

*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”

September 1, 2020 (Date Posted)

Please see below for Spanish translation/Por favor, vea a continuación para traducción en español

REGULAR SCHOOL COMMITTEE MEETING ON SEPTEMBER 8, 2020

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on Tuesday September 8, 2020 at 7:00 p.m.** This is an on-line meeting.

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

<https://us02web.zoom.us/j/85807381392?pwd=b3p1N0d5a1lpL2U0bzlneklHSjVVDz09>

Password: 783085

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 9am on the day of the meeting to request Spanish interpretation): <https://forms.gle/J7crSRRhxzzZcmmM7>

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/xFEznzazQJBvyW6Z6>. A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Jill Conrad at jconrad@salemk12.org or 978-998-0481 with any questions or to report any technical difficulties you experience.

II. Consent Agenda

- a. Minutes of the Special School Committee meeting held on August 6, 2020
- b. Approval of Warrants: 8/13/2020 in the amount of \$707,494.39; 8/20/2020 in the amount of \$153,395.83; and 8/27/2020 in the amount of \$152,685.71

III. Public Comment

Please see above for instructions on participating in public comment.

IV. Report from the Student Representative – Duncan Mayer

V. Superintendent's Report

- a. Back to School Update

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



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

Mayor Kimberley Driscoll, Chair

b. Superintendent Entry Plan

VI. Action Items: Old Business

- a. Deliberation and vote to amend the 2020-21 School Committee meeting calendar and reschedule the scheduled 9/28/20 meeting on Tuesday 9/29/20.

VII. Action Items: New Business

- a. Deliberation and vote on the Superintendent's recommendation regarding participation in fall sports for the 2020-21 school year.
- b. Discussion of School Department owned land at Salem High School and a parcel located at 5 Rear Frederick Street for feasibility of creating affordable community housing options, in particular housing preferences for teachers and school staff.

VIII. Finance Report

- a. Budget Transfers

IX. Subcommittee Reports

- a. Policy Subcommittee
 - i. Policies for Third Reading
5416 Use of Physical Restraint
4105 Staff Conduct with Students
 - ii. Policies for Second Reading
5221 Co-Curricular and Extra Curricular Activities

X. School Committee Concerns and Resolutions

XI. Adjournment

Respectfully submitted by,

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

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

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



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

Mayor Kimberley Driscoll, Chair

“ 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”

Septiembre 1, 2020 (Fecha de Publicación)

REUNION ORDINARIA DEL COMITE ESCOLAR EN SEPTIEMBRE 8, 2020

Por la presente notificamos que el Comité Escolar de Salem realizará una **Reunión Ordinaria del Comité Escolar el Martes 8 de Septiembre de 2020 a las 7:00 p.m.** Esta es una reunión en línea.

Enlace para Zoom: Por favor presione el enlace debajo para unirse a esta reunión en la red:

<https://us02web.zoom.us/j/85807381392?pwd=b3p1N0d5a1lpL2U0bzlneklHSjVVdz09>

Contraseña: 783085

XII. Convocatoria de la 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. Hay interpretación al Español disponible para quien la necesite.

b. Solicitud de Interpretación al Español.

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

<https://forms.gle/J7crSRRhxzzZcmmM7>

c. Instrucciones para Participar en Comentarios Públicos

Si algún miembro de la comunidad de Salem desea participar en comentario público durante esta reunión, presione el enlace a continuación para inscribirse y enviar su comentario electrónicamente: <https://forms.gle/xFEznzazQJBvyW6Z6>. 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 contacte a Jill Conrad en jconrad@salemk12.org o en el 978-998-0481 si tiene preguntas o para reportar cualquier dificultad técnica que pudiera experimentar.

XIII. Consentimiento de la Agenda

- a. Minutas de la Reunión Especial del Comité Escolar realizada en Agosto 6, 2020
- b. Aprobación de Ordenes: 8/13/2020 en la cantidad de \$707,494.39; 8/20/2020 en la cantidad de \$153,395.83; y 8/27/2020 en la cantidad de \$152,685.71

XIV. Comentario Público

Por favor consulte arriba para obtener instrucciones sobre como participar en comentarios públicos.

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



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

Mayor Kimberley Driscoll, Chair

XV. Reporte del Representante Estudiantil – Duncan Mayer

XVI. Reporte del Superintendente

- a. Actualización sobre el Regreso a las Escuelas
- b. Plan de Entrada del Superintendente

XVII. Elementos de Acción: Asuntos Antiguos

- a. Deliberación y voto para modificar el calendario de reuniones del Comité Escolar 2020-21 y reprogramar la reunión de 9/28/20 para el Martes 9/29/20.

XVIII. Elementos de Acción: Asuntos Nuevos

- a. Deliberación y voto sobre la recomendación del Superintendente con respecto a la participación en deportes de otoño para el año escolar 2020-21.
- b. Deliberación y voto a solicitud de la Ciudad de Salem para utilizar una porción de terreno ubicada en la Escuela Elemental Witchcraft Heights.

