone listing, if published, (4) photograph, (5) date and place of birth, (6) dates of attendance, (7) grade level, (8) participation in officially recognized activities and sports, (9) weight and height of members of athletic teams, (10) honors and awards received, and (11) the most recent educational agency or institution attended.

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2. Specific Requirements for Release of Directory Information. Except as provided in section 3, below, the Salem Public Schools and its agents shall release to military recruiters, upon request, the following directory information on students who are in their third and fourth years of high school: (1) student’s name; (2) student’s address; and (3) student’s telephone listing.

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3. Parental Advisement to Withhold Release of Directory Information. A parent or guardian who does not wish directory information on her/his child to be released pursuant to either Section 1 or Section 2, above, or both, may prevent release of that information by providing an annual written notification to the Superintendent of Schools or the principal of her/his child’s school. Said written notification shall be postmarked or delivered in person by the parent or guardian by not later than the thirtieth (30<sup>th</sup>) calendar day after the start of the school year for which the denial of permission shall be effective, or, in the case of a child who enters the Salem Public Schools after the first day of the school year, by not later than the thirtieth (30<sup>th</sup>) calendar day after the student is enrolled.

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4. Notification to Parents of Right to Withhold Consent to Disclosure of Personally Identifiable Student Information. The Salem Public Schools shall comply with all requirements of federal or Massachusetts law regarding notice to parents or guardians of the release of directory information and the right of parents or guardians to opt not to permit release of such information.

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<b>Students and Instruction</b>	<b>5000</b>
<u>Student Records</u>	5215
DIRECTORY INFORMATION REGARDING STUDENTS	5215.01

5. Regulations Authorized. The Superintendent shall issue such regulations as may be necessary to effectuate the purposes of this policy and to comply with all pertinent laws and regulations.

REFERENCES

- [20 USC 1232g \(Family Educational Rights & Privacy Act\)](#)
- [20 USC 7908](#)
- [10 USC 503\(c\)](#)
- [34 CFR Part 99](#)
- [603 CMR 23.00](#)

Reviewed and referred by the Policy Subcommittee meeting on 5/18/20

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Reviewed: October 2015

**SCHOOL COMMITTEE** **6000**

SCHOOL COMMITTEE MEETINGS 6400

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS/PUBLIC HEARINGS 6409

All regular and special meetings of the School Committee shall be open to the public. School Committee meetings, including executive sessions, are conducted in accordance with the Massachusetts Open Meeting Law.

The School Committee desires and encourages citizens of the district to attend and/or participate in its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. Therefore, the Committee has set aside a period of time at each School Committee meeting to hear from the public.

This time shall be available at every School Committee meeting whether held in person, online, or combination of both.

Since Spanish is the second-most prevalent language in the city, interpreters will be available at all regular school committee meetings.

Public comment is intended to offer citizens an opportunity to express their opinion on issues of School Committee business. Should the Chair believe that an issue or question falls outside the purview of the School Committee, he/she may request that citizens direct it to the appropriate person or body so that the matter is given proper consideration.

The following process will govern public comment and participation at every School Committee meeting, regardless of the format:

1. A summary of this policy shall be read aloud at the beginning of each meeting in both English and Spanish.
2. The School Committee will have one section for public comment at each School Committee meeting, which shall generally follow the opening of the meeting.
3. A sign-up sheet will be available as people enter the meeting for those participating in-person and a link to an online form shall be available on the meeting notice to sign up for remote participation in public comment. Members of the public will be asked to sign up to speak in advance of the meeting. People will speak in the order in which they sign up, unless more than one person wishes to speak on a single topic, in which case the Chair may call them together. People who arrive after the sign-in sheet has been removed or who enter comments to the online form after the start of the meeting may speak at the Chair's discretion. The sign-up sheet and/or online list will be provided to the chair just prior to the meeting being called to order and any additional entries shared with the chair prior to the closure of the public comment period. Entries to the online form received after the public comment period closes shall not be read into the record but will be attached to the meeting minutes as an addendum.
4. Individuals wishing to speak must identify themselves by name and address and indicate the specific topic they wish to address.
5. Speakers will be allowed up to 5 (five) minutes to present their material. Extension of this time limit is at the discretion of the chair.

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It is the policy of the School Committee that the agenda shall include a provision for community and staff to address the School Committee on topics or issues that would be reflective of the public interest, but for a period of no longer than a 5 minute duration.

**Commented [JC1]:** NEW! Re-written based on 6/25/20 Policy Subcommittee meeting discussion and affirmed at the 7/7/20 Policy Subcommittee meeting. Goal of this section is to outline process for signing up for public comment and modify procedures to include remote submission of public comment (regardless of whether the meeting is held in person or remotely).

**Commented [JC2]:** Revised wording by Policy Subcommittee on 1/29/20 and re-referred for 2<sup>nd</sup> reading (1<sup>st</sup> reading said: "Any person wishing to speak must identify him or herself"

**Commented [JC3]:** Changed from "interest to which they wish to speak" to "topic they wish to address."

6. Copies of public comments shared during the public comment period may be presented in writing, but not required, to the Committee before or after the meeting for Committee members to review or to consider at an appropriate time, and for inclusion in the meeting minutes.

