

**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”

August 12, 2021 - REVISED

REGULAR SCHOOL COMMITTEE MEETING ON AUGUST 16, 2021

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on Monday, August 16, 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/91697644956?pwd=S3FEMXh3ekxxdGYrTnJCR3pRTW91OT09>

Passcode: 2Rbjt2

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/L8VwxkVuAmvudEK57>.

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/6wM1JFFQbNVc7Xqg7>. 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 July 19, 2021
- b. Approval of Warrant: 7/22/2021 in the amount of \$60,444.66, 7/29/2021 in the amount of \$366,398.63, 8/5/2021 in the amount of \$410,043.91 and 8/12/2021 in the amount of \$291,361.59.

IV. Public Comment

Please see above for instructions on participating in public comment.

- V. **Report from the Student Representative – Hawa Tabayi**
- VI. **Educator’s Showcase**
- VII. **Superintendent’s Report**
 - a. Presentation regarding the Community Office at Salem High School
 - b. Back to School Update
 - 1. Health and Safety Recommendations Part 2
 - 2. Enrollment
 - 3. Staffing
 - c. ESSER 3 Overview and Planning Presentation
- VIII. **Action Items: Old Business**
- IX. **Action Items: New Business**
 - a. Acceptance of donation from First Church in Salem in the amount of \$1,500 for the SHS Community Office Program
 - b. Deliberation and vote to accept the job description for the District Coordinator of Translation and Interpretation Services.
 - c. Deliberation and vote to accept the recommendation of the Superintendent for school reopening health and safety part 2.
 - d. Deliberation and vote on request from League of Women Voters - Salem and the Salem Education Foundation to use the School Committee Chambers in the Collins Middle School and to waive fees.
- X. **Finance & Operations Report**
- XI. **Subcommittee Reports**
 - a. Policy Subcommittee
 - i. Policies for Second 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

- i. Policies for Second Reading - continued
 - 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 Third Reading
 - 4109 Leaves of Absence
 - 4302 Bus Drivers
 - 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

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”

12 de agosto de 2021

REUNIÓN ORDINARIA DEL COMITÉ ESCOLAR EL 16 DE AGOSTO DE 2021

Por la presente se notifica que el Comité Escolar de Salem llevará a cabo una **reunión del Comité Escolar Regular el lunes 16 de agosto de 2021 a las 7:00 p.m.** Esta será una reunión virtual en Zoom.

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

<https://zoom.us/j/91697644956?pwd=S3FEMXh3ekxxdGYrTnJCR3pRTW91QT09>

Contraseña: 2Rbjt2

I. Convocatoria de reunión al orden

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

Leer en voz alta: *El Comité Escolar de Salem quisiera 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 de interpretación al español.

Si algún miembro del público necesita interpretación en español para participar en la reunión, haga clic en el enlace a continuación (a más tardar antes de las 12:00 pm del día de la reunión para solicitar interpretación en español): <https://forms.gle/L8VwxkVuAmvudEK57>.

c. Instrucciones para participar en comentarios públicos

Si algún miembro de la comunidad de Salem desea participar en un comentario público durante esta reunión, haga clic en el enlace a continuación para registrarse y enviar su comentario electrónicamente: <https://forms.gle/6wM1JFFObNVc7Xqg7>. 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. Comuníquese con Nancy Weiss al nweiss@salemk12.org o al 617-285-7567 con cualquier pregunta o para informar cualquier dificultad técnica que tenga.

II. Aprobación de la agenda

III. Aprobación de la agenda de consentimiento

- a. Acta de la reunión del Comité Escolar Ordinario celebrada el 19 de julio de 2021
- b. Aprobación de la orden judicial: 22/7/2021 por un monto de \$ 60,444.66, 29/7/2021 por un monto de \$ 366,398.63, 5/8/2021 por un monto de \$ 410,043.91 y 12/8/2021 por un monto de \$ 291,361.59.

IV. Comentario público

Consulte más arriba para obtener instrucciones sobre cómo participar en comentarios públicos.

V. Informe del Representante de Estudiantes - Hawa Tabayi

VI. Presentación del educador

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



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

Alcaldesa Kimberley Driscoll, Preside

PÁGINA 2

VII. Informe del superintendente

- a. Presentación sobre la Oficina de la Comunidad en Salem High School
- b. Actualización de regreso a clases
 1. Recomendaciones de salud y seguridad, parte 2
 2. Inscripción
 3. Dotación de personal
- c. Presentación de planificación y descripción general de ESSER 3

VIII. Elementos de acción: asuntos previos

IX. Elementos de acción: asuntos nuevos

- a. Aceptación de la donación de First Church en Salem por un monto de \$ 1,500 para el Programa de Oficinas Comunitarias de SHS
- b. Deliberación y votación para aceptar la descripción del trabajo del Coordinador de Servicios de Traducción e Interpretación del Distrito.
- c. Deliberación y votación para aceptar la recomendación del Superintendente para la reapertura de la escuela, parte 2 de salud y seguridad.
- d. Deliberación y votación a solicitud de la Liga de Mujeres Votantes - Salem y la Fundación Educativa de Salem para usar las Cámaras del Comité Escolar en la Escuela Intermedia Collins y eliminar las tarifas.