XIX. Reporte Financiero

- a. Transferencias Presupuestarias

XX. Reportes de Subcomité

- a. Subcomité de Políticas
 - i. Políticas para Tercera Lectura
5416 Uso de Restricción Física
4105 Conducta del Personal con los Estudiantes
 - ii. Políticas para Segunda Lectura
5221 Actividades Co-Curriculares y Extra Curriculares

XXI. Inquietudes y Resoluciones del Comité Escolar

XXII. Aplazamiento

Respetuosamente sometido por,

Jennifer A. Gariepy
Asistente Ejecutiva del 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.”

**Salem School Committee
Special Meeting
Meeting Minutes
August 6, 2020**

On August 6, 2020 the Salem School Committee held a Special School Committee Meeting at 7:00pm.

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

Others In Attendance: In Attendance: Kate Carbone, Dr. Yarrington, Ann Berman, Deborah Connerty

Call to Order

Mayor Driscoll called the meeting to order at 7:02 p.m.

School Reopening Plan

Mayor Driscoll introduced Dr. Stephen Zrike to discuss the school reopening plans. Dr. Zrike introduced Dr. Yarrington a parent and a Physician at Boston Medical Center. She was a lead on Covid Care in the maternity department. She is working with Salem on health safety. Dr. Zrike began his presentation.

Dr. Zrike explained he would present the information with a hope that after discussion we will move towards a vote on Monday night. He referred to a quote by Shayla R. Griffin, PhD, MSW. He explained and understands that there really are no good choices in starting school however, it is his job to make decisions.

Dr. Zrike went through the core values, Wellness, Equity, Community, and Flexibility. He informed the public he is utilizing guidelines set forth by the State. He explained the district will be reaching out to the most ----children. He further requested support from everyone who works for Salem and support from the public. In addition, he added we need to be flexible with the return of school as situations can change from week to week.

The Superintendent explained to the Committee and the public a variety of ways he has solicited feedback from the stakeholders. This outreach was done through surveys, focus groups, Facebook Live, town halls, virtual meet and greets, and through the Salem Returns Task Force. Dr. Zrike went on to explain decisions were made to reflect both science and stakeholder feedback. Some concerns in regards to the hybrid model were childcare, cohort sizes, the ability for teachers to teach both in person and remotely. He discussed the need to social emotional support for the children and the need to possibly go full remote. He also explained he understands the concerns regarding our HVAC systems and will update the staff and community in a future meeting.

The next topic was surrounding impact of in-person and remote learning for different grade levels. He explained the differences between impacts with older students and younger students. He identified that older students were able to learn remotely better than the younger student population. His concerns about remote learning for the older students were social isolation. The younger population was discussed next. Dr. Zrike is concerned about the younger population's ability to access remote learning, there are concerns with achieving grade appropriate reading levels and, finally he explained the younger population is the least at risk for spreading COVID.

At the point, Dr. Zrike moved into explaining the plan for the return of Salem students. The plan is to maintain remote learning for grades 4-12 and in-person instruction for grades PreK-3. The grades ranging from 4 to 12 will have a more rigorous remote learning experience than was done last spring. He did include that the district will identify priority students who will receive in person instruction. Dr. Zrike discussed the reasons we are bringing back grades PreK to 3. He believes that in person instruction for this population is important because not being in school will be more detrimental than attending school. However, he will have an option for parents to opt in to remote learning with teachers should they feel as though that is what is best for them. He added there will be options at all grade levels for students to opt for remote learning. Dr. Zrike explained we developed a plan that gives both students and teachers options.

Chelsey Banks then discussed the plan in detail. She discussed ways the district is making the return equitable for all students. She explained we will build a strong foundation, utilize outdoor spaces, and create access to supports or options to meet all needs. She explained the high school level will utilize synchronous learning. Synchronous learning allows for discussions, feedback, and conversations between students and teachers. The other part of the remote experience will include asynchronous learning. This will give students an opportunity to learn at any time of the day. She discussed concerns about remote learning. The biggest concern is social interaction. The district has created "The Hub" to address student needs. For example, we will allow for some in-person opportunities for example freshman Friday. In addition, we are creating Hub Labs, which will allow for therapy, services, to give students additional information should they want to move forward on need additional support.

Ms. Banks introduced Assistant Superintendent Kate Carbone to outline what learning will look like at the secondary level. Ms. Carbone explained that instruction for the secondary level is going to be more rigorous than what students experienced last the spring. She explained the school year is now reduced to 170 days for students and teachers will attend the 185 days. This will allow teachers ten days of professional development for remote learning strategies. In the upcoming year we will comply with the State's requirement of hours. This means 935 hours at the secondary level and 850 hours at the elementary level.

Ms. Carbone explained the students will attend full days versus what was done last spring. The students will be in cohort of 10 students to 1 teacher. She explained we are required now to take attendance and use our traditional grading systems as was done pre-covid.

Ms. Banks outlined instruction for grades PreK-3. She talked about prioritizing building relationships, and addressing social emotional needs. The second priority is to build foundational skills. This is to prevent long-term impacts on children. She explained bringing the youngest learners in will help them to train the students on remote platforms in the event we are faced with a resurgence of Covid. She then gave detailed information of how the in-person programming will work for both students and staff.

