

***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”

January 28, 2021

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

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

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

<https://zoom.us/j/92346935317?pwd=OXM0aFFqM1dINUs1MXpERGxFdmFvdz09>

**Passcode: 505580**

**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/5TrxQNYgsqFKHHGq5>

**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/PgukGNxsuFd8uiqf8>. A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Nancy Weiss at [nweiss@salemk12.org](mailto:nweiss@salemk12.org) or 617-285-7567 with any questions or to report any technical difficulties you experience.

**II. Approval of Agenda**

**III. Approval of Consent Agenda**

- a. Minutes of the Regular School Committee meeting on January 19, 2021
- b. Approval of Warrants: 1/14/2021 in the amount of \$121,928.64, 1/21/2021 in the amount of \$458,191.51, and 1/28/2021 in the amount of \$234,680.13.

**IV. Public Comment**

Please see above for instructions on participating in public comment.

**V. Report from the Student Representative – Duncan Mayer**

VI. **Superintendent's Report**

- a. Salem Public Schools efforts to support mental health and social emotional well being
- b. PIC 2020-2021 District Enrollment Report
- c. Recognition of staff - Participation in Interpreter and Translator in Education Training Workshop with UMass
- d. Update on Student Testing
- e. Request from New Liberty Innovation School for a School Committee Member to be part of Innovation Renewal Planning

VII. **Action Items: Old Business**

VIII. **Action Items: New Business**

- a. Acceptance of donation from Frontier Technologies, Inc. to the Bentley School

IX. **Finance Report**

- a. Budget Transfer

X. **Subcommittee Reports**

- a. Policy Subcommittee
  - i. Policies for Second Reading
    - 3504.01 Emergency Plans
    - 5109 Emergency Closings
    - 5222 Parental Notification of Courses Involving Human Sexuality
    - 5401 Hazing
    - 5713 Emergency Medical and Safety Plans
  - ii. Policies for Third Reading
    - 5102.02 Children of Full-time Staff Members
    - 5224 Animals in School
    - 5404 Drug Abuse

XI. **School Committee Concerns and Resolutions**

XII. **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”*

Enero 28, 2021

**REUNIÓN ORDINARIA DEL COMITÉ ESCOLAR EN FEBRERO 1RO, 2021**

Por la presente se notifica que el Comité Escolar de Salem realizará una **Reunión Ordinaria del Comité Escolar el lunes, febrero 1ro, 2021 a las 7:00 p.m.** Esta será una reunión en línea a través de Zoom.

**Enlace en Zoom:** Por favor presione el siguiente enlace para unirse a esta reunión en línea:  
<https://zoom.us/j/92346935317?pwd=OXM0aFFqM1dINUs1MXpERGxFdmFvdz09>

**Contraseña: 505580**

**I. Llamado de la Reunión al Orden**

**a. Summary of Public Participation Policy (SC Policy #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 para Interpretación al Español.**

Si algún miembro del público necesita interpretación en español para poder participar en la reunión, por favor presione el enlace a continuación (a más tardar a las 9 am del día de la reunión para solicitar interpretación en Español): <https://forms.gle/5TrxQNYgsqFKHHGq5>

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

Si algún miembro de la comunidad de Salem desea participar en un comentario público durante esta reunión, por favor presione el enlace a continuación para inscribirse y someter su comentario electrónicamente: <https://forms.gle/PgukGNxsuFd8uiqf8>. Un miembro del personal del distrito recopilará todos los comentarios que se compartirán con los miembros antes del final de la reunión pública. Los comentarios también se resumirán en el acta de la reunión. Por favor contactar a Nancy Weiss en [nweiss@salemk12.org](mailto:nweiss@salemk12.org) o en el 617-285-7567 si tiene preguntas o para reportar cualquier dificultad técnica que experimente.

**II. Aprobación de Agenda**

**III. Aprobación de Consentimiento de Agenda**

- a. Minutas de la Reunión Ordinaria del Comité Escolar de enero 19, 2021.
- b. Aprobación de Garantías: 1/14/2021 por la cantidad de \$121,928.64, 1/21/2021 por la cantidad de \$458,191.51, y 1/28/2021 por la cantidad de \$234,680.13.

**IV. Comentarios Públicos**

Por favor ver las instrucciones previas para participar en los comentarios públicos.

**V. Reporte del Representante Estudiantil – Duncan Mayer**

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



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

***Alcaldesa Kimberley Driscoll, Preside***

**VI. Reporte del Superintendente**

- a. Esfuerzos de las Escuelas Públicas de Salem para apoyar el bienestar de la salud mental y socioemocional
- b. Reporte de PIC sobre Inscripciones del 2020-2021 en el Distrito
- c. Reconocimiento de Personal - Participación en el Taller de Educación y Entrenamiento para Interpretación y Traducciones con UMass
- d. Actualización sobre Pruebas Estudiantiles
- e. Solicitud de la Escuela New Liberty Innovation de un miembro del Comité Escolar para ser parte del Plan de Renovación de Innovación

**VII. Elementos de Acción: Asuntos Viejos**

**VIII. Elementos de Acción: Asuntos Nuevos**

- a. Aceptación de donación de Frontier Technologies, Inc. a la Escuela Bentley

**IX. Reporte Financiero**

- a. Transferencias Presupuestarias

**X. Reportes de Subcomités**

- a. Subcomité de Políticas
  - i. Políticas para Segunda Lectura
    - 3504.01 Planes de Emergencia
    - 5109 Cierres de Emergencia
    - 5222 Notificación a Padres sobre Clases que Involucren Sexualidad Humana
    - 5401 Novatadas
    - 5713 Planes de Emergencias Médicas y Seguridad
  - ii. Políticas para Tercera Lectura
    - 5102.02 Niños de Miembros del Personal a Tiempo Completo
    - 5224 Animales en la Escuela
    - 5404 Abuso de Drogas

**XI. Preocupaciones y Resoluciones del Comité Escolar**

**XII. Aplazamiento**

Respetuosamente sometido por,

***Nancy A. Weiss***

Asistente Ejecutivo para el Comité Escolar &  
el Superintendente

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

**D R A F T**

**Salem Public Schools  
Salem School Committee  
Meeting Minutes  
January 19, 2021**

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

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

**Members Absent:** Mr. James Fleming

**Others in Attendance:** Superintendent Stephen Zrike, Assistant Superintendent Kate Carbone, Dr. Jill Conrad, Ms. Chelsea Banks, Ms. Liz Polay-Wettengel, Ms. Deb Connerty, Mr. Duncan Mayer, Ms. Deborah Jeffers, Ms. Anne Hillman, and Mr. Gavin Softic

**Call of Meeting to Order**

Mayor Driscoll called the meeting to order at 7:02 p.m. Mayor Driscoll read the new Public Participation Policy 6409 and also explained the request for Spanish interpretation for participation.

**Approval of Agenda**

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

|                |     |
|----------------|-----|
| Ms. Manning    | Yes |
| Dr. Pangallo   | Yes |
| Ms. Nuncio     | Yes |
| Ms. Campbell   | Yes |
| Mayor Driscoll | Yes |

Motion carries 5-0

**Approval of Consent Agenda**

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

|              |     |
|--------------|-----|
| Ms. Manning  | Yes |
| Dr. Pangallo | Yes |
| Ms. Nuncio   | Yes |
| Mr. Cruz     | Yes |
| Ms. Campbell | Yes |

## DRAFT

Mayor Driscoll            Yes  
Motion carries 6-0

### **Public Comment**

The School Committee Secretary announced that there was a public comment request. Ms. Ann Berman, 1401 Crane Brook Way, Peabody requested to speak. Ms. Berman thanked the teachers for repeatedly going above and beyond to their dedication to the students of Salem Public Schools.

### **Recognition**

Dr. Zrike announced that Deb Jeffers, the Director of Food Services has retired. Mayor Driscoll, Superintendent Zrike, and Mr. Cruz spoke of Ms. Jeffers dedication to the Salem Public Schools and commended her on her 26 years of service to the district.

### **Superintendent's Showcase**

Dr. Zrike announced that he would like to begin a monthly feature that will be a showcase of students with extraordinary stories. The Superintendent introduced Anna Hillman, an ELL teacher at the Bates School. Ms. Hillman explained the story of one of her students, Yoan Mendez Enamorado. Yuan is from Honduras and has been here for 1 year. Yuan, who is emergent bilingual, read a story to the Committee regarding his life in Honduras before coming to Salem.

### **Report from the Student Representative**

Duncan Mayer announced to the Committee that the Student Advisory Council is scheduled to meet tomorrow. They are planning to draft questions and thoughts for Dr. Zrike for the next meeting regarding mental health. He added that they have received good results from the student survey and are now trying to do some targeting of different grades and design more specific surveys. He explained that he has been hearing that students are experiencing anxiety over returning to school in person.

### **Report of the Superintendent**

Dr. Zrike began with a reopening plan presentation. The Superintendent explained that the district was fully remote the first week in January and during that time they conducted district wide testing for staff, students and their families. There were 1,820 tests completed with overall 31 positives, which resulted in a 1.7 positivity rate. In addition, testing for staff and high school students continues, including all student athletes who are tested weekly. Dr. Zrike also said that they are exploring additional student testing through DESE funding. The Superintendent announced that there will be a health webinar for staff and families tomorrow, January 20th from 4:30-5:30 pm via zoom. There will be health officials answering questions. Dr. Pangallo, who will also be on the webinar, added that there will be some great information shared and she recommends everyone watching. Dr. Zrike also gave an update on in-person learning. He said that 775 students returned to in-person learning (gr. 3-8 hybrid) and the high school is planning to return February 4th.

## DRAFT

Mr. Cruz announced to the Committee that 35 legislators at the State House have written a letter requesting that when the vaccine becomes available to K-12 educators, that it become a priority to low income districts. Mr. Cruz asked if Salem's School Committee would also consider sending a letter requesting prioritization.

Questions were asked regarding the chance of spread within the classrooms and it was explained that although that has not been the case, the importance of contact tracing (with both our nurses and the Board of Health), helps to contain any spread.