X. Informe de operaciones y finanzas

XI. Informes de subcomités

- a. Subcomité de políticas
 - i. Políticas para la segunda lectura
 - 5417 Asistencia de estudiantes a eventos públicos
 - 5701 Servicios de salud / Primeros auxilios
 - 5704 VIH
 - 5708 Desfibriladores externos automáticos (DEA)
 - 5709 Administración de medicamentos
 - 5710 Orden de no resucitar
 - 5711 Bienestar
 - 5711.01 Estudiantes con alergias alimentarias
 - 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 Seguro de accidentes
 - 5803 Estacionamiento para estudiantes

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PÁGINA 3

5804 Desayunos y almuerzos gratuitos o de costo reducido
5805 Uso de dispositivos portátiles
5806 Observaciones de estudiantes
5807 Tarifas de Atletismo y Actividades Estudiantiles
6201 Revisión de políticas

ii. Políticas para la tercera lectura

4109 Permiso de ausencia del trabajo
4302 Conductores de autobús
5405 Interrogatorios y registros
5406 Manifestaciones y huelgas de estudiantes
5407 Castigo corporal
5408 Disciplina del estudiante
5408.01 Disciplina de estudiantes con discapacidades
5408.02 Exclusión por inquietudes no relacionadas con la escuela
5409 Autobús escolar
5410 Acoso y violencia
5413 Propiedad de la escuela
5414 Vandalismo
5415 Amenazas de bomba
5416 Uso de restricción física
5501 Uso responsable de la tecnología
5702 Disponibilidad de programas escolares para estudiantes embarazadas
5703 Vacunas de estudiantes
5705 Abuso y negligencia infantil
5706 Enfermedades transmisibles
5707 Exámenes físicos para estudiantes

XII. Inquietudes y resoluciones del comité escolar

XIII. Aplazamiento

Respetuosamente presentada por,

Nancy A. Weiss

Asistente Ejecutiva del Comité Escolar y el Superintendente

"Las personas que requieran ayudas y servicios auxiliares para una comunicación eficaz, como un intérprete de lenguaje de señas, un dispositivo de ayuda auditiva o material impreso en formato digital o una modificación razonable en los programas, servicios, políticas o actividades, pueden comunicarse con el Coordinador de la 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 July 19, 2021

On July 19, 2021 the Salem School Committee held its regular School Committee meeting at 7:00 PM using the Zoom platform.

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

Members Absent: Mayor Driscoll

Others in Attendance: Superintendent Stephen Zrike, Assistant Superintendent Kate Carbone, Assistant Superintendent Mary DeLai, Chelsea Banks, and Liz Polay-Wettengel

Call of Meeting to Order

Vice Chair Manning called the meeting to order at 7:03 p.m. Ms. Manning read the new Public Participation Policy 6409 and also explained the request for Spanish interpretation for participation.

Approval of Agenda

Vice Chair Manning requested a motion to approve the Regular Agenda. Mr. Fleming motioned and Dr. Pangallo seconded. A roll call vote was taken.

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

Motion carries 6-0

Approval of Consent Agenda

Vice Chair Manning requested a motion to approve the Consent Agenda. Mr. Fleming motioned and Ms. Nuncio seconded. A roll call vote was taken.

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

Motion carries 6-0

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Public Comments

The School Committee Secretary announced that there were three public comments.

Renee Melendez, Crescent Drive asked to be recognized to speak.

Committee Members and Community:

I am here to bring attention to the agenda being taught in all the schools of Salem, and across the United States of Critical Race Theory or what others know to be “equity and inclusion or social injustice”, since many parents have a lack of awareness of what this actually means.

CRT is, in fact, teaching our children to HATE each other. It is making white people out to be “white supremacists”, when, in fact, all everyone wants to do is live in peace as a community. There are many families in Salem that are biracial, mine included; and CRT teaching is making a HUGE impact on the mental health and self-esteem of our children. You are making them question: Who they are; Are they bad people; Am I safe in my community. A point being made is, that there are oppressed people, which I do not believe, but there are, in fact, people who want or expect everything to be handed to them on a “silver platter.” To not be or feel oppressed, you have to work HARD for what you want in life. You are teaching children NOT to judge on MORAL character, but on race, sex, ethnicity, and even religion. THIS IS WRONG in all aspects. GET IT OUT OF THE SCHOOL and GET BACK ON TRACK TEACHING WHAT YOU ARE SUPPOSED TO BE TEACHING OUR CHILDREN. Stick with teaching MATH, English (ELA), Science, Social Studies (not the changing history, but what is the history there), and CIVICS (should be added) as their main studies. Leave the upbringing to the parents!

According to statistics, race, ethnicity and sex are NOT an issue among Americans and this is an AGENDA that is being FORCED upon us and taught to our children in school. This should NOT be taught there at ALL. Hate is taught at home and that is where it should be STOPPED.

When school does commence, I DEMAND that a syllabus be given to every parent, for every subject, for the entire school year in every grade; so they are aware of what exactly is being taught. When our children are being taught on computers and we do not have access to student’s actual schoolwork; we do not know exactly what is being taught; therefore, are not being made aware of teachings.

The Board of Education, The School Committee, Superintendent, Principals, and Teachers are overreaching their powers by an AGENDA and WE THE PEOPLE will not stand for it. YOU work for us. WE pay your salaries with our tax money. YOU ANSWER TO US.

Dr. Brenden Walsh, 5 West Terrace asked to be recognized to speak.

I would like to take a minute of your time to react to the effort to provide universal pre-school in Salem.

I shall not read my previously sent email to you. I hope that you will re-read it. I wish to reiterate that even universal pre-school will not “narrow the gap” of socio-economically based vocabulary differences that hamper so many children of poverty.

I wish also to remind you of the simple fact that vocabulary is too often taken for granted as the foundation stone of education. The more words a child has heard upon entering formal education the better they will do. It IS that simple. The gap between the vocabulary foundations of children of poverty and their better off peers is enormous, but not impossible to close.

Let me use a very sad recent occurrence as an illustrative analogy. A Florida Condo building recently collapsed. The problem was within the foundation of the building. All the roof repairs or even first floor improvements in the world would not have saved that building. The foundation was inadequate. Anything but a shoring up of the foundation would have been an example of “sending good money after bad.”