Ms. Carbone gave an overview of the physical spacing for the in-person learning model. She informed the Committee they will, if needed, utilize additional space at the Collins Middle School and at the High School. She discussed additional supervision with remote onsite supervision. The district is also reviewing options for children of Salem educators. Finally, she talked about maintaining cohorts. Working with partners to provide extended day and maximize ability to maintain student cohorts to minimize exposure.

Ms. Carbone explained which students are considered priority students. These students would be grouped in tiers. There are four tiers. Tier 1 is associated with ELs level 1 & 2. Also included are students who are living in foster care, living in households with limited internet access, and of course students in grades PK, K, Gr1-3. Tier two, is designed for students in transition to grades 6 and 9. Students who are significantly behind academically. Tier 3 is designed for students who opt into in person learning if possible, to maintain safety. Tier 4 is for parents who believe in person learning is more beneficial for their students.

Dr. Zrike discussed the changes to the school year calendar. He introduced Ms. Banks as the project manager for Salem Returns. He then identified the needs to prepare for opening. Some of these needs include, improved air systems, protocols, and outdoor spaces. In conjunction with this, he will assign COVID Coordinators, he will work closely with the Board of Health, and determine benchmarks to open schools or to close schools. He also discussed we have adequate supplies. He wants to implement reasonable HR policies supporting employee health and safety. Finally, he will develop and agree to a MOU with union partners.

Mayor Driscoll bulleted several parts of the presentation and identified key points of the presentation for the public. She explained PPE will be provided for staff and students. Mayor Driscoll updated the Committee about the repairs to HVAC and keeping up on necessary repairs to our buildings for safe return of staff and students. She explained a vote on this proposal will take place on Monday and that this meeting is for sharing the plan. Mayor Driscoll asked for questions from the Committee.

Duncan Mayer asked about the risk of children in PreK-3 of spreading the virus to adults. Dr. Yarrington explained that the spread of the virus shows a divide in children under age 12 and over age 12. She explained that there is no doubt that data supports the younger ages are far less susceptible. Mr. Cruz asked the impact of COVID in the Latino community. Dr. Yarrington confirmed that the Latino community have been impacted greatly. She explained that certain aspects of life make this population far more susceptible.

Mayor Driscoll expressed her frustration about not having benchmarks as to when it is safe to reopen versus not reopening. Therefore, she explained she would like to create her own benchmarks. She talked about other states who do have benchmarks to measure what is safe. Mayor Driscoll explained this information is absolutely necessary. Ms. Campbell asked about the involvement of Human Resources and asked if we are increasing our substitutes and will they be trained in the protocols. Chelsey Banks explained they have two types of substitutes, daily subs and building subs. We have posted for both of these positions. She also explained there will be training for those who are hired. Ms. Campbell also asked about special educational services while maintaining the cohort model. Ms. Carbone explained they will work with principals to plan schedules. Nothing is set yet but we are working on scheduling students with the greatest need first. Ms. Campbell asked about the weekly deep cleaning. Dr. Zrike answered we are having kids come every so we will not have one day out for cleaning. However, we will have additional custodians on to clean and that will occur as students leave since it is a shorter day. Ms. Campbell also asked about the Saltonstall Calendar. Ms. Carbone explained that we are unifying the district around a similar schedule. Therefore, the last week of October which Saltonstall normally has off will be moved up a week and the entire district will be off at that time.

Mayor Driscoll recognized Dr Pangallo inquired if staff are in quarantine and need a leave will they be paid. Dr. Zrike informed them that it is covered under the Families First Act. Dr. Pangallo asked about

contact tracing and Dr. Zrike informed her this will be established with our COVID Coordinators, and we do have systems in place to develop a plan. Dr. Pangallo asked about the opt-in program and asked about the HUB would it be held outside for students who may have a medical concern. Chelsey Banks informed her yes they will be held outside.

Dr. Pangallo also stated the surveys under counted our minority groups. She explained to the public surveys were not the only method information was delivered. She explained that she and Ms. Manning worked other groups to expand information and the survey was one method but not the only method. Mayor Driscoll called on Mr. Fleming.

Mr. Fleming agreed students in PreK-3 should be in school. He did agree that younger students may not contract the virus as easily. However, he asked about the transmission of the virus of younger people to the teachers. Mr. Fleming wants plans in place for instant testing for teachers and this is his concern with voting on this plan. Mayor Driscoll added we do have testing partners and we are opening up community testing. She encouraged the public to take advantage of this. Dr. Yarrington confirmed that older people with health conditions are more susceptible to the virus. She explained the PPE and distance will reduce the risk of transmission. Ms. Campbell asked about masks and which type of PPE should the staff have to keep them safe? Dr. Yarrington explained the difference is touching the mask and then touching your face. In the hospital we throw away the mask to prevent contamination. She discussed how a N95 mask works and doesn't see this as an appropriate way to protect yourself as they are difficult to breath in. Ms. Manning asked about the COVID Coordinator position and if there is more information on this position. Chelsey Banks explained ,we added this but we do not have information on the positions now but will work on it and release it to her. Ms. Manning also asked a webinar scheduled for the next day. Mayor Driscoll explained it is a webinar with Dr. Roberts. This is to review statistics and answer any questions for re-opening.