### a. Semester 2 High School Reopening Plan - Dr. Samantha Meier, SHS Principal

Dr. Zrike introduced Dr. Samantha Meier and Dr. Emily Flores to introduce the Salem High School plan for the second semester and the Salem High School 2021-2022 Program of Studies. Dr. Meier began the presentation with explaining the connection to the redesign, which is relevance, relationships, and equity and access. Dr. Meier and Dr. Flores gave an update on the school-wide standards based shift which began in 2016-2018 with 4 courses and evolved to 87 courses in 2021. They also reported that the shift will be completed by the end of 2022-2023 school year. They also explained the process they used, which of the courses were removed, which of the courses were modified, and which of the courses were added. Mr. Mayer asked a question regarding how AP classes would be handled and Dr. Flores explained that AP classes already function as standard based courses because they use a rubric and that rubric becomes the proficiency scale that gets used in standard based. Mr. Mayer asked additional questions and explained concerns regarding early quarter grading and difficulty scoring in the higher percentile. Next Dr. Meier explained the semester 2 plan for the high school, the safety protocols that were put into place were explained, as well as the timeline to welcome back students on February 4th. Dr. Meier also shared information regarding the students concerns that were collected by guidance and the student advisory council. These concerns include students feeling like they are drowning in work, a sense of hopelessness and concerns with completing assignments on time. Dr. Meier explained some of the interventions that they are putting into place for grades 9-12, but especially for freshmen. The plan she introduced was broken down into 3 areas, academics, social emotional learning, and family and community engagement. Dr. Meier ended the presentation by providing additional information on the support they are providing to students.

### b. Northshore Education Consortium Annual Report 2020-2021

Dr. Zrike shared the Northshore Education Consortium Annual Report with the Committee. He explained that this was for informational purposes only.

### c. Job Description and Timeline for Executive Director of Special Education Search

Dr. Zrike explained that in addition to the Executive Director of Special Education, he will also be posting for the Director of Food Services. He has planned on posting the Food Services position tomorrow and begin the search process. He is also planning on posting the Special Education position tomorrow, but is planning on using a consultant for this search. He is also requesting a school committee member to sit on the search committee. Mr. Cruz and other

## DRAFT

members added that they believe there should be 2 school committee members for the search committee.

d. 2021-2022 Enrollment Targets - Sayonara Reyes, PIC Manager

Dr. Zrike introduced Dr. Jill Conrad and Sayonara Reyes who will give an overview of the district's student assignment policy. Dr. Zrike explained that it is his goal to create school enrollment targets to bring to the Committee for their review. These targets aim to increase the equitable distribution of students of different backgrounds across the district and is necessary for kindergarten planning.

Dr. Zrike ended his portion of the meeting with reading a letter from a family who does not have children in the district, but lives near the Carlton School. They wanted to comment that they noticed how wonderfully a teacher was interacting with the students all while following the COVID protocols.

### Old Business

None to report.

### New Business

a. Deliberate and Vote on High School Program of Studies

Mayor Driscoll requested a motion to approve the High School Program of Studies. Mr. Cruz motioned and Ms. Nuncio seconded. The Mayor called a roll call vote.

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

Motion carries 6-0

### Finance Report

a. FY2021 Quarterly Budget Status Report

Interim School Business Administrator, Mary DeLai gave a review of the FY2021 Quarterly Budget Status Report. Ms. DeLai announced that the quarterly budget would end in a deficit, but explained it was because when they built the budget, they planned for 3 fewer days for teachers and staff which will show a deficit in the Personnel line. She added that there were some savings in the Special Education Transportation line. In addition, there was also a deficit in the Building & Grounds line, which she explained has been underfunded for the past several years.

b. Budget Transfers

Ms. DeLai also requested the following Budget Transfers:



## DRAFT

FY21 Budget Transfer Request 10 - The Pupil Personnel Services Department requests the transfer from Fringe/Stipends to Tutors in the amount of \$5,250.

FY21 Budget Transfer Request 11 - The Athletics Department requests the transfer from Contracted Services to Rental and Lease in the amount of \$8,035.

FY21 Budget Transfer Request 12 - The ELL Department requests the transfer from Contracted Services to Instructional Supplies in the amount of \$35,000.

Mayor Driscoll requested an omnibus motion to approve FY21-10, FY21-11, and FY21-12 Budget Transfers. Dr. Pangallo made the motion and Ms. Nuncio seconded. A roll call vote was taken.

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

Motion carries 6-0

### Subcommittee Reports

#### a. Policy Subcommittee

- i. Policies for First Reading
  - 3504.01 Emergency Plans
  - 5109 Emergency Closings
  - 5713 Emergency Medical and Safety Plans

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

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

Motion carries 6-0

- ii. Policies for Second Reading
  - 5102.02 Children of Full-time Staff Members
  - 5224 Animals in School
  - 5405 Drug Abuse

## DRAFT

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

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

Motion carries 6-0

Mr. Cruz explained that there were three policies that were tabled at the last meeting (5222 Parental Notification of Courses Involving Human Sexuality, 5401 Hazing, and 5411 Dress Code Policy). He said that there were questions that Dr. Pangallo had regarding the tabled policies. Ms. Manning added that she believed they had come to a resolution, but had not yet discussed Dr. Pangallo's questions. It was decided to not move on these policies until they can further discuss them.

- iii. Policies for Third Reading
  - 3601 Student Transportation Services
  - 5217 Student Publications
  - 5222 Parental Notification of Courses Involving Human Sexuality - TABLED*
  - 5300 Class Size
  - 5400 Student Conduct
  - 5401 Hazing - TABLED*
  - 5401.01 Prohibition of Bullying and Cyber-bullying
  - 5403 Alcohol Use by Students
  - 5411 Dress Code Policy - TABLED*

Ms. Nuncio made a motion for third reading of the above mentioned policies other than the tabled items. Mr. Cruz seconded. A roll call vote was taken.

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

Motion carries 6-0

## DRAFT

### School Committee Concerns and Resolutions

Ms. Manning asked if there was previous discussion regarding setting an amount limit to the budget transfers. Mayor Driscoll suggested that this be discussed in either Policy or Finance Subcommittee.

Mr. Cruz brought up again for discussion the vaccine prioritization asking if the Committee would like to sign on to the letter being circulated at the State House or if they would be interested in their own resolution. The Committee agreed on both.

Mayor Driscoll requested a motion to sign on and support the letter from colleagues in Holyoke and also our own resolution advocating for support for the prioritization of vaccinations for employees in school districts serving economically disadvantaged students particularly in communities that are in high risk categories. Mr. Cruz made the motion and Ms. Campbell seconded. A roll call vote was taken.

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

Motion carries 6-0.

Mr. Cruz asked to be recognized and wanted to thank the Superintendent and Mayor for their messages regarding recent incidents at the Capital and acknowledge today's occasion and move forward to a better tomorrow.

### Adjournment

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

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

Motion carries 6-0. Meeting adjourned at 9:13 p.m.

Respectfully submitted by,

*Nancy A. Weiss*

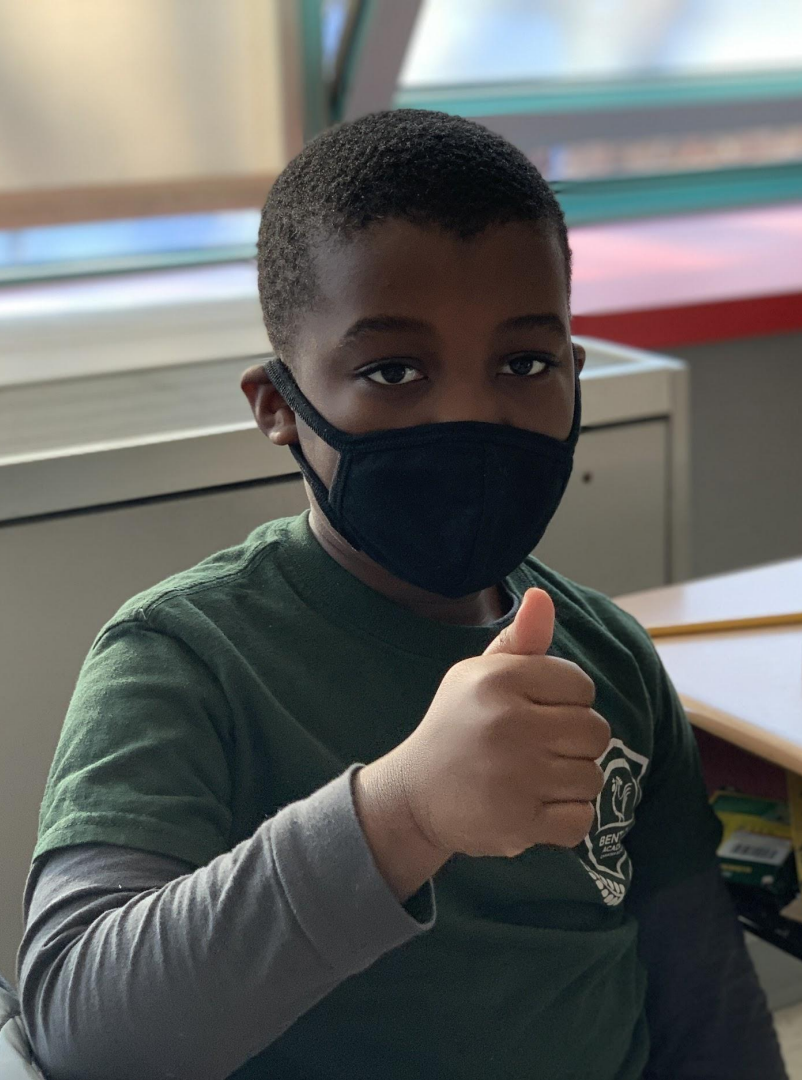
Executive Assistant to the School Committee

# Student, SEL, and Mental Health Supports @ SPS

Ellen Wingard - Director of Student and Family Support  
Tim Potts - Supervisor of School Adjustment Counselors & Psychologists  
Scott Tombleson - Assistant Principal of Student Supports Salem High School



This is **not** school as usual...



“Schools are no longer just institutions of learning. We are the primary hub of care outside the family.”