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So it is with far too many children. Work done in upper grades (even early upper grades) is considerably more expensive and far less effective than utilizing the earliest possible intervention. Parent Child starts at age 2 and directly involves the parent, the most important person in a child's universe.

Any cost-benefit analysis applied to Parent-Child HAS TO lead you to the conclusion that it is indeed the most cost-efficient investment you can make and should be looked upon as a first priority and not "something we can do with extra money". Please do not let the opportunity pass by again as it has so often in the past.

I am more than willing to meet with any member who wishes to look more deeply into this opportunity.

Thank You.

Brendan R. Walsh, Ed.D.

Debra Turner, 1 Cherry Street has requested that her comment be read aloud.

Hello and good evening, my Salem school peeps!

I feel as if I must preface this all by apologizing that I am not my chipper, cheerful self this evening and will, unfortunately, not be able to provide any comic relief in the form of my usual self-deprecating humor or otherwise as I might have in my public comments in the past. My spirits have been dampened like the weather because we learned that, sadly, my daughter was not selected in the first round of the preschool lottery which occurred today. I have been SO psyched about the prospect of my baby girl being able to go to school this fall to join her big brother who will be starting kindergarten as well. My youngest being in school would not just delight her little heart by enabling her to join in with some big-kid cred like her older siblings, but also would enable me to get back into the workforce which I desperately hoped to do after this past year has pretty much devastated my family financially (as well as many others, I'm sure.)

At the risk of being overly candid, I'll admit that my (large) family falls into the "low-income" category this year which means that, yes, we had a 50/ 50 shot of her getting a spot. I knew this going in, but I had my hopes up and I'd just like to remind everyone involved that it can be pretty heartbreaking news to receive when we don't have the option of paying/ affording private preschool. I'm not saying that everyone on the other side of the coin would be able to afford it either, but I'll confess to my eyes welling up when I got the news. It stings. Please be gentle.

I am 100% in support of this program and am still super-duper proud that Salem even thought of it when it's not something I'd even dream of another city doing. Just felt I needed to be a Debbie Downer with the reality checks for all, to punctuate the obvious that this city has many more families like mine that might be feeling more than a little down this evening because we all could really use, and need, a program like this in a big way in Salem.

Thanks so much.

I'll try to be a little brighter with my comments next time. Go Witches

Educator's Showcase

None

Report of the Superintendent

Dr. Zrike introduced Assistant Superintendent Kate Carbone. Ms. Carbone gave an update of the Pre-K lottery. She explained that the first lottery drawing was this past Friday. There were 113 applications received, which were time stamped, for 72 open seats. She added that half of the seats were pulled on Friday. The second drawing will be on August 5th for the remaining seats. Currently, 36 seats were filled using the 65-35 ratio. She explained that this morning they

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mobilized an outreach team to make calls and notify families. They first called the selected families to be sure they would take the seat. In case they were no longer interested, the open slot would be put back into the lottery. The team then reached out to those who did not get a seat, and explained to them their application will still be available for the second lottery.

Ms. Campbell spoke that although she appreciated the 65-35 ratio, she will continue to advocate for the 70-30 ratio.

a. Presentation of Superintendent's Recommendation of High School Redesign

Superintendent Zrike explained that as part of the strategic revision of the priorities for the district was the need to clarify and define what high school redesign really means to Salem. He stated that they needed to create a shared vision for the high school experience with equity at the center and to increase opportunity for all students. Dr. Zrike added that recommendations of the high school redesign were made to the Superintendent, which he plans to accept.

Dr. Zrike introduced Dr. Flores to present the recommended high school redesign. Dr. Flores began her presentation by acknowledging the students, staff, family and community partners that helped with the process of the redesign. Dr. Flores explained the goal was to develop a 2-year plan to clarify the portrait of a Salem Public Schools graduate and to clarify the high school design priorities with equity at the center across all three high school campuses, SHS, NLIS and Salem Prep. Dr. Flores outlined the process of the specific work and their two recommendations, defining the portrait of a Salem graduate and explaining the guaranteed student experiences.

The first recommendation, Portrait of the Graduate includes:

- critical thinking
- creative problem solving
- collaboration
- communication
- self-awareness
- cultural competence

The second recommendation, Guaranteed Student Experiences includes:

- four-year personalized graduation plan
- high quality social-emotional and academic learning
- credits or credentials
- participation in the arts
- participation in at least one extra-curricular activity

Dr. Flores also explained some of the barriers that need need to be addressed which include, 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, and lack of knowledge and access to arts and club activities (especially for immigrant families).

DRAFT

Dr. Flores concluded by stating that the next steps include review and approval of these recommendations, further planning involving leadership, stakeholders and students and implementation of the work plans.

Ms. Manning asked what grades were the students that participated in this process. Dr. Flores responded that they were 9th and 10th graders. Ms. Manning also asked about the guarantees and are they requirements? Dr. Flores responded that they are guaranteed the opportunity, but it is not a requirement.

Ms. Campbell commented that she appreciates that it is a 4 year personalized plan for every graduate and that this has a significant impact on how students see themselves in their academic trajectory and helps to keep them connected and invested in schools.

Mr. Fleming asked for an example of the legacy barriers. Dr. Flores responded that tracking, educational equity and prerequisites for advanced coursework opportunities.

Mr. Fleming also asked if there is an effort at the three high schools to help students in the cp level to overcome the prerequisites to make it to the advanced coursework. Dr. Flores responded that there is and gave as an example that they examine the prerequisites to see if they are necessary or not.