Mayor Driscoll asked Dr. Yarrington about what her estimate on COVID is going forward. Dr. Yarrington explained her information is coming from estimates from Boston Medical and can vary from county to county. She explained the second wave of COVID is expected at the beginning of December. She explained the challenge is that once we receive a great number of cases it is too late to slow it down. Mayor Driscoll asked her to talk more about generational families. Should families wear masks in their homes. Dr. Yarrington explained the best way to maintain safety is for adults to keep distance at pick up and drop off is important. Also, teachers need to keep distance to maintain safety. Mr. Cruz asked Dr. Zrike about a policy around staff. Dr. Zrike explained if there is a barrier we will work with them. Educators may be able to bring their children with them. Ms. Campbell asked about testing at intervals versus at exposure. Dr. Yarrington explained the test is not perfect. She explained that the test is painful and not a small thing to ask of people.

Dr. Zrike expressed he wants on-going communication. He knows this is not easy and this will be a constant year of tweaking. He will be out and getting information as much as he can. Ms. Nuncio asked how many kids in Prek-3 have asthma or pulmonary issues? Dr. Zrike will check on this with the Nursing Director and the Board of Health. Mr. Fleming asked to hear from President Berman.

Mayor Driscoll asked about the eight-week cycle. She asked for additional information on this. Dr. Zrike explained there is an opt-in option in the earlier grades. However, you have to commit until the November date. Mayor Driscoll asked about the decision to bring back PreK – 3 what the reasons are around this as it pertains to technology. She wanted him to explain why not start remote. Dr. Zrike

explained why this group is coming back. One reason is regression that can occur. He worries about significant gaps and feels socialization is very important for this age group. Dr. Zrike agrees the shift of going full remote is very valid. Having them come in now is an excellent opportunity for these students to learn how to engage remotely. Finally, he wants students to have connections with their teachers.

At this time Mayor Driscoll invited Ann Berman to speak on behalf of the Teachers' Union. Ms. Berman addressed the School Committee in support of a remote opening plan. She explained there were several schools who had COVID out breaks while maintaining social distancing and PPE. She expressed there are too many unanswered questions. She explained it is inevitable COVID will be brought into our schools. She is concerned over vulnerable students and staff having exposure to COVID. She concerned about different aged students with some attending remote while others attend in person. She expressed concern about having enough substitutes. Finally, she asked if why we have to hold classes while will the School Committee stop using Zoom to hold their meetings.

Mayor Driscoll referred to Dr. Jill Conrad for Public Comment.

*The Public Comment section of the minutes is attached.

Mayor Driscoll thanked all who submitted comments. She understands there is a tremendous amount of work to do. She planned on having a question and answer session. Additionally, we are holding a webinar for staff to ask questions. Finally, Monday there will be a vote on the plan on Monday. She then asked for a motion to adjourn. Mr. Cruz asked for a copy of the plan for the public and the Committee.

Mr. Fleming motioned to adjourn and Ms. Manning seconded. Vote by rollcall:

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

Meeting adjourned at 10:51 pm.

Respectfully submitted by

Jennifer A. Gariepy

Executive Assistant to the School Committee
& the Superintendent

SCHOOL COMMITTEE **6000**

SCHOOL COMMITTEE MEETINGS 6400

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE
MEETINGS/PUBLIC HEARINGS 6409

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

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

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

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

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

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

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

4. Individuals wishing to speak must identify themselves by name and address and indicate the specific topic they wish to address.
5. Speakers will be allowed up to 5 (five) minutes to present their material. Extension of this time limit is at the discretion of the chair.
6. Copies of public comments shared during the public comment period may be presented in writing, but not required, to the Committee before or after the meeting for Committee members to review or to consider at an appropriate time, and for inclusion in the meeting minutes.
7. Topics raised during the public comment period shall be focused on topics related to school district matters and/or items that are within the School Committee's authority.
8. All speakers are encouraged and expected to present their remarks in a respectful manner.
9. All remarks will be addressed to the Chair of the School Committee. Responses to concerns will be made only by the Superintendent or Chair of the meeting, or other members at the Chair's discretion should a member request to speak. While the Committee and/or administration will not typically respond to citizen comments or questions posed at public comment, the Chair, as presiding officer of the meeting, may answer or request an answer to a question if he/she deems it expeditious.