Elaine Weiss in *Broader, Bolder, Better*



# Existing Commitment

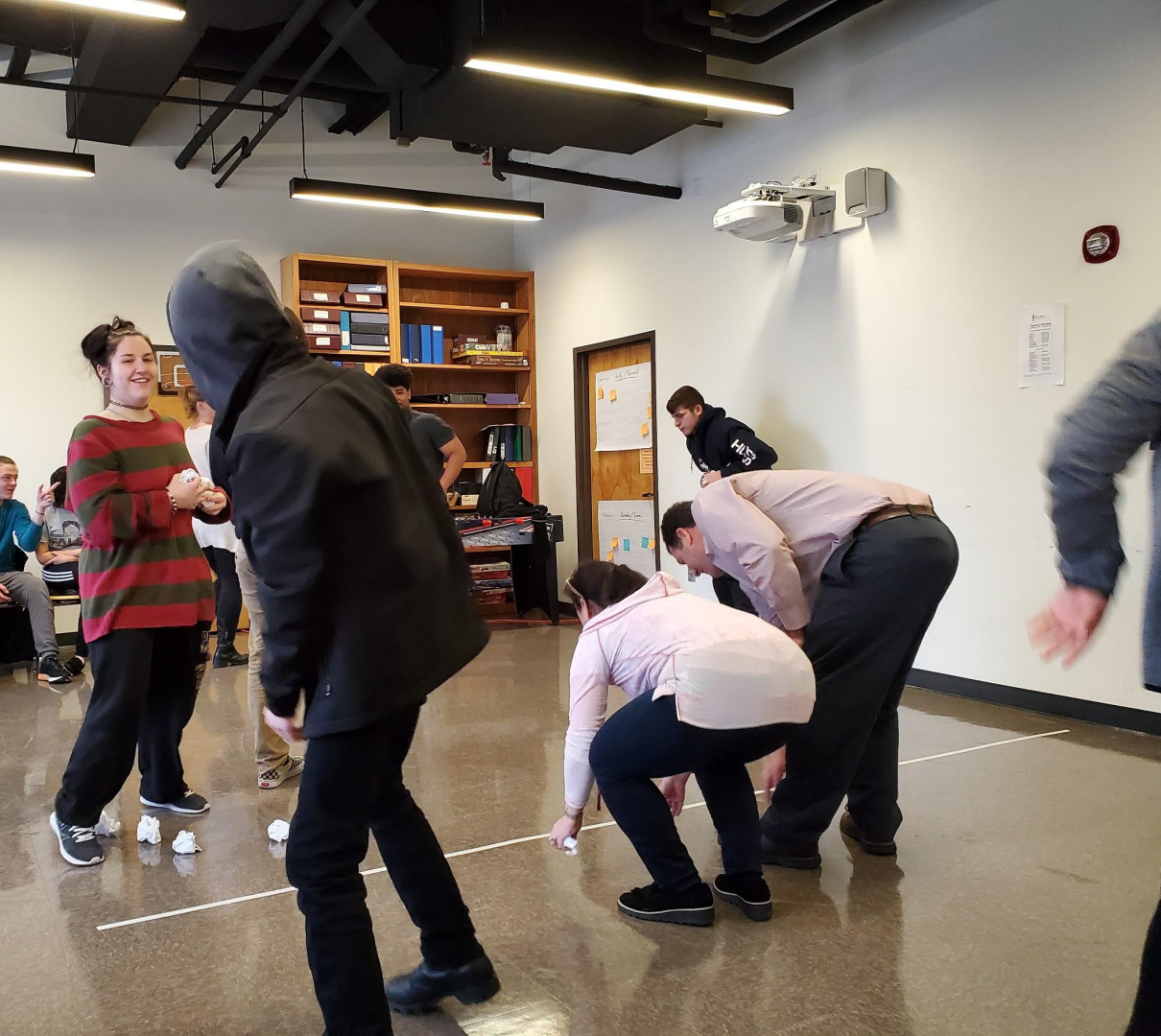
- Professional Mental Health Staffing
- Systems for Student Support
- Partnerships
- SEL Curriculum
- School-based Wellness Teams
- Prioritizing Relationships





# The Pandemic Pivot





**We focused  
on elevating  
authentic  
relationships  
and  
connections**



# Empowering school leaders





# Trauma-Informed and Anti-Racist practices

# Family Point Person Tracker

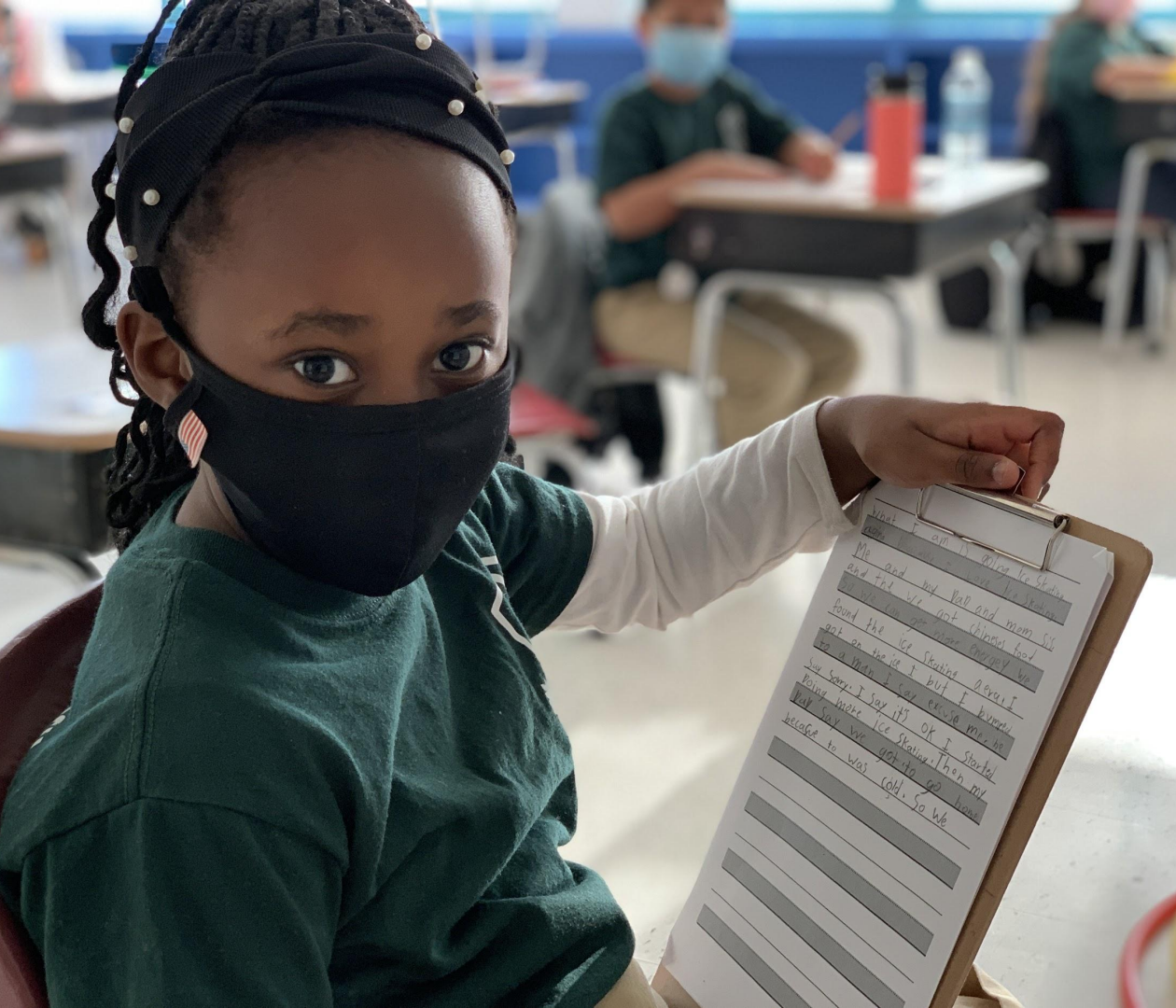
- Phone calls = increased ability to meet needs
- Remote learning has emerged as the most common challenge



# Social Connections

- Hub Connects
- Morning Meeting
- Homeroom & Advisory





Salem  
Still making history.



cityconnects

CARING SCHOOL COMMUNITY

COLLABORATIVE CLASSROOM | Learning Reimagined

# Salem High School Redesign



+



**BARR**<sup>®</sup>

Same Students. Same Teachers.

**Better Results.**



# BARR™

Same Students.

Same Teachers.

**Better Results.**

## Eight BARR Strategies

- Focus on the whole student
- PD for teachers, support staff, and admin
- BARR i-Time SEL curriculum
- Create cohorts
- Block meetings
- Risk-review meetings
- Engage families
- Engage administrators



# Block Meetings

- 9th and 10th grades
- Teacher ownership
- Champion (case manager)
- 210 students with documented interventions
- ~700 4-5 min conversations



# Risk-Review Meetings

- 9th - 12th grades
- More intensive interventions
- Champion (case manager)
- 158 students with documented interventions
- ~700 4-5 min conversations





# i-Time

*Salem*  
Still making history.

“[T]his is working for a few reasons, but namely: each activity is fun, engaging, and different ... There were a few students who I know are there each day ... but never participate out loud, and they were having a blast, taking themselves off mute, and it was great to see.”

Amy Selvaggio - 9th Grade Social Studies



# Salem High School Community Office



# Salem High School **Connect for Success**



# Ongoing focus @ SHS?

- We are in year one of a three year BARR implementation
- Schedule work to allow 11th and 12th Block meetings
- Formalize Community Office
- Continue our focus on re-engagement



Salem  
Still making history.