Dr. Zrike noted that the blueprint of what they are proposing has been shared with Executive Principal Glenn Burns for him to implement.

b. Presentation of Revised Strategic Plan and Metrics

Dr. Zrike stated that although he originally shared his strategic plan this past spring, he has taken the feedback that the committee provided and has revised some of the plan and has included that in the new metrics. He is asking for final approval from the Committee for these metrics.

c. Reflections on the 2020-2021 School Year and Implications for Future Work

Dr. Zrike introduced Chelsea Banks who presented reflections on the year and shared the findings of what was heard from the different stakeholders in the focus groups.

Ms. Banks explained how access to in-person instruction was increased this past year and how changes were made to meet the needs of the students. She also explained how they balanced risks, articulated a plan and prioritized students based on their needs. She added that the community came together to provide the best learning experiences for the students. Ms. Banks gave a summary of what they heard from the focus groups that included students, families and teachers, etc. With all the ideas and recommendations that were presented, they were able to determine what to maintain from this past year and ideas on how to build a better system together.

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Dr. Pangallo thanked Ms. Banks for all the information that came from the focus groups and commented that she is excited to do more learning outside and hopes that moving forward we can make use of the outdoor spaces.

Dr. Zrike reminded everyone of the grand opening of Bertram Field on Thursday, July 22nd at 5:30 pm.

Report from the Student Representative - Hawa Hamidou Tabayi

Vice Chair Manning recognized Ms. Tabayi had entered the meeting at 8:15 pm. Ms. Tabayi gave a brief overview to the School Committee of what the Student Advisory Council has been focusing on and hopes to continue to work on this fall, which consists of student rights from administrators and teachers.

Old Business

None

New Business

a. Deliberation and Vote on the Revised Strategic Plan and Metrics

Mr. Fleming made a motion to accept the revised strategic plan and metrics presented by the Superintendent. 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

Motion carries 6-0

Finance Report

a. Budget Transfers

FY22 Budget Transfer Request 1 - The School Department requests the following transfer to fund the increase of Workers Compensation insurance for FY22.

Mr. Fleming made the motion and Ms. Nuncio seconded. A roll call vote was taken.

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

Motion carries 6-0

Mr. Fleming requested information for the next meeting regarding if the pricing of the Worker's Compensation insurance was competitive.

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b. SY20/21 Personnel Report Summary

Mr. Cruz asked if Ms. DeLai could provide a status update on the high level positions and current searches for the next meeting.

c. SY21-22 Unfilled Positions

Dr. Pangallo asked if the part time positions could be looked at and if they could somehow be combined with another position to make it full time.

Subcommittee Reports

Ms. Nuncio gave an update on the changes that were made to the policies presented tonight. Dr. Pangallo had questions regarding Policy 5711 and 5711.01 relating to food allergies and recognizing that some medical food restrictions should be acknowledged in the policy. Also, it seems to be giving authority to the Wellness Committee for the policy rather than the Policy Subcommittee. Ms. Manning explained that most of the details are not yet in this policy and they will be meeting again in August to further discuss this with Adam Colantuoni. Dr. Pangallo also questioned why the label containers are no longer available as reasons on Policy 5709. Ms. Nuncio responded that this change was made by the Director of Nursing.

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

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

DRAFT

Ms. Manning Yes
Mr. Cruz Yes
Mr. Fleming Yes
Dr. Pangallo Yes
Ms. Nuncio Yes
Ms. Campbell Yes
Motion carries 6-0

- 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

Ms. Nuncio made a motion for second 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
Motion carries 6-0

- ii. Policies for Third Reading
 - 4110 Harassment and Violence
 - 4117 Nepotism
 - 4120 Responsible Use of Technology

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- 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

Mr. Cruz asked a question regarding 4302 Bus Driver policy; does the contract specify that a background check be done every 3 years? Ms. DeLai responded that the contract with NRT does not specify the number of years for background checks.

Mr. Fleming requested to table Policy 4302 Bus Drivers until the next meeting.

Ms. Campbell made a motion for third reading of the policies listed above, except for Policy 4302. 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

Motion carries 6-0

School Committee Concerns and Resolutions

Ms. Nuncio would like to find out for our next meeting where we are with discussions regarding family engagement facilitators being included in the Union. Dr. Zrike responded that we are starting to engage with AFSCME in the successor contract discussions and a date has been set up with this as a topic of discussion. Dr. Zrike added that he fully expects that by the start of the school year we will be able to have a new plan in place for them to join a Union with a salary schedule attached to that.

Dr. Pangallo requested for the August meeting, what the district is considering for a mask policy for the fall.

Ms. Manning asked what the District was planning to do for Spanish interpretation. She added is this something that can be resolved before the start of the school year.

Adjournment

Vice Chair Manning requested a motion to adjourn. Mr. Fleming motioned and Ms. Nuncio seconded. A roll call vote was taken.

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

DRAFT

Ms. Nuncio Yes

Ms. Campbell Yes

Motion carries 6-0. Meeting adjourned at 8:51 p.m.