State law also provides that:

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

Public Comment During Remote or Online Meetings

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

Participating in Public Comment Remotely During In-Person Meetings

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

Legal Reference: 30A:20(g)

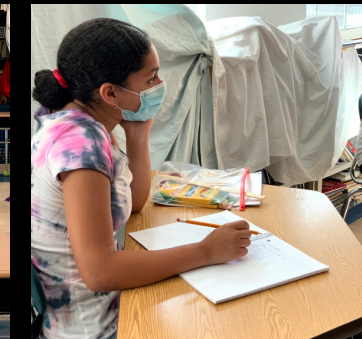
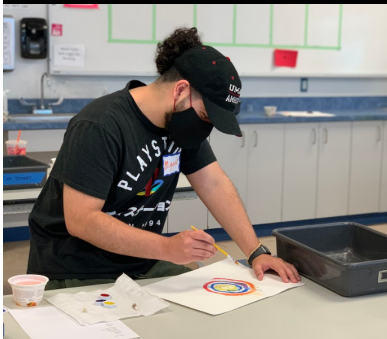
Approved 8/10/20



Salem Returns

School Opening Update

September 8, 2020



Agenda

- I. **Overview**
- II. Academics
- III. Technology
- IV. Health & Safety
- V. Supporting Families

Throughout our planning process, we have held our core values at the center of our work



Wellness



Equity



Community



Flexibility

Academics: We are focusing on a strong launch of remote learning for our students



Remote Instruction

- ▶ Extensive teacher training
- ▶ Full schedules for every student, with live and recorded lessons
- ▶ Increased expectations: attendance, grading, and teacher evaluations
- ▶ Hub Connects for in-person relationship and community building

In-Person Hub Labs: We are supporting our highest priority students in-person

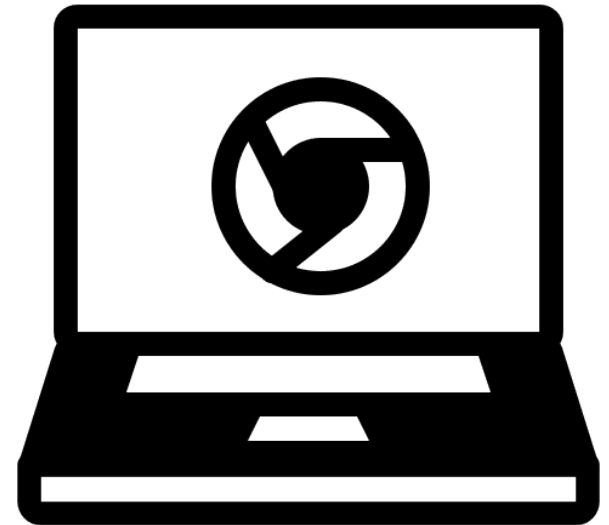


Hub Labs

- ▶ ~12 students per room supported to engage in their remote learning
- ▶ Tier 1 Priority Students to begin
- ▶ ~10-20% of students to start the year
- ▶ Participate in remote learning and Hub Connects for full experience

Technology: We are working to ensure every student and family has what they need

- ▶ Distribution of chromebooks & internet support
- ▶ Family Trainings at every school this week & Parent Technical Ambassadors
- ▶ Single Sign-On & consistent LMS
- ▶ Bilingual tech help desk (978-619-1450)



Health & Safety: We are preparing our staff and buildings for in-person instruction



Improved community spread data (stay vigilant!)



Protocols & Guidance



Appropriate protective equipment for all



Building walkthroughs at all sites

District-wide Health Guidance

- Key Safety Measures
- Symptoms of COVID-19
- Proactive Health Checks
- Protocols for responding
- Mobile nursing & isolation rooms
- Guidance for meetings
- Resources for self-care
- Contact Tracing

District-wide Protocols

- Daily cleaning routines
- Classroom set-up
- Entrances & hallways
- Cleaning supplies and classroom measures
- Guidance for meals
- Ventilation & HEPA filters

School-specific Protocols

- Arrival & Dismissal
- Bathroom Routines
- Hallways and Building Flow
- Lockers
- Plan for Mask Breaks
- Plan for use of Outdoor Space
- Use of Flexible Spaces

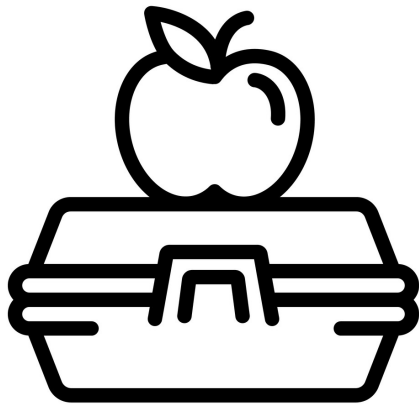
Health & Safety: We have been conducting our HVAC assessment and upgrading systems



Project Manager LeftField: Assess and verify that our ventilation systems are working as originally designed and optimize the delivery of fresh air and air exchange in all of our teaching and office spaces

Status	Schools
Systems are operating as intended	<ul style="list-style-type: none">• Bates• Carlton• Collins• Saltonstall• Salem Prep• New Liberty
Ongoing repairs underway	<ul style="list-style-type: none">• Witchcraft Heights• Salem High• Bentley / ECC• Horace Mann