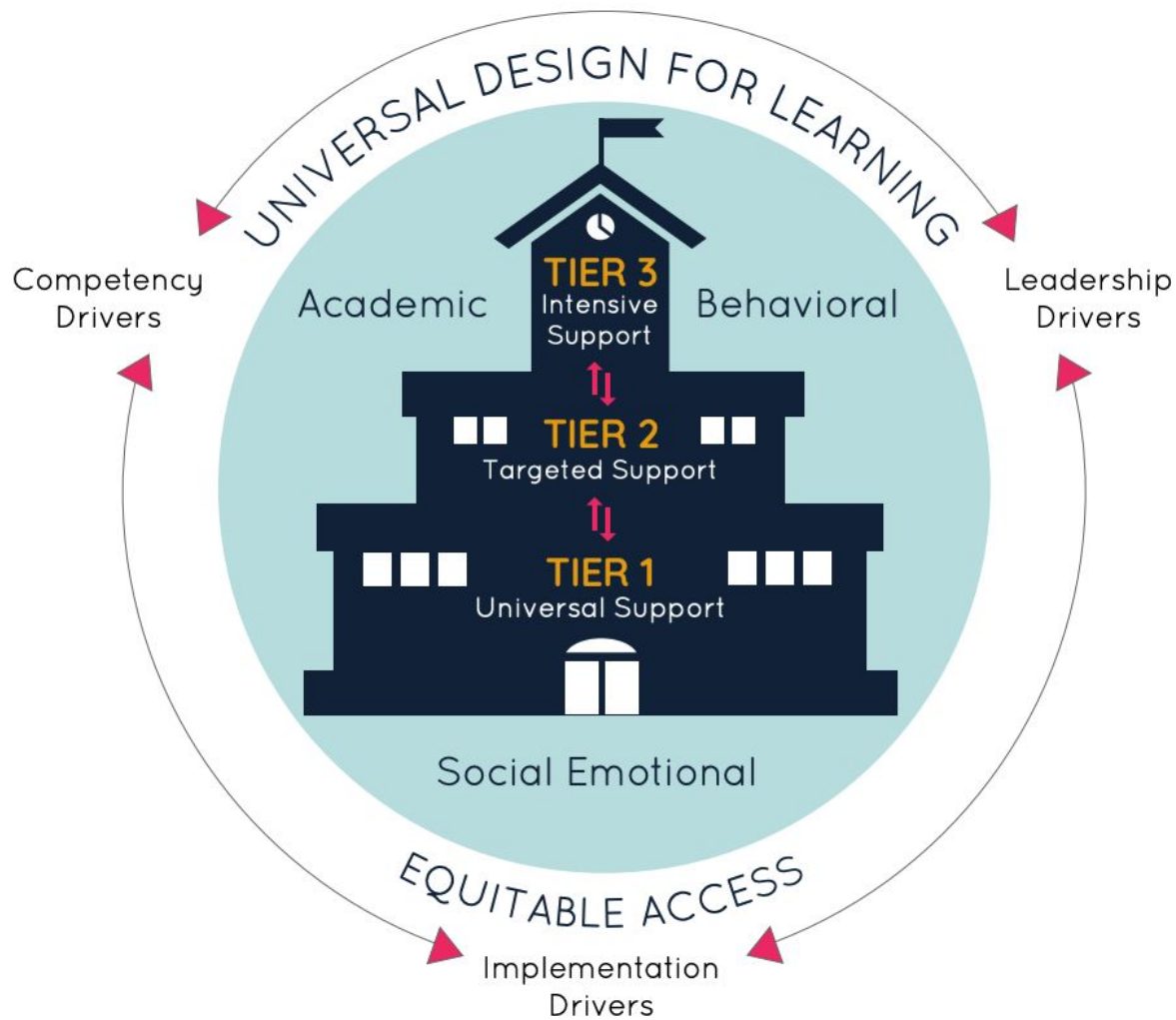
**NEXT  
STEPS**



# Setting the Conditions for Success



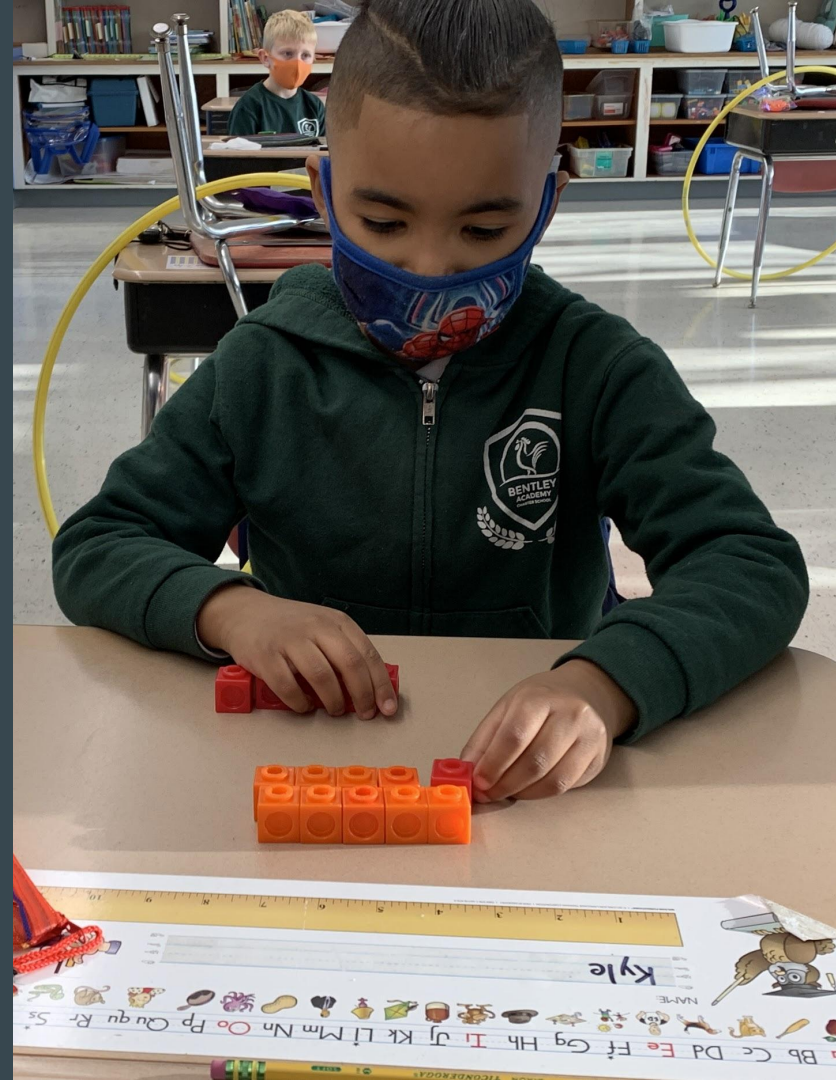




Continued  
development of  
Systems of Support

DESE MTSS  
SEL/Mental Health  
Academy

- PD to build Tier 1 SEL teaching practices
- Enhance Tier 2 implementation
- Increase collaboration among academic and student support professionals



# Resilience

- Build on Student & Family strengths
- Use data to inform interventions





# Re-engage

- Academic and Social-Emotional concerns
- Foster sense of competence, belonging, and joy

# Questions



## Surge of Student Suicides Pushes Las Vegas Schools to Reopen

Firmly linking teen suicides to school closings is difficult, but rising mental health emergencies and suicide rates point to the toll the pandemic lockdown is taking.



By Erica L. Green

Jan. 24, 2021

The reminders of pandemic-driven suffering among students in Clark County, Nev., have come in droves.

Since schools shut their doors in March, an early-warning system that monitors students' mental health episodes has sent more than 3,100 alerts to district officials, raising alarms about suicidal thoughts, possible self-harm or cries for care. By December, 18 students had taken their own lives.

The spate of student suicides in and around Las Vegas has pushed the Clark County district, the nation's fifth largest, toward bringing students back as quickly as possible. This month, the school board gave the green light to phase in the return of some elementary school grades and groups of struggling students even as greater Las Vegas continues to post huge numbers of coronavirus cases and deaths.

Superintendents across the nation are weighing the benefit of in-person education against the cost of public health, watching teachers and staff become sick and, in some cases, die, but also seeing the psychological and academic toll that school closings are having on children nearly a year in. The risk of student suicides has quietly stirred many district leaders, leading some, like the state superintendent in Arizona, to cite that fear in public pleas to help mitigate the virus's spread.

In Clark County, it forced the superintendent's hand.

"When we started to see the uptick in children taking their lives, we knew it wasn't just the Covid numbers we need to look at anymore," said Jesus Jara, the Clark County superintendent. "We have to find a way to put our hands on our kids, to see them, to look at them. They've got to start seeing some movement, some hope."

Adolescent suicide during the pandemic cannot conclusively be linked to school closures; national data on suicides in 2020 have yet to be compiled. One study from the Centers for Disease Control and Prevention showed that the percentage of youth emergency room visits that were for mental health reasons had risen during the pandemic. The actual number of those visits fell, though researchers noted that many people were avoiding hospitals that were dealing with the crush of coronavirus patients. And a compilation of emergency calls in more than 40 states among all age groups showed increased numbers related to mental health.

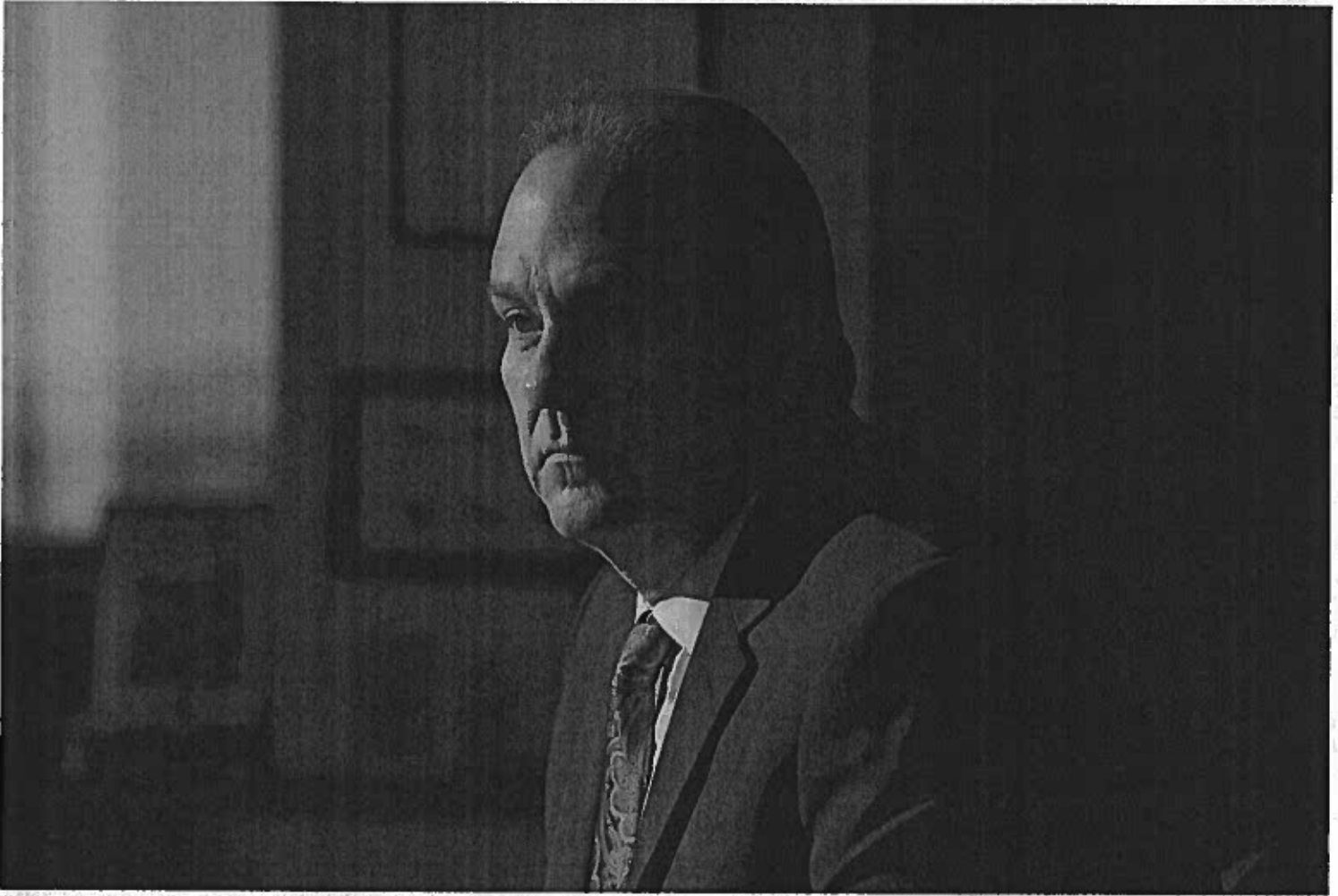
Even in normal circumstances, suicides are impulsive, unpredictable and difficult to ascribe to specific causes. The pandemic has created conditions unlike anything mental health professionals have seen before, making causation that much more difficult to determine.