Respectfully submitted by,

Nancy A. Weiss

Executive Assistant to the School Committee & Superintendent

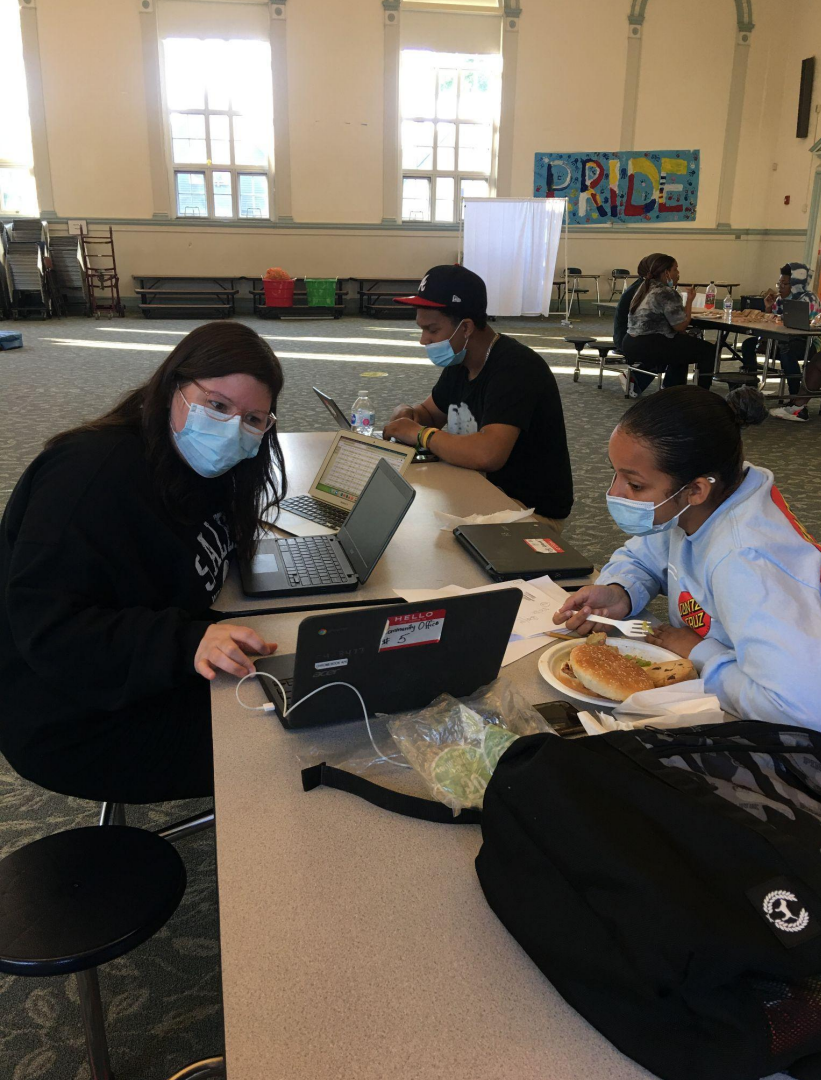
Community Office at Salem High School



Shamus Mruk - Assistant Principal for 9th and 10th Grades and the
Newcomer Program - Salem High School

Our need was apparent...

At the conclusion of
Quarter 1 at Salem High
School 88% of 9th
graders were failing at
least one course.





Statewide 96% of 9th graders who do not fail a class in 9th grade graduate on time.



75% of 9th graders
who failed four
classes do not
graduate on time.



**Laser focused
on ensuring our 9th
graders were on track.**



Our response was decisive...



Salem High School Community Office



A place to connect with SHS students and families.

- Face to face tutoring and support
- Access to guidance counselor
- Childcare
- Hot meals
- Technology resources





Our Community came together....



- Teachers and staff volunteered for first two months
- Saltonstall shared space
- ROOT provided meals
- SHS intern program and First Church supported our child care program

Outcomes and Impact...

Passed Classes

2x more classes
moved from failing
to passing





Increased GPA

1 or more sessions:

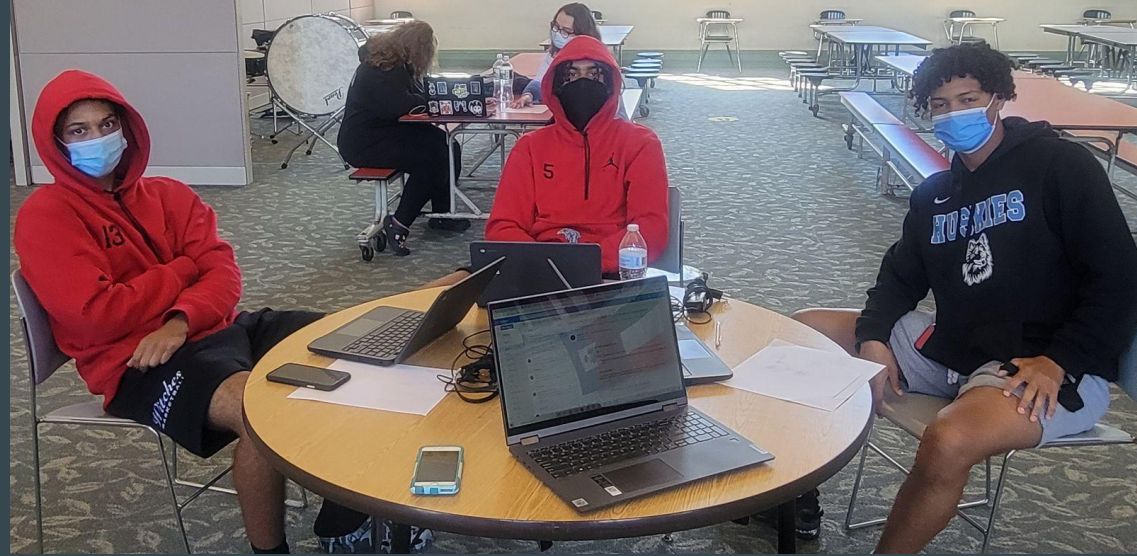
Increased GPA from Q1 to Q4 by .2

5 or more sessions:

Increased GPA from Q1 to Q4 by .5



Emerging Bilingual Impact



- > 50% attended one or more nights
- Those who attended moved more classes from failing to passing
- Increased GPA from Q1 to Q4 more than those who did not attend



Impact on

Students with IEPs

- > 25% attended one or more nights
- Those who attended moved more classes from failing to passing
- Increased GPA from Q1 to Q4 more than those who did not attend