Supporting Families: We will continue to seek ways to best support our families



Food & Nutrition

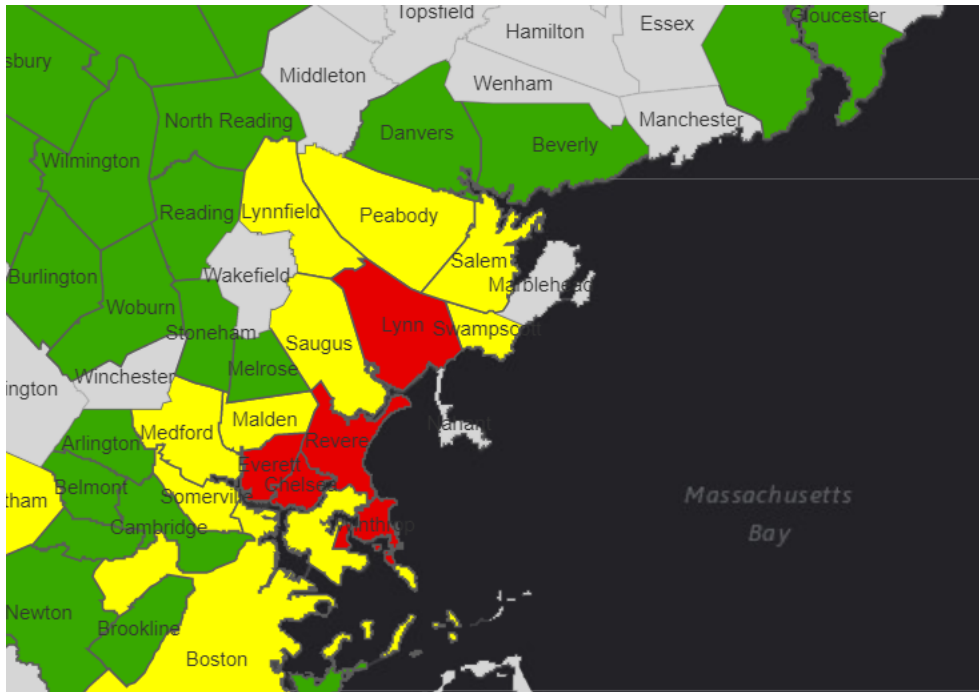
- Meals for in-person and remote
- (New) Continued community meal distribution program



Supplemental Childcare

- Support for families during remote learning
- Limited spaces – sign-up for waitlist through partners

Flexibility: We will monitor the data and evaluate when and how to increase in-person options



September 2, 2020

Ongoing Monitoring

- Two straight weeks of improved data
- 4.9 cases per day as of 9/2 → almost green (<4 cases/day)
- Ongoing partnership with Board of Health and City of Salem
- Assessing options for expanding in-person while continuing to focus on quality remote instruction to launch

Questions & Discussion

Parent back to school hotline
(English or Spanish): 978-740-1225



An Active Listening and Learning Tour of Salem

Introduction and Purpose

It is a privilege to serve the Salem community as the new superintendent of schools. It is apparent that I have joined invested and child-centered community. It is inspiring to see the pride that parents, teachers, community leaders, partner organizations and above all, students have for their schools. I have developed this entry document to provide a clear and transparent plan for listening to and learning from all of you in the first few months of my tenure in the Salem Public Schools. The activities detailed in this plan are intended to:

- Accelerate my transition to the district by allowing me to quickly learn about the current strategic efforts in SPS (2017-2022, strategic plan);
- Assist me in establishing a strong community presence;
- Provide me with a comprehensive understanding of the district's strengths, challenges and opportunities for continuous improvement.

Considerable time has been spent to ensure that a wide range of stakeholders is included in this plan and that there is ample opportunity for students, parents, staff and community members to share their voice. **If you believe that an individual or organization was inadvertently omitted from this plan, please contact the superintendent's office (978) 740-1212.**

This entry process extends from July through December. Based on the findings from my tour, I will share a preliminary list of goals and priorities with the School Committee, district staff and larger community in December. Ultimately, this will help to inform the future strategic direction as a school system.

Stephen Zrike, Ed.D.
Salem Superintendent of Schools

Entry Plan

I. School and Classroom Visits

As the lead instructional leader in the district, it is imperative that I spend considerable time in schools learning from and with students, teachers, principals and parents. By the end of October, it is my goal to visit every classroom in the district (in person or virtually) so that I have a thorough understanding of teaching and learning in the Salem Public Schools.

II. Meetings and Interviews

I will conduct a series of one-on-one, focus group and/or informational meetings with various constituents of the Salem Public Schools. Some or all of the following questions will guide our discussions:

- ◆ *What should I know about the Salem community?*
- ◆ *What is working well in the Salem schools?*
- ◆ *What are areas of growth for our schools?*
- ◆ *What advice do you have for me as superintendent?*

Educational Stakeholders

Students

- Recent graduates (with a variety of post high school experiences)
- Student leadership classes
- High/Middle school student councils across all schools
- Student Advisory Group to the School Committee
- Student representative on School Committee
- Students during classroom visits

Parents

- Parent Teacher Organization leadership and individual meetings at all school PTOs
- English Learner Parent Advisory Committee
- Special Education Parent Advisory Council
- Special Education Out of District families
- Private schools and home school connections
- School councils

Staff

I plan to meet with the following staff across SPS:

- Teachers
- Paraprofessionals
- Clerical and secretarial staff
- Custodial and maintenance staff
- Food service staff
- Leadership from collective bargaining/labor management groups
- Central office staff
- School principals, assistant principals and education team leaders

During meetings/interviews with SPS staff, I will pose a version of the following questions for organizational analysis:

- ◆ What are you most proud about with regards to your work, your school and the Salem Public Schools?
- ◆ What should district leadership *continue doing, stop doing and/or begin doing* to better support student learning?
- ◆ What type of leadership do you want from me as the new superintendent?