But Greta Massetti, who studies the effects of violence and trauma on children at the C.D.C., said there was "definitely reason to be concerned because it makes conceptual sense." Millions of children had relied on schools for mental health services that have now been restricted, she noted.

In Clark County, 18 suicides over nine months of closure is double the nine the district had the entire previous year, Dr. Jara said. Six students died by suicide between March 16 and June 30; 12 students died by suicide between July 1 and Dec. 31, the district said.

One student left a note saying he had nothing to look forward to. The youngest student Dr. Jara has lost to suicide was 9.

"I feel responsible," Dr. Jara said. "They're all my kids."



"When we started to see the uptick in children taking their lives, we knew it wasn't just the Covid numbers we need to look at anymore," said Jesus Jara, the Clark County superintendent. Bridget Bennett for The New York Times

Over the summer, as President Donald J. Trump was trying to strong-arm schools into reopening, Dr. Robert R. Redfield, then the C.D.C. director, warned that a rise in adolescent suicides would be one of the "substantial public health negative consequences" of school closings. Mental health groups and researchers released reports and resources to help schools, which provide counseling and other intervention services, reach students virtually. Mental health advocacy groups warned that the student demographics at the most risk for mental health declines before the pandemic — such as Black children and L.G.B.T.Q. students — were among those most marginalized by the school closures.

But given the politically charged atmosphere this summer, many of those warnings were dismissed as scare tactics. Parents of students who have taken their lives say connecting suicide to school closings became almost taboo.

**CORONAVIRUS SCHOOLS BRIEFING: It's back to school — or is it?**

[Sign Up](#)

A video that Brad Hunstable made in April, two days after he buried his 12-year-old son, Hayden, in their hometown Aledo, Texas, went viral after he proclaimed, "My son died from the coronavirus." But, he added, "not in the way you think."

In a recent interview, Mr. Hunstable spoke of the challenges his son faced during the lockdown — he missed friends and football, and had become consumed by the video game Fortnite. He hanged himself four days before his 13th birthday.

Hayden's story is now the subject of a short documentary, "Almost 13." Mr. Hunstable's video has more than 100 million views, and an organization created in his son's name has drawn attention from parents across the country, clearly striking a chord.

"I wasn't trying to make a political statement," Mr. Hunstable said. "I was trying to help save lives."

This fall, when most school districts decided not to reopen, more parents began to speak out. The parents of a 14-year-old boy in Maryland who killed himself in October described how their son "gave up" after his district decided not to return in the fall. In December, an 11-year-old boy in Sacramento shot himself during his Zoom class. Weeks later, the father of a teenager in Maine attributed his son's suicide to the

isolation of the pandemic.

"We knew he was upset because he was no longer able to participate in his school activities, football," Jay Smith told a local television station. "We never guessed it was this bad."

President Biden has laid out a robust plan to speed vaccinations, expand coronavirus testing and spend billions of dollars to help districts reopen most of their schools in his first 100 days in office.

By then, children in districts like Clark County, with more than 300,000 students, will have been out of school for more than a year.

"Every day, it feels like we have run out time," Dr. Jara said.

Heading into the pandemic, youth suicide rates had been on the rise for a decade; by 2018, suicide had become the second-leading cause of death for youth and young adults, behind accidents. And the most recent behavioral risk survey, which was released last year by the C.D.C. and tracks health trends of high school students, shows a steady rise over the last decade in the percentage of students who say they felt persistent feelings of sadness or hopelessness, as well as in those who planned and tried suicide.

Since the lockdowns, districts are reporting suicide clusters, Dr. Massetti of the C.D.C. said, and many said they were struggling to connect students with services.

"Without in-person instruction, there is a gap that is right now being unfilled," she said.

Suzie Button, the senior clinical director for high school programming at the Jed Foundation, a nonprofit based in New York that works on suicide prevention, said hundreds of schools and colleges — including Clark County's — are teaming up with the organization to better serve students during the pandemic.

"There's a lot we don't know, but what we do know about schools is they are the nexus of adolescent life," Dr. Button said. "And in times like this, young people are sometimes the canaries in the coal mine."

Like many school districts, the Clark County school system marshaled its resources to plug gaps in services to its students. Truancy officers started doing wellness checks, school psychologists were working overtime, teachers were trained to look for trauma cues on screens, and school resource officers became the chief liaisons between the district and the coroner's office.

By July, after the sixth suicide since March, the district invested in a program, the GoGuardian Beacon alert system, to send reports of mild to severe suicide risk. The system, which scans student writings on district-issued iPads, generated more than 3,100 alerts from June to October, indicating behavior such as suicide research, self-harm, written comments, or just the need for help or support.

By November, the deluge forced the district to upgrade its contract to include 24-hour monitoring and a service that would sort out the most severe cases, like students who were in "active planning," meaning they had identified a methodology and were ready to act.



Sierra Vista High School, in Las Vegas, has remained closed for in-person instruction during the pandemic. "These young people are having to grow up really, really fast," the school's principal said. Bridget Bennett for The New York Times

"I couldn't sleep with my phone nearby anymore," Dr. Jara said. "It was like a 24-hour reminder that we need to get our schools open."

Recent graduates have also been affected.

Anthony Orr, 18, drove his car to a parking lot in August and shot himself with an AR-15 he had bought two weeks before. In the months since, his parents, Marc and Pamela, have looked for signs they may have missed. His father did not know anything was wrong until he found his son's body in the car, grabbed his arm and asked, "Son, what have you done?"

The teenager, whose brother is a teacher in the district, seemed happy — he had graduated a couple of months before, decided that he wanted to take up a trade instead of going to college, and was settling in at his new job where he had made friends. The only disappointment he had expressed was that his senior year was disrupted and that prom and his sports seasons were canceled.

But he had met his goal to graduate with advanced honors, and he wore a white gown to a socially distanced, scaled-back ceremony that noted the achievement.

#### Schools During Coronavirus ›

### Class Disrupted

Updated Jan. 25, 2021

The latest on how the pandemic is reshaping education.

- President Biden vowed to reopen schools quickly. It won't be easy.
- In Wisconsin, a school board voted to keep classrooms closed. Parents revolted.
- In Las Vegas, a surge of student suicides pushed schools to come back.
- What does a more contagious coronavirus variant mean for education?

"That was a letdown for him, too. There wasn't the pomp and circumstance," his father said. "They did it nice, they got to run across the stage and get the paper, but it definitely took away from the party."

His mother, Pamela, did not know whether quarantine pushed him over the edge, but she said: "Our kids are feeling hopeless. They're feeling like there's no future for them. I can't see how there's any other explanation."

In November, school officials intervened when a 12-year-old student searched his district-issued iPad for "how to make a noose."

The boy's grandfather, whom The New York Times is identifying by his first name, Larry, to protect the boy's identity, said the episode was a shock.

The boy's father had retired to bed around 7 p.m. to rest for his 2 a.m. work shift. He did not hear the phone ringing until around 10 p.m., when the school district finally reached him. His father made it to his son's room to find a noose from multiple shoestrings around his neck.

"If there wasn't a security device that triggers that kind of alert, we would not be having this discussion," his grandfather said. "It absolutely consumes you."

His grandson, whose dog died during the pandemic, was doing well academically in virtual school but was "Zoomed out," Larry said. The only indication the boy has given for what pushed him over the edge is saying repeatedly, "I miss my friends."

"He is having a hard time functioning in this isolation," his grandfather said. "It goes against everything that he is. There has to be an option of letting these kids go to school."

A dozen schools in the district began a pilot program to allow for face-to-face counseling. Recently, the number of schools swelled to 68. The program has led to interventions in 30 cases where students were considering suicide.

The pilot has "grown into a monster," said John Anzalone, the principal at one of the initial 12 schools, Sierra Vista High School. He knew that his diverse, largely working-class student population, whose families have suffered from Las Vegas's tourism crash, would be hit hard by the virus. But he was still stunned by the effect.

"These young people are having to grow up really, really fast," he said. "Some were alone even before the pandemic because their parents were working, and some are the breadwinners now."

Adrienne, the mother of a 14-year-old high school freshman, had just finished a 12-hour shift last month when she received a call from her son's principal, alerting her that her son had expressed suicidal thoughts. The teenager had told a friend that if they called the police, he would "do it."

"He felt disconnected," his mother said. "He felt left behind."

In Clark County, Nev., 18 students have died by suicide since schools have been closed because of the pandemic. Bridget Bennett for The New York Times

His father had lost his small business. Two family members had died, one to the coronavirus. His mother was working 70 hours a week. Even when she was at home, she was not entirely present, as she tended to work and home life.

"He just felt like he had no control over his world anymore and felt like a burden," Adrienne said. "He loves to help people, to make people laugh, and he feels like he's failing."

Indeed, failure is another crisis at the school, where flunking rates are 60 percent to 70 percent. That, in turn, is depressing the teachers and staff. The district is conducting a survey to see what supports it needs to queue up for its employees.

Colleen Neely, a counselor at Shadow Ridge High School, recalled how a young man she had advised since ninth grade used to stand outside her office every day after fourth period.

He had overcome so much by the 2019-2020 school year in his determination to graduate: When he was junior, he was homeless and the school connected him to a shelter; for a week, he lived in a park near the school, and staff gave him food and other resources; his schedule was shortened so he could work at McDonald's.

In the spring of 2020, Ms. Neely sent the young man an email telling him how proud she was of him, that he was so close to getting what he wanted. Two weeks before graduation, she got the call that he had shot himself.