Impact on 9th grade students

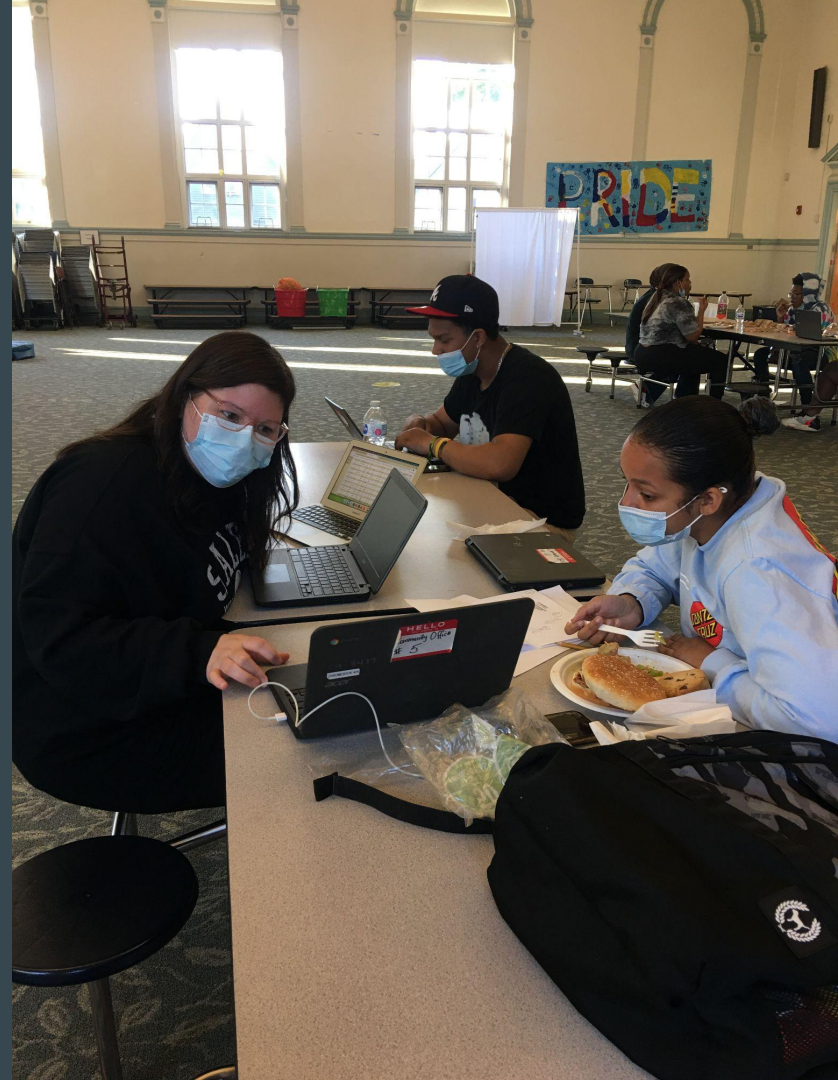
- > 34% attended one or more nights
- Those who attended moved more classes from failing to passing (1.5 more classes)
- Increased GPA from Q1 to Q4 more than those who did not attend (.2 GPA points)





Summer Impact

32 grades moved from failing to passing with attendance at the community office



Lessons Learned...



The power of Social Connections

- SHS staff built positive, supportive relationships with students
- Enrollment grew throughout the year
- 202 SHS students accessed the Community Office
- Students continued to attend in the summer

The need is real

- Learning gaps as students return from virtual school
- Increased social emotional needs
- More than ever, students need support from caring adults





We can do this

- We have a ready and accessible location
- Students and families value this program
- We have staff ready to continue the work

Next Steps...

Continue the Work

- Two evenings per week at Saltonstall
- Academic tutoring and support
- Hot meals provided for students
- Free childcare
- Technology resources





Expand our Services

- Partner with the Boys and Girls Club
- Offer athletics, arts, activities for Salem High School students
- Create a true community center for our students and families to connect with Salem High School






Student Voices...

Questions



SPS 2021 Opening Health & Safety Recommendations - Part II

Salem Public Schools remains committed to a safe and healthy reopening for all students, staff, and families in our district. We expect a full in-person return to school for all students (remote learning will only be an option for students who qualify for home and hospital care per Massachusetts' regulation). On Monday, August 9th, the Salem School Committee unanimously approved Salem Public Schools' recommendations for the upcoming opening of school that utilize a multi-layered approach to reducing the risk of spread and to minimize disruption to learning for our students and their families summarized below:

-  **1 Strong Health & Hygiene**
 - Regular hand washing/sanitizing and cleaning
 - Commitment from all to stay home when symptomatic
-  **2 COVID Checks (Surveillance Testing)**
 - Weekly testing to identify a-/pre-symptomatic cases & prevent spread
 - Use of on-site rapid tests for close contacts to minimize quarantines
-  **3 Supplemental Ventilation**
 - Review of all HVAC systems to ensure proper operations
 - Windows open and robust deployment of HEPA filters
-  **4 Universal Mask Policy**
 - Reduce the introduction of small droplets & particles through masks for adults & students in school and on buses
-  **5 Meals & Mask Breaks**
 - Encourage meals to take place outdoors whenever possible
 - At least 3 ft. of physical distance during indoor mask breaks or meals

In addition to the implementation strategies above, the COVID-19 vaccines are the most effective intervention to reduce the risk of both spread of and severe illness due to the virus. SPS is offering another free vaccination clinic on Saturday, August 28th from 11am-1pm at Saltonstall (211 Lafayette St.). In order to maximize health & safety, Salem Public Schools also recommends the following additional steps to protect our students, staff, and community this fall.

Recommendation A – Required staff vaccination or biweekly COVID-19 testing: In March 2021, 92% of the staff that responded to our survey had already received their vaccine or had scheduled their appointment. In alignment with the City of Salem's *Keep Salem Safe, Open, & Strong* campaign, SPS is working with the Salem Teachers Union to require either (1) proof of vaccination or (2) biweekly (twice per week) COVID checks (formerly called surveillance testing). SPS school nurses will collect proof of vaccination during all staff PD week (week of August 24th) and SPS is able to offer free, on-site testing for staff.