Partners

- Essex North Shore Agricultural and Technical School
- Salem Educational Foundation (SEF)
- Salem Academy Charter School
- Pathways
- Northshore Educational Consortium
- Boys and Girls Club
- YMCA
- LEAP for Education
- Campfire
- Plummer Youth Promise
- North Shore Alliance of GLBTQ+ Youth (NaFLY)
- Peabody Essex Museum
- Salem Public Library
- Salem State University
- North Shore Community College
- Root
- House of Seven Gables
- Salem High School Alumni Association
- Booster organizations
- Massachusetts Partnerships for Youth
- Essex Heritage
- Local private schools and early childhood centers
- Regional superintendent organizations
- Surrounding school districts

Community Stakeholders

City Governance

- Mayor
- City Directors/Departments- Department of Public Works, IT, Health, Employee Benefits, Planning, Recreation
- City Council
- Finance Committee
- Board of Health
- Cultural Council
- No Place for Hate Committee
- Council on Aging
- Board of Library trustees
- Public library director
- Youth Commission
- Commission on Disabilities
- Veterans Housing Authority
- Historical Commission
- Chiefs of public safety organizations and local emergency response leaders
- State Legislative contacts

Business

- Chamber of Commerce
- Rotary
- Salem Main Streets
- Creative Collective
- Salem Partnership
- Latino Business Alliance

Additional Community Leaders/Partners

- Latino Leadership Coalition
- By All Means
- Norman H. Reed Charitable Trust
- Essex Community Foundation
- Salem Children's Charity
- North Shore Community Development Coalition (North Shore CDC)
- Community Life Center
- Religious leaders
- The Salem Pantry
- Race and Equity Task Force
- Salem Access Television (SAT)
- Salem Sound Crosswatch
- United Way
- Democratic and Republican Committees
- Northshore Medical Center
- Salem Hospital
- Members of the press and media- *Salem News, Salem Gazette, Salem Patch, Rainbow Times, Boston Globe North*
- Former superintendents, school committee members and town officials

III. Superintendent Online Meet and Greets and Office Hours

- Given the predominately virtual environment that we currently find ourselves in, I will be hosting online meet and greet sessions with interested community members. Community members will have the opportunity to share their perspective on the schools. Ultimately, I hope to move these meet and greets to in-person sessions.
- I will host office hours during the entry period on Friday mornings from 8-10 am. These one-on-one meetings can be scheduled with my executive assistant, Mindy Marino, at (978) 740-1212.

IV. Data Analysis and Document Review

As part of my entry, I will carefully examine academic and operational data, policies, procedures and guidance documents. Specifically, I will review:

Academic

- 2017-2022 Strategic Plan
- Student performance, behavior and program data (disaggregated by subgroups): MCAS, SAT, graduation/dropout rates, advanced coursework, attendance, enrollment, discipline, arrests and grades
- Supervision and evaluation system documents
- School improvement plans
- Policy manuals
- Curriculum scope and sequence review in all content areas (Atlas Curriculum Maps)
- Program evaluation reports
- Early childhood policies and practices
- Student, Staff and community surveys
- Special education reports and policies
- Arts and enrichment curriculum
- Athletics and extracurricular programs
- Career Technical Education (CTE) programs
- Accreditation reports
- DESE district reviews

Operational and Financial

- 2017-2022 Strategic Plan
- District financial reports, budgets and audits
- Facilities reports
- Preventive and deferred maintenance reports
- Collective Bargaining Agreements
- School Committee and sub-committee minutes
- Capital improvement plans and policies
- Human Capital reports and processes
- Technology infrastructure and usage
- Other task force reports

V. School Committee

I will meet individually with all School Committee members to learn more about their goals and interests related to the Salem Public Schools. Additionally, I will meet with the Committee in a retreat format for the purposes of professional development, establishing priorities and planning for the upcoming school year.

VI. Conclusion

This *Tour* will afford me the opportunity to hear from a variety of stakeholders and to truly understand the local context of the community and school system. The entry plan will conclude with a report to the School Committee, district staff and stakeholders in December where I will share findings, observations and next steps for our schools. Thank you in advance for your insights and ideas as we partner together to best serve our students.

Stephen Zrike, Jr., Ed.D.
Superintendent



City of Salem
Salem Public Schools

September 8, 2020

To: Salem School Committees
RE: Fall High School Athletics

I am recommending that the Salem Public Schools participate in fall athletics as part of the Northeast Conference. Per the Department of Education's guidance, this decision requires School Committee approval as we are starting the school year with a primarily remote instructional approach. I believe that our students should be permitted to play the fall sports that have been deemed safe to play by the Massachusetts Interscholastic Athletic Association (MIAA). The following sports are considered low and moderate risk sports to play- golf, cross country, field hockey, soccer, gymnastics, swimming/diving, and girls' volleyball. High risk sports like football and cheering will be played during the fall II season scheduled to begin in February.