"Part of me will always wonder if he'd had access to his teachers, and his peers, and me, if it would've changed the outcome," Ms. Neely said through tears. "I will never know. These suicides, they don't impact one person and one family. They impact me to this day."

Dr. Jara understood.

**"I can't get these alerts anymore," he confessed. "I have no words to say to these families anymore. I believe in God, but I can't help but wonder: Am I doing everything possible to open our schools?"**

If you are having thoughts of suicide, call the National Suicide Prevention Lifeline at 1-800-273-8255 (TALK). You can find a list of additional resources at [SpeakingOfSuicide.com/resources](https://www.speakingofsuicide.com/resources).

District Enrollment

| School  | School Name                   | PK | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | SP | Other | Total |
|---------|-------------------------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-------|-------|
| 2580000 | Out Placed                    | 2  | 1   | 1   | 1   | 1   | 4   | 3   | 3   | 3   | 1   | 6   | 5   | 5   | 11  | 6  | 0     | 53    |
| 2580001 | Salem Early Childhood Center  | 60 | 8   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0     | 68    |
| 2580003 | Bates Elementary School       | 0  | 41  | 56  | 59  | 61  | 68  | 69  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0     | 354   |
| 2580010 | Bentley Academy Innovation    | 0  | 61  | 54  | 51  | 53  | 51  | 51  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0     | 321   |
| 2580015 | Carlton Innovation School     | 0  | 40  | 45  | 34  | 49  | 47  | 39  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0     | 254   |
| 2580030 | Horace Mann Laboratory        | 0  | 33  | 48  | 57  | 43  | 45  | 41  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0     | 267   |
| 2580050 | Saltonstall Elementary School | 0  | 39  | 39  | 41  | 37  | 47  | 48  | 51  | 45  | 45  | 0   | 0   | 0   | 0   | 0  | 0     | 392   |
| 2580070 | Witchcraft Heights Elementary | 0  | 69  | 79  | 84  | 93  | 92  | 83  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 0     | 500   |
| 2580305 | Collins Middle School         | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 218 | 226 | 207 | 0   | 0   | 0   | 0   | 0  | 0     | 651   |
| 2580505 | Salem High School             | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 235 | 212 | 176 | 218 | 9  | 0     | 850   |
| 2580510 | New Liberty Innovation School | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 7   | 12  | 22  | 16  | 0  | 0     | 57    |
| 2580515 | Salem Prep High School        | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 1   | 3   | 6   | 9   | 0  | 0     | 19    |
| 22      |                               | 83 | 316 | 332 | 339 | 343 | 356 | 337 | 275 | 272 | 256 | 260 | 231 | 214 | 256 | 18 | 0     | 3786  |

**College of Humanities and Fine Arts Translation Center** Regina Galasso, PhD  
*Director*

[www.umass.edu/translation](http://www.umass.edu/translation)

**Workshop:** Interpreter and Translator in Education Training Workshop Series

**Overview:** The purpose of this workshop series is to provide an educational and professional setting in which participants can learn more about the standards and procedures of interpreting and translation in the school setting, carry out or observe role-playing activities, practice their developing translation and interpreting skills, reflect on specific situations, and build a network of school interpreters and translators. Through explorations of best practices and individual experiences, this workshop series aims to help schools improve the quality of their interpreting and translation services and transform the treatment of language accessibility throughout the schools. Upon successful completion of this program, participants will receive a certificate of completion issued by the Translation Center of the University of Massachusetts Amherst.

**Remote Delivery:** OPEN UMass and Zoom

**Contact:** Dr. Regina Galasso, [rgalasso@umass.edu](mailto:rgalasso@umass.edu)

**Total Training Time:** 25 hours (seven three-hour workshops, four hours of prep)

**Participants:** Bilingual school employees who offer translation and interpretation services

**Prerequisite:** Participants must be fluent and literate in both English and a second language.

**Requirements:**

- o Participate in language assessment.
- o View all recorded presentation *before* the discussion and practice sessions.
- o Take all quizzes *before* the discussion and practice sessions.
- o Earn at least 80% on each of the seven quizzes.
- o Attend, *with video enabled*, and actively participate in all discussion and practice sessions.



# Salem Public Schools

## Update on Student Testing

*February 1, 2021*



# Student Testing Overview

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- The state is launching expanded testing for schools utilizing state-wide contracts with three providers
  - The state is paying for the first 5-6 weeks of the program
  - SPS has submitted to participate but has not yet been matched to a vendor
- SPS's current proposal is to **continue with the current saliva-based PCR pool test for staff**, and expand testing to all students in K-12 through this state program
- The following slides outline **an overview of the new pooled testing program for students**, but additional details will only be possible once we are matched to a vendor

# Our own 6<sup>th</sup> grade citizen scientists at Collins helped these programs launch statewide

Teachers observe the test in homerooms or classrooms; they hand out the swab and step back to give directions. Principal Condon is modeling at Collins Middle School



Students lower their mask below their nose only, and self-swab



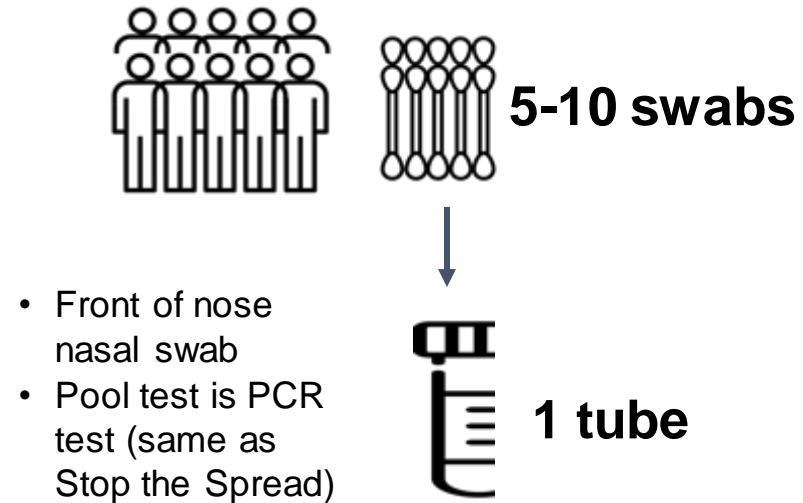
Students then place the swab in the test tube themselves



***The goal is to minimize disruption to the day and reduce anxiety for staff. SPS is identifying how collecting test tubes, attendance/data, and other aspects will work once the test vendor is selected. It is likely SPS will be looking to hire part-time or stipend individuals to support on test collection days.***



# What is front-end pool testing?



## 1 result per tube (pool)

- **Grades 2+:** Observed, self-administered test in classrooms
- **Grades K-1 & some students with special needs:**  
Administered by trained adult

## If Pool is Negative:

- No COVID virus was detected in any of the 10 swabs
- No further action necessary
- Test likely to say “completed” not “negative” because they are not individual results

## If Pool is Positive:

- Because tests are mixed in the same tube, a **SECOND TEST** is required to determine who is positive
- This will either be a rapid antigen test (results in 15 minutes) OR an individual PCR test

# Current proposed options *if* students need an individual test as part of a positive pool

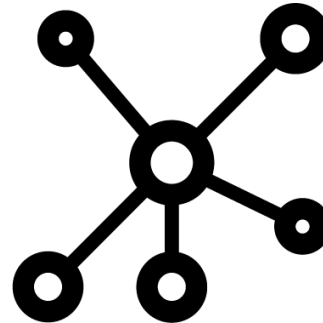
A



Students go to **stop the spread** & report results to SPS (12-36hr results)

B

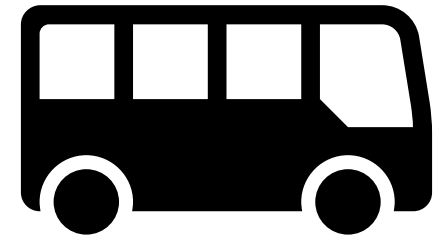
## Centralized SPS Sites



SPS will either create or partner to offer additional sites for rapid testing

C

## Mobile Testing Van



In partnership with NSMC, students who are not able to get to centralized site could be met by mobile testing van in their neighborhood (likely 12-36hr results)

# Next Steps

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- Match with a test vendor through the state program
- Finalize implementation details, including roles, testing schedules, and follow-up test logistics. We know that this will involve trying, tweaking, and incorporating feedback.
- Share the one-time consent forms for all students to participate in all components of the program
- Provide any training needed to implement, supported by the vendor
- The tentative plan is to pilot testing with middle school students at Collins and Saltonstall week of 2/8, with full launch upon return from February break 2/22



January 28, 2021

Dear SPS School Committee,

New Liberty Innovation School is seeking to renew its Innovation Plan this spring in anticipation of beginning a new plan for the 2022 School Year. (Our initial Plan expires in June 2021.)

Since we began this Plan and transitioned from a charter school to an innovation school in the Fall of 2016, we've experienced tremendous growth and success. A few of our biggest achievements over the last five years include:

- Entire curriculum rewrite to align with the Mass Curriculum Frameworks (Spring 2017)
- Creation of a science lab from scratch; implementation of PLTW Biomedical program (Fall 2017)
- Awarded several prestigious grants towards our science lab
- Finalist for a Barr Planning Grant (Spring 2019)
- Enrollment almost always at capacity since Fall 2019 (with a frequent waiting list)
- School Choice seats almost always close to full since Spring 2018
- Increased student attendance
- Increased graduation rates
- Decreased dropout rates

We are excited to bring together a diverse group of all relevant stakeholders to brainstorm and decide on changes to our new Innovation Plan. Our group will consist of parents/guardians, students, staff, and outside partners. **We are seeking one School Committee member to join our group.** We anticipate meetings to occur twice a month from February - April with a final draft ready for School Committee approval by early May (2021).

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined here.

### **Step 1: Convene Stakeholders**

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

*These discussions should include the MAGs.*

**Step 2: Innovation Plan Revision Process**

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

**Step 3: Teacher Vote (if applicable)**

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

*This is the only time that teachers will have to vote.*

**Step 4: School Committee Vote**

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

Thank you,

Jennifer Winsor  
Principal, NLIS

**Memo:**

To: Salem School Committee

From: Mary C. DeLai

Date: February 1, 2021

Re: Donation from Frontier Technologies, Inc. to Bentley Academy Innovation School

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Bentley Academy Innovation Academy recently received a donation from Frontier Technologies, Inc. in the amount of \$5,675 for the purchase of student and staff headphones, document cameras, and a color printer. A copy of the check is attached.