Recommendation B – Weekly COVID checks for high respiration extracurricular activities for ages 12 and older: Extracurricular activities are an important part of the educational experience SPS is able to provide for our students, but many also increase the risk of spread during the pandemic. Beginning in winter 2021, SPS implemented a required weekly COVID check (formerly called surveillance testing) in order to participate in athletics. This fall, in order to participate in any high respiration extracurricular activities, including athletics, band, chorus, and drama, SPS plans to resume this practice of requiring once per week COVID checks for all extracurricular activities. SPS is able to offer free, on-site testing.

Recommendation C – Required student vaccination or masks required outdoors *and* proof of consultation with your healthcare provider for high respiration extracurricular activities for ages 12 and older: The COVID-19 vaccine has now been approved for ages 12 and over since May, 2021. Currently, 55% of 12-15 year olds and only 43% of 16-19 year olds in the City of Salem have been vaccinated. This fall, in order to participate in any high respiration extracurricular activities, including athletics, band, chorus, and drama, SPS will require that students ages 12 and older have either (1) proof of vaccination **OR** (2) participants must wear masks even when outdoors and must show evidence of having consulted with their healthcare provider about receiving the vaccine. SPS will provide the required form to be signed by the healthcare provider documenting the consultation and will offer access to healthcare providers for students who need it. SPS will collect proof of vaccination prior to the start of the season or at the start of the school year.

Michael May

First Church in Salem
316 Essex Street
Salem, MA 01970
978-744-1551

28th June 2021

Shamus Mruk

Salem High School
77 Wilson St.
Salem, MA 01970

Dear Mr Mruk,

I am writing as a member of the Social Outreach Committee, at the First Church of Salem. We are charged to allocate funds to support work that benefits the most underserved populations. COVID-19 placed immense pressure on everyone and every system. Public education is an essential service in our society. There is never too much support for schools and we would like to direct resources to your program.

This check of \$1,500 should be used to fund child care, and any related expenses, in the SHS Community Office. Working to remove barriers and increase access is exactly what the Social Outreach Committee is tasked to do.

If any additional information, or clarity is needed please contact Michael C. May at Rootns.org.

Sincerely,

Michael C. May

First Congregational Society of Salem

First Church in Salem
316 Essex Street
Salem, MA 01970
(978)744-1551



Well north of your expectations.™
53-7129/2113



06/29/2021

PAY TO THE ORDER OF Salem High School c/o Shamus Mruk, VP

\$*1,500.00

One thousand five hundred and 00/100*****

DOLLARS

Salem High School c/o Shamus Mruk, VP
77 Willson Street
Salem, MA 01970

Peter A. Cril
AUTHORIZED SIGNATURE

MEMO

Security features. Details on back.

First Congregational Society of Salem

06/29/2021

Salem High School c/o Shamus Mruk, VP

SHS Community Office Program

1,500.00



Operating

1,500.00

Salem Public Schools

District Coordinator of Translation and Interpretation Services, Anticipated Opening (1495)

JOB POSTING

Job Details

Title

District Coordinator of Translation and Interpretation Services, Anticipated Opening

Posting ID

1495

Description

Salem Public Schools

Salem is a small, diverse city with a proud maritime and immigrant history. Salem Public School leaders are passionate about urban education and understand the urgency of improving student achievement. They respect and value the racial, cultural, and linguistic diversity of our students and their families, and have a strong commitment to the Salem community. Salem Public Schools seeks individuals who are able to serve all of our students, regardless of ability or language.

What You'll Do:

Salem Public Schools serves students and families who speak over 30 languages. The Salem Public Schools seek a creative, organized, and skilled bilingual person who can support the district's goal of effective and timely communication with all families in their respective home languages. The District Coordinator of Translation and Interpretation Services will oversee the timely and accurate translation of all requests from Central Office and district schools to families of students who speak languages other than English. While the district coordinator will delegate and contract service, he/she will also be responsible for providing interpreter/translator services between 50%-75% of the time. Reporting to the Executive Director of Student and Family Services, the District Coordinator of Translation and Interpretation Services will work closely with bilingual personnel across the district to identify needs and streamline processes of multilingual communication.

Role Responsibilities:

The District Coordinator of Translation and Interpretation will create and build a system for timely high-quality translation and interpretation fulfillments across all schools and the Central Office. He/She/They will work closely with interpreters and translators to assign jobs, oversee and track completion, manage the district translation budget, and implement procedures and processes that are best practice for multilingual communication with families.

- Provide regular translation and interpretation (between 50-75% of the time) for SPS staff and families
- Ensure district compliance with legal requirements for translation and interpretation
- Coordinate and assign translation and interpretation requests
- Create and upkeep systems and procedures for pre, during and post translation
- Create organizational systems for content creation: Google doc folder, templates
- Create mandatory training for all staff on translation/interpretation requirements, procedures, and best practices including how to generate list of guardian notification language
- Update parent language notification preferences for all students yearly
- Oversee budget, record keeping, invoice generation and timely payment
- Collaborate with school secretaries, family engagement facilitators, Parent Information Center and special education personnel to ensure all interpretation and translation needs are met at school events and individual meetings
- Update buildings with multilingual signage
- Update the translation and interpretation portion of the Salem Public Schools website
- Other duties as assigned

Job Requirements:

- Bachelor's Degree (preferred)
- Trained/certified in translation and interpretation
- Bilingual and biliterate in Spanish and English
- Strong technology and organizational skills
- Manage multiple projects simultaneously and meet multiple deadlines
- Maintains professional competence through in-service education activities provided by the district, and/or in self-selected professional growth activities.
- Citizenship, residency or work VISA in the United States required