Commented [JC4]: Added by Policy Subcommittee 1.29.20

7. Topics raised during the public comment period shall be limited to items that are within the School Committee's authority.

8. All speakers are encouraged and expected to present their remarks in a respectful manner.

9. All remarks will be addressed to the Chair of the School Committee. Responses to concerns will be made only by the Superintendent or Chair of the meeting, or other members at the Chair's discretion should a member request to speak. While the Committee and/or administration will not typically respond to citizen comments or questions posed at public comment, the Chair, as presiding officer of the meeting, may answer or request an answer to a question if he/she deems it expeditious.

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No person shall address a public meeting of a public body without permission of the chair, and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If after clear warning from the Chair, a person continues to disrupt the proceedings, the Chair may order the person to withdraw from the meeting and if the person does not withdraw, the Chair may authorize a constable or other officer to remove the person from the meeting.

Deleted: that all committee meetings shall be open to the public and to the press unless the committee shall vote to go into executive session. Further:

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### Public Comment During Remote or Online Meetings

Should the School Committee hold its public meetings remotely, the process for participating in public comment shall replicate the above as much as possible. The only difference will be the opportunity for those submitting comments to opt to submit a written comment (to be read aloud during the meeting) or to be recognized during the remote/online meeting in order to speak within the online meeting environment for up to five (5) minutes.

### Participating in Public Comment Remotely During In-Person Meetings

As the School Committee expands its capacity to utilize online meeting tools that facilitate remote participation in meetings, it aims to identify new ways to expand public participation via remote or online technology, even when a meeting is held in person. This would entail the opportunity to view meetings in a "live stream" mode and submit public comment electronically, to be read aloud during the public comment period, following the procedures outlined above.

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Legal Reference: 30A:20(g)

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Referred by the Policy Subcommittee on 1/16/20

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First reading on 1/21/20. Referred back to the Policy Subcommittee by the full committee on 2/3/20. Reviewed and revised during the 5/18/20, 6/8/20, 6/25/20, and 7/7/20 Policy Subcommittee meetings. Referred back to the Full Committee for 2<sup>nd</sup> Reading on 7/7/20.

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**STUDENTS AND INSTRUCTION 5000**

**STUDENT CONDUCT, 5400**

USE OF PHYSICAL RESTRAINT 5416

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**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.

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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.

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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 restraint<sup>1</sup> 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 restraint<sup>2</sup> 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.

<sup>1</sup> 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.

<sup>2</sup> 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>STUDENTS AND INSTRUCTION</b>	<b>5000</b>
<del>STUDENT CONDUCT,</del>	<del>5400</del>
USE OF PHYSICAL RESTRAINT	5416

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Physical restraint shall not be used:

- (a) as a means of discipline or punishment;
- (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 restraint<sup>3</sup>, medication restraint<sup>4</sup>, and seclusion<sup>5</sup> shall be prohibited in public education programs. Seclusion does not include a time-out, as defined within the Regulations.<sup>6</sup>

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

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

<sup>4</sup> Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior.

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

<sup>6</sup> 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.

**STUDENTS AND INSTRUCTION**

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**USE OF PHYSICAL RESTRAINT**

**5416**

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.

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

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**STUDENTS AND INSTRUCTION**

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**USE OF PHYSICAL RESTRAINT**

**5416**

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](http://www.doe.edu/lawsregs/603cmr46.html).

Approved: September 3, 2019

Reviewed and referred by Policy Subcommittee on 7/7/20

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<b>PERSONNEL</b>	<b>4000</b>
<u>ALL EMPLOYEES</u>	4100
STAFF CONDUCT WITH STUDENTS	4105

PHYSICAL CONTACT BETWEEN EMPLOYEES AND STUDENTS  
AT SCHOOL AND DURING SCHOOL SPONSORED FUNCTION

INTRODUCTION

▲ The purpose of this policy statement is to provide all employees with guidance and direction with respect to physical contact between employees and students at school and during school sponsored functions. ▼

GENERAL PRINCIPLES

All physical contact between employees and students must have a valid educational purpose and objective, meeting only the student's needs.

The use of physical contact or force in order to impose the staff member's will upon a student, except in an emergency situation, is strictly prohibited.

Employees who observe physical contact between students and employees, which they deem to be inappropriate, are expected to report said observations to the building principal and/or the superintendent as soon as possible. If the contact is perceived to be immediately harmful by the observer, prompt intervention to prevent further harm is expected. The principal shall relate the incident, in writing, to the superintendent within 24 hours.

Instances of inappropriate physical contact initiated, encouraged, practiced and/or tolerated by employees, in even a single instance, will result in disciplinary action, which may include dismissal.

Related Policies: SC Policy 5416 Use of Physical Restraint

Reviewed and referred by the Policy Subcommittee on 7/7/20

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