I recommend acceptance of this donation.



**FRONTIER TECHNOLOGY INC.**

130 ROBIN HILL ROAD SUITE 200  
GOLETA, CA 93117  
PH. 805-685-6672  
FAX. 805-685-1107

PNC BANK



6-12/410

01/07/2021

PAY TO THE  
ORDER OF

Bentley Academy Innovation School

\$ 5,675.00

Five Thousand Six Hundred Seventy Five and 00/100\*\*\*\*\*

DOLLARS

Bentley Academy Innovation School  
25 Memorial Drive  
Salem, MA 01970

VOID AFTER 90 DAYS



*Walter J. [Signature]*

AUTHORIZED SIGNATURE

MEMO

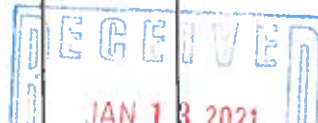
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FRONTIER TECHNOLOGY INC.

63032

| REFERENCE NO.    | DESCRIPTION  | DATE       | INVOICE AMOUNT | DISCOUNT TAKEN | AMOUNT PAID |
|------------------|--|------------|----------------|----------------|-------------|
| BAIS 12/15/20 CK | BAIS 12/15/20 CK REQ - 4th C Donation to Bentley A | 12/15/2020 | \$5,675.00     | \$0.00         | \$5,675.00  |



**Memo:**

To: Salem School Committee

From: Mary C. DeLai

Date: February 1, 2021

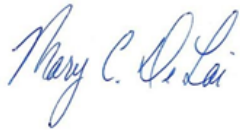
Re: FY21 Budget Transfer Request 13

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We are requesting the following transfer from Substitute Teachers to Computer Software to pay for additional administrative software licensing expenses.

| Account Description/Use | Account Number | Amount From | Amount To |
|-------------------------|----------------|-------------|-----------|
| Substitute Teachers     | 13570140-5100  | \$10,727    |           |
| Computer Software       | 13170121-5519  |             | \$10,727  |

I recommend approval of the transfer.





|   |             |
|---|-------------|
| <b>FISCAL MANAGEMENT AND NON-INSTRUCTIONAL OPERATIONS</b> | <b>3000</b> |
| <b><u>BUILDINGS AND GROUNDS</u></b>                       | <b>3500</b> |
| EMERGENCY PLANS   | 3504.01     |

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent is responsible for the development and maintenance of **all emergency** plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters, **including an Emergency Medical Response Plan for each school in the district.**

~~The Superintendent is responsible for the development, in consultation with school nurses, school physicians, athletic coaches, trainers, and local Emergency Medical Services agencies, of an Emergency Medical Response Plan for each school in the district.~~

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

Plans shall be submitted to the Department of Elementary and Secondary Education (DESE) at least every 3 years by September 1. Plans must be updated in the case of new construction or other physical changes to the school campus.

~~LEGAL REFS.~~

**Legal Reference:** M.G.L. [69:8A](#)

Section 363 of Chapter 159 of the Acts of 2000

**Cross References:**

[Policy 5109 Emergency Closings](#)

[Policy 5713 Emergency Medical and Safety Plans](#)

[Reviewed and referred by Policy Subcommittee on 12/18/20](#)

[First Reading on 1/19/21](#)

[Second Reading on 2/1/21](#)

**STUDENTS AND INSTRUCTION** **5000**

**ATTENDANCE** **5100**

EMERGENCY CLOSINGS 5109

~~All emergency closings or delayed openings will be at the discretion of the superintendent of schools. In the event of inclement weather which requires the closing of schools, or delayed opening, every attempt will be made to notify families by utilizing appropriate media outlets (i.e., television and radio) and/or the districts telephone alert system. Announcements of school cancellations will be made no later than 6:00 am.~~

~~There may be occasions when parents feel that their children, for health or safety reasons, should not attempt to attend school. School administrators, after communicating with a parent, will accept the judgment of the parents and allow for an excused absence.~~

The Superintendent is empowered to close the district schools, **delay opening**, or to dismiss schools early in the event of hazardous weather or other emergencies, which threaten the health or safety of students and personnel. ~~While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour, or to dismiss students early, the administration has the responsibility to see that as much of the administrative, supervisory, and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school shall be closed.~~

In making the decision to close schools, the Superintendent or his designee shall consider many factors, including the following principles relating to the fundamental concern for the safety and health of children:

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

**For closures related to weather, the Superintendent will** ~~shall~~ weigh these factors and ~~shall~~ take action to close the schools ~~only~~ after consultation with public works and public safety authorities and **possibly** with school officials from neighboring districts. Students, parents, and staff shall be informed early in each school year of the procedures, which will be used to notify them in case of emergency closing. **Notification of any school closure, delay, or early dismissal shall be communicated in as timely a manner as possible.**

~~The Superintendent shall communicate the announcement to close school(s) in a timely manner. ¶~~

LEGAL REFS.: M.G.L. [71:4](#); [71:4A](#)

Cross Reference (~~emergency planning policy~~): [Policy 3503 Security](#)

[Policy 3504 Emergency Evacuation Drills](#)

[Policy 3504.01 Emergency Planning Policy](#)

[Policy 5713 Emergency Medical and Safety Plans](#)

**Reviewed and referred by Policy Subcommittee on 12/18/20**

**First Reading on 1/19/21**

**Second Reading on 2/1/21** ←

**STUDENTS AND INSTRUCTION** **5000**

**INSTRUCTIONAL PROGRAM** **5200**

PARENTAL NOTIFICATION OF COURSES INVOLVING HUMAN SEXUALITY 5222

The following statement of policy applies to the Salem Public Schools, pursuant to Massachusetts General Laws Chapter 71, Section 32A, which designates that parents and guardians will be notified of any curriculum which primarily involves human sexual education or human sexuality issues, allows parents/guardians to exempt their children from any portion of said curriculum through written notification to the school principal, [without penalty](#), and makes instructional materials for said curricula reasonably accessible to parents, guardians, and others for inspection and review.

At the ~~high school level Salem's High School~~ said courses will:

Be listed and highlighted in the Program of Studies from which the students choose their courses;

Designate the specific topics included which primarily involve human sexuality education;

In specific courses, which contain a definite strand pertaining to human sexuality, such as Health, the teacher will notify all parents/guardians of the probable timeline for teaching to provide parents/guardians with a reasonable period to review course materials and curriculum.

At the middle and elementary schools, the principals, teachers, and/or school nurses will notify parents/guardians in writing prior to teaching said curriculum. The notification will include the specific topics to be covered. ~~If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.~~

Parents/guardians may exempt their child from any portion of the curriculum, which primarily involves human sexuality issues without penalty to the student by sending a letter to the school principal requesting an exemption.

While it is the intent of the Salem School Department to provide parents/guardians with reasonable notice prior to teaching curriculum dealing with human sexuality, there may be occasions when an impromptu discussion may occur where such notice cannot be provided.

Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.

To the extent practicable, program instructional materials for these curricula will be made reasonably accessible to parents/guardians, [educators, administrators](#) and others

A parent/guardian who is dissatisfied with the notice given regarding human sexuality, their

access to instructional materials or the exemption of a student under this policy should report this in writing to the building principal to begin the Complaint Procedure as described in Policy #1507.

Legal Reference: MGL. c. 71 s. 32

~~See Administrative Guidelines Approved: 1/9/06~~

~~Approved by Policy Subcommittee: October 2015~~

**Reviewed by the Policy Subcommittee and referred on 12/3/20**

**First Reading 12/7/20**

**TABLED prior to Second Reading on 12/21/20**

**Second Reading on 2/1/21**

**STUDENTS AND INSTRUCTION** **5000**

**STUDENT CONDUCT** **5400**

**HAZING** **5401**

~~The Salem Public Schools, pursuant to Massachusetts General Laws Chapter 269, Sections 17, 18, and 19, prohibits any form of hazing by school sponsored student activities/teams, and all unaffiliated student activities/teams utilizing the school name or its facilities.~~

In accordance with Massachusetts General Laws, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Hazing is defined as any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly, endangers the mental or physical health of a student or other person, regardless of the individual's willingness to participate.

Implied or expressed consent of a person or persons to hazing shall not be a defense against discipline under this policy.

Any student or staff member that witnesses, has knowledge of or suspects hazing shall, to the extent that such person can do so without danger or peril to himself or others, report it immediately to a building administrator. All reports of hazing will be forwarded to and investigated by the building principal.

A violation of the Hazing Policy may also be a violation of civil or criminal law. Hazing is a mandatory reportable act included in the Memorandum of Understanding with the Salem Police Department, and principal organizers and participants will be reported.

Where school policy and civil law overlap, or where criminal prosecution is pending or foreseen, the school will initiate disciplinary action of its own on the same infraction and impose penalties in accordance with due process and discipline procedures, independent of civil and/or criminal authorities.

On or before October first of each year, the high school principal will certify to the Department of Education that:

The Hazing Policy has been issued to all students and every group, team, and organization sponsored, recognized or permitted to use the school name or facilities;

The school has obtained an acknowledgement of their receipt of the law, its distribution to all participants and applicants for participation, and an agreement to comply with the policy;

The Salem School Committee has approved a disciplinary policy regarding organizers of and participants in hazing which is appropriately emphasized in the student and teacher handbooks;

The high school has a disciplinary policy regarding hazing which is available to any person upon request; and

The disciplinary policy has been filed with the [Department of Education Bureau of Student Services](#) as required by MGL 71:37H.

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 all faculty, staff, and students within their jurisdiction annually;

Monitoring the execution of this policy at the building level.

Any student or employee who after an appropriate investigation is found to have engaged in hazing will be subject to disciplinary action up to and including ~~expulsion or termination of employment.~~

Legal Reference: MGL. c. 269 s. 17, 18, 19

~~Approved: 1/9/06~~

~~Reviewed by School Committee October 2015~~

**Reviewed by Policy Subcommittee and referred for 1st reading on 12/3/20**

**First Reading 12/7/20**

**Tabled prior to Second Reading on 12/21/20**

**Second Reading 2/1/21**

**STUDENTS AND INSTRUCTION** **5000**

**HEALTH AND SAFETY** **5700**

EMERGENCY MEDICAL AND SAFETY PLANS 5713

The Salem School Committee, to plan in advance for potential emergencies or disasters, directs the Superintendent to develop and maintain plans and procedures that meet state preparedness requirements relative to student health, safety, fire, civil emergencies, and natural and human disasters.