Equal Opportunity Employer

Salem Public School District is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

Salary Range
\$60-75,000

<i>Shift Type</i>	Full-Time
<i>Salary Range</i>	Per Year
<i>Location</i>	District Wide

Applications Accepted

<i>Start Date</i>	06/28/2021
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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

2nd reading 8/16/21

STUDENTS AND INSTRUCTION	5000
<u>HEALTH AND SAFETY</u>	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

2nd reading 8/16/21

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

2nd reading 8/16/21

STUDENTS AND INSTRUCTION	5000
<u>HEALTH AND SAFETY</u>	5700
AUTOMATIC EXTERNAL DEFIBRILLATORSDEFIBRILLATORS (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 for AED'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

2nd reading 8/16/21

STUDENTS AND INSTRUCTION	5000
<u>HEALTH AND SAFETY</u>	<u>5700</u>
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

2nd reading 8/16/21

STUDENTS AND INSTRUCTION	5000
<u>HEALTH AND SAFETY</u>	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. 201G, 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

2nd reading 8/16/21

STUDENTS AND INSTRUCTION	5000
<u>HEALTH AND SAFETY</u>	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 supportsupporting~~ 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/ ~~emotional 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

Salem Public Schools Wellness Policy Guidelines

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

2nd reading on 8/16/21

STUDENTS AND INSTRUCTION	5000
<u>HEALTH AND SAFETY</u>	<u>5700</u>
STUDENTS WITH FOOD ALLERGIES/MEDICAL CONDITIONS	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 or other food related conditions, for example Celiac Disease, Diabetes and other food related medical conditions, 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 ~~nut~~food 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

2nd reading 8/16/21

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~~ the 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

2nd reading 8/16/21

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

2nd reading 8/16/21

STUDENTS AND INSTRUCTION	5000
<u>HEALTH AND SAFETY</u>	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.

STUDENTS AND INSTRUCTION 5000

HEALTH AND SAFETY 5700

ATHLETIC and SCHOOL-RELATED ACTIVITY CONCUSSION POLICY 5712

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

2nd reading 8/16/21

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STUDENTS AND INSTRUCTION 5000

HEALTH AND SAFETY 5700

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

2nd reading 8/16/21

STUDENTS AND INSTRUCTION	5000
<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

Second reading 8/16/21

STUDENTS AND INSTRUCTION 5000

~~HEALTH AND SAFETY~~

~~5700~~

~~STUDENTS AND INSTRUCTION~~

~~5000~~

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

Second reading 8/16/21

STUDENTS AND INSTRUCTION	5000
<u>HEALTH AND SAFETY</u>	5700
STUDENTS AND INSTRUCTION	5000
<u>MISCELLANEOUS ITEMS</u>	5800
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 for approval or rejection based on federal guidelines of financial need. Applications may be obtained in each school's main office any time during the school year.

Approved: 1/ 9/06

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Second reading 8/16/21

STUDENTS AND INSTRUCTION	5000
MISCELLANEOUS ITEMS	5800
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 enhances 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

Second reading 8/16/21

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.

STUDENTS AND INSTRUCTION	5000
MISCELLANEOUS ITEMS	5800
STUDENT OBSERVATIONS	5806

- 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
Second reading 8/16/21

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
Second reading 8/16/21

SCHOOL COMMITTEE	6000
<u>SCHOOL COMMITTEE POLICY</u>	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 1000 and 2000
Year 2	Section 3000
Year 3	Section 4000
Year 4	Section 5000
Year 5	Section 6000

Reviewed: October 2016

Reviewed and referred by Policy 7/13/21

First reading 7/19/21

Second reading 8/16/21

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

3rd Reading 8/16/21

PERSONNEL	4000
<u>SUPPORT STAFF</u>	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. Those 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 - tabled

3rd reading 8/16/21

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 ~~st-~~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.~~

~~ff~~

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

3rd Reading 8/16/21

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
3rd reading 8/16/21

STUDENTS AND INSTRUCTION 5000

STUDENT CONDUCT 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

3rd reading 8/16/21

STUDENTS AND INSTRUCTION **5000**

STUDENT CONDUCT **5400**

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 1/2](#); [71:37H 3/4](#); 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

3rd reading 8/16/21

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

3rd reading 8/16/21

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

3rd reading 8/16/21

STUDENTS AND INSTRUCTION 5000

STUDENT CONDUCT 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

3rd reading 8/16/21

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 ensure 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 as explained below. ~~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 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.

~~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.

Under ~~in~~ certain circumstances, sexual harassment may constitute child abuse under Massachusetts General Laws Chapter 119, Section 51A. The Salem Public Schools shall

comply with Massachusetts laws in reporting suspected cases of child abuse to the Department of Social Services. ~~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 Officers/Title IX Coordinators, 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 www.mass.gov/mcad.

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

3rd reading 8/16/21

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

3rd Reading on 8/16/21

STUDENTS AND INSTRUCTION **5000**

STUDENT CONDUCT **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

3rd reading 8/16/21

STUDENTS AND INSTRUCTION 5000

STUDENT CONDUCT 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

3rd reading 8/16/21

STUDENTS AND INSTRUCTION **5000**

STUDENT CONDUCT **5400**

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
3rd reading 8/16/21

STUDENTS AND INSTRUCTION 5000

INTERNET ACCESS NETWORK 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.

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

3rd Reading 8/16/21

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

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STUDENTS AND INSTRUCTION 5000

HEALTH AND SAFETY 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 

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STUDENTS AND INSTRUCTION 5000

HEALTH AND SAFETY 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 (Salom 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 51A 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.~~

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IV. References

MGL c 119 § 51A:290A:39E

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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)

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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

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