The Superintendent, in consultation with appropriate school personnel, public safety and local Emergency Medical Service agencies, shall develop an Emergency Medical Response Plan for each school in the District. Each plan shall include the following:

1. A rapid communications method that links all locations of the school's campus, including outdoor facilities, with local Emergency Services as well as protocols that clarify when EMS and other emergency contacts shall be called;
2. A list of relevant contacts, with telephone numbers, and a protocol that indicates when each individual shall be called, including names of experts to help with post-event support;
3. A method of efficiently directing first responders and other emergency personnel to any location on campus, including the location of available rescue equipment;
4. Safety precautions and plans designed to prevent injuries and accidents in classrooms and on the campus; and
5. A method for training in CPR, first aid and other safety measures for teachers, athletic coaches, trainers and other relevant school staff; this may include CPR and other relevant safety training for interested middle and high school students.

This emergency plan shall be updated and submitted to the state at least every three years by September 1<sup>st</sup> or when any new construction or other physical changes are made to the school campus. The Superintendent shall inform the School Committee when said plans and procedures, new and revised, have been submitted.

The Salem School Superintendent shall establish a District Safety Committee to support implementation of this policy. Building principals shall regularly conduct fire and Emergency Response drills and procedures to give students practice in orderly, timely movement to designated areas as well as to give staff practice in fulfilling their assigned responsibilities in building evacuation, **medical emergencies**, and other emergency procedures.



Legal Reference: M.G.L. 69:8A Section 363 of Chapter 159 of the Acts of 2000

Cross References - Policy 3503 Security  
Policy 3504 Emergency Evacuation Drills  
Policy 3504.01 Emergency Planning Policy  
Policy 5109 Emergency Closing  
Policy 5713 Emergency Medical and Safety Plans

Reviewed and referred by Policy Subcommittee on 12/18/20  
First Reading on 1/19/21  
Second Reading on 2/1/21

~~STUDENTS AND INSTRUCTION 5000 HEALTH AND SAFETY 5700 ¶~~

~~EMERGENCY MEDICAL AND SAFETY PLANS 5713 Approved: 25 February 2013~~

**STUDENTS AND INSTRUCTION**

**5000**

**ATTENDANCE**

**Annual Review**

**5100**

CHILDREN OF SALEM PUBLIC SCHOOLS ~~AND FULL-TIME STAFF~~  
CITY OF SALEM EMPLOYEES ATTENDING SALEM PUBLIC SCHOOLS

5102.02

Notwithstanding the Salem Public Schools’ non-participation in School Choice in any given year, children of the Salem Public Schools and/or City of Salem employees (SPS and/or City Employees), whether full- or part-time ~~full-time (school year and calendar year) staff of the Salem Public Schools~~ may attend the Salem Public Schools free of charge on a space available basis after approval of the annual School Committee budget. Transportation both to and from the school district must be provided by the parent/guardian, at no cost to the school district.

The superintendent each year will make a determination as to the space available at each grade level. If the superintendent determines that the spaces available at each grade level are not sufficient to make an immediate decision to accept the child of the full-time staff member, the superintendent will delay that decision until at least August 1<sup>st</sup>. At that time, the superintendent will make his or her final determination regarding space availability and request that the School Committee approve his or her recommendations.

Once children of SPS and/or City Employees ~~full-time staff~~ are accepted into the Salem Public Schools they will have a right to complete their education there through graduation, as long as the parent continues in the employment of the Salem Public Schools or City of Salem, and assuming that the student meets the same academic and behavioral expectations of any other student in the Salem Public Schools.

Children of SPS and/or City Employees ~~full-time staff~~ who are enrolled as students in the Salem Public Schools may finish the school year regardless of the employment of their parents, provided that the period of time since the discontinuance of employment and the end of the school year does not exceed three (3) calendar months.

A child of an SPS and/or City Employee ~~full-time staff~~ who has continuously attended Salem High School for the three (3) years prior to his or her senior year, may complete the final year at Salem High School, regardless of the employment of his or her parents.



~~Approved: November 5, 2012~~

~~Approved: August 10, 2015~~

**Reviewed and referred by the Policy Subcommittee on 12/10/20**

**First Reading on 12/21/20**

**Second Reading on 1/19/21**

**Third Reading on 2/1/21**

**STUDENTS AND INSTRUCTION** **5000**

**INSTRUCTIONAL PROGRAM** **5200**

POLICY ON ANIMALS IN SCHOOL 5224

The Salem Public Schools is committed to providing a high quality educational program to all students in a safe and healthy environment. Consistent with this commitment, it is the policy of the Salem Public Schools that no animal shall be brought to school without prior permission of the building principal. Principals shall, in consultation with school nurses utilize the Massachusetts Department of Public Health publication “Guidelines for Animals in Schools or on School Grounds” and review student health records to determine which animals may be allowed in a school building. The decision of the principal shall be final.

### **Educational Program**

Use of animals to achieve specific curriculum objectives may be allowed by the principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the “Guidelines for Animals in Schools or on School Grounds” and any other conditions established by the principal to protect the health and well-being of students.

### **Student Health**

The health and well being of students is a high priority for Salem Public Schools. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

### **Service Animals**

Salem Public Schools does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. ~~Salem Public Schools will comply with Massachusetts and federal law concerning T~~ the rights of persons with guide or assistance dogs ~~and will permit~~ **will allow** such animals on school premises and on school transportation after ~~submission of~~ **submitting** certification of a current rabies vaccine and documentation of good health from a veterinarian.

For purposes of this policy a “service animal” includes any dog that has been individually trained to do the work or perform the tasks for the benefit of an individual with a disability.” **Under federal law, it may also include miniatures horses where reasonable modifications in policies, practices or procedures can be made to permit the use of a**

miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.

~~In accordance with applicable federal and state law, Salem Public Schools “shall make reasonable modifications in policies, practices or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”~~

Service animals are not pets but are animals that are specially trained to perform some of the functions and tasks that individuals with disabilities cannot perform themselves.

There are several kinds of service animals that assist individuals with disabilities.

Examples of such service animals include, but are not limited to, guide dogs or seeing eye dogs that assist individuals who are blind or have severe sight impairments; animals that alert individuals with hearing impairments to sounds; animals that pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and animals that assist mobility impaired individuals with balance.

Salem Public Schools shall not assume or take custody or control of responsibility for any service animal or for the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property or facilities caused by the service animal. ~~, including but not limited to clean up, stain removal, etc. ¶¶~~

If, in the opinion of the principal or designee, any service animal is not in the control of its handler or if it is not housebroken, the service animal may be excluded from the school or program. The service animal also can be excluded if it presents a direct and immediate threat to others in the school. In such situations, the parent/guardian of the student having custody and control of the service animal will be required to remove the service animal from school district premises immediately.

If any student or staff members assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the service animal, the person having custody and control of the service animal will be required to remove the service animal to a different location designated by the principal or designee and an alternative plan will be developed with appropriate Salem Public Schools’ staff. Such plan could include the reassignment of the person having custody and control of the service animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction to the service animal. In this case, an alternate transportation plan will be developed in coordination with appropriate Salem Public Schools’ staff and the parents/guardians of the student.

When a student will be accompanied by a service animal at school or in other facilities of the Salem Public Schools on a regular basis, the student and his/her parents/guardians as well as the service animal’s owner and any other person who will have custody and control of the service animal will be required to sign a document acknowledging that they have read and understand the Salem Public Schools Policy on Animals in School.

The Superintendent of Schools or designee shall be responsible for developing administrative procedures to accommodate a student's use of a service animal in school district facilities and on school transportation vehicles.

### **Animals Prohibited from School**

Any fur-bearing animal is susceptible to the serious and fatal disease of rabies. Infected animals can transmit this disease to students and staff. Based upon the recommendations of the Massachusetts Departments of Public Health and Education, the following animals are expressly prohibited from the Salem Public Schools unless the Superintendent of Schools approves an exception in advance:

**Wild Animals and Domestic Stray Animals** – Due to high incidence of rabies in bats, raccoons, foxes, skunks, and other wild carnivores, these animals (whether alive or dead) should not be permitted in school buildings or on school grounds under any circumstances.

**Fur-Bearing Animals** – Pet dogs, cats, wolf-hybrids, ferrets and other fur-bearing animals may pose a risk of transmitting rabies as well as parasites, fleas and other disease and injuries. As detailed above, this prohibition does not apply to guide, hearing or other service animals or law enforcement animals. These animals may be allowed in school buildings or on school grounds with proof of current rabies vaccination.

**Bats** – Bats pose a high risk for transmitting rabies and should not be brought into school buildings or on school grounds and bat houses should not be installed on school buildings or on school grounds.

**Poisonous Animals** – Spiders, venomous insects, poisonous snakes, reptiles and lizards are prohibited from school buildings and school grounds for safety reasons.

LEGAL REF.: [Americans with Disabilities Act](#); [IDEA](#); [Section 504 of the Rehabilitation Act](#); 28 C.F.R. Part 35

**Approved by School Committee: March 16, 2015**

**Reviewed by  
Policy Subcommittee on 12/10/20 and referred for 1st Reading on 12/21/20**

**First Reading 12/21/20**

**Second Reading 1/19/21**

**Third Reading 2/1/21**

**on 12/10/20 for 1st reading**

**STUDENTS AND INSTRUCTION** **5000**

**STUDENT CONDUCT** **5400**

**DRUG USE** **5404**

The School Committee does not tolerate use, service, possession, or consumption of any drugs at any school or at any school function whether the function takes place on or away from school property. Students and/or their guests **who are under the influence of drugs while attending or participating in a school-sponsored activity will be barred or removed from the activity in progress and may be subject to further disciplinary action.**

**This policy shall be posted on the district’s website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law.** For pertinent information, refer to the appropriate student handbook.

Legal Reference: MGL 71:37H; **MGL 71:96-**

**Cross Reference: Drug Free Workplace Policy**

**EXISTING POLICY:**

~~The School Committee does not tolerate use, service, possession, or consumption of any drugs at any school or at any school function whether the function takes place on or away from school property. Students and/or their guests who violate this policy shall be subject to penalties up to and including expulsion as well as criminal prosecution spelled out in the student handbook and by state and federal law.~~

~~Refer to the Memorandum of Understanding between the Salem Public Schools and the Salem Police Department in the Procedures Manual.~~

~~For pertinent information, refer to the appropriate student handbook.~~

~~First Reading: October 19, 2015~~

~~Second Reading: November 2, 2015~~

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First Reading 12/21/20

Second Reading 1/19/21

Third Reading 2/1/21