Additionally, after a recent conversation with the superintendents from the Northeast Conference districts, we discussed opening play to all communities regardless of their current COVID-19 color designation and beginning the season no earlier than October 2nd. **I recommend that you authorize the Salem High School Principal and the Salem High School Athletic Director to remain engaged in conversations with the Northeast Conference schools about launching the fall I season on October 2nd.**

I will keep the Committee posted if information changes about participation in athletics.

Sincerely,

A handwritten signature in cursive script that reads "Stephen Zrike".

Stephen Zrike

STUDENTS AND INSTRUCTION 5000

STUDENT CONDUCT, 5400

USE OF PHYSICAL RESTRAINT 5416

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RESTRAINT OF STUDENTS IN THE SALEM PUBLIC SCHOOLS

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

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A brief overview of the Regulations is provided below.

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

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

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

Use of Restraint. Physical 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.

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.

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

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Physical restraint shall not be used:

- (a) as a means of discipline or punishment;
- (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- (c) as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm;
- (d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Mechanical 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

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.

STUDENTS AND INSTRUCTION

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STUDENT CONDUCT

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USE OF PHYSICAL RESTRAINT

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themselves from assault or imminent, serious, physical harm. When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

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

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

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

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

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

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

Prevention of Dangerous Behavior. As set forth in the Regulations, the Salem Public Schools shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student, including by having widespread Safety

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STUDENTS AND INSTRUCTION

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STUDENT CONDUCT

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USE OF PHYSICAL RESTRAINT

5416

Care Training as well as building-based school adjustment counselors, behavior specialists and therapeutic staff trained in multiple methods of de-escalation, therapeutic intervention and crisis management.

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

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

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

Approved: September 3, 2019

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

First Reading on 7/13/20

Second Reading on 8/10/20

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

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

INTRODUCTION

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

GENERAL PRINCIPLES

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

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

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

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

[Related Policies: SC Policy 5416 Use of Physical Restraint](#)

[Reviewed and referred by the Policy Subcommittee on 7/7/20](#)

[First Reading on 7/13/20](#)

[Second Reading on 8/10/20](#)

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STUDENTS AND INSTRUCTION	5000
<u>INSTRUCTIONAL PROGRAM</u>	5200
CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMS	5221

The School Committee endorses the following guidelines:

Each student activity must be clear in the contribution it can make to the learning and development of youth;

The student activity program must be continually changing. It must adjust to the needs and interests of students in the same way as the academic program;

Participation should be equally available to all students.

Reviewed by Policy Subcommittee: July 13, 2020

First Reading on 8/10/20

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Timestamp	Please identify your first name	Please provide your last name	Please provide your address	Public Comment for 8_6_20 Special SC Mtg.xlsx Please write your public comment to the Salem School Committee in the space provided below.
8/5/2020 13:11:50	Jessica	Caron	100 Washington Street #47 Salem, MA 01970	<p>Thank you for your time and energy dedicated to managing the COVID-19 pandemic. I know the weight of this challenging time must be difficult and I appreciate you taking the time to hear my perspective.</p> <p>I am joining with teachers, parents, and community members across Salem and the state of Massachusetts in expressing my concerns regarding in-person instruction in Salem's schools this Fall. I truly believe a remote learning model is the only way to ensure the safety of our community members. Lack of testing, delays in testing, and lack of funding for consistent testing, make it difficult to complete efficient and quick responses to COVID-19 breakouts in schools. The projected DESE safety plans for the in-person and hybrids model have not eased my anxiety for my students, my fellow colleagues, and our families.</p> <p>The waves of COVID-19 transmission will not be ending anytime soon. Already, community transmission has risen to 1.08, not far from the 1.24 that prompted Governor Baker to shut down in March. Not only is a hybrid model less safe but it also is not a realistic solution for the entire school year. Cases will continue to rise and we will need to shift to remote learning. As School Committee Member Ana Nuncio said during the last meeting, "it's not if but when". Already, at schools across the country outbreaks have occurred. In Georgia's largest district, Gwinnett County School District, 260 employees have either tested positive or have been exposed to the virus. At Greenfield Central Junior High in Indiana, a student walked the halls and sat in multiple classrooms who tested positive for COVID-19 due. A second grader at Sixes Elementary in Georgia tested positive just a few days ago and his entire class needed to quarantine. We need to pay attention to these cautionary tales of what will happen if in-person learning is to take place.</p> <p>I believe that dedicating ourselves to one model, remote, will allow us to be more effective at teaching our students. I fear focusing on a "hybrid model" would split our resources and impact our ability to effectively teach remotely. I work with special education students and they need routine. Once an outbreak occurs, students and teachers alike will need to quarantine. These are all unnecessary interruptions that could be minimized with the remote model. With the remote model, we could dedicate our time to building a functional, consistent routine that can provide structure for all of our students' lives. Focusing all of our energy on the remote model will also allow us to troubleshoot more effectively. Many of my students had</p>

				<p>Public Comment for 8_6_20 Special SC Mtg.xlsx</p> <p>Please allow us to stay physically safe by opening with a fully remote model with the option to phase into a hybrid model when it is safe to do so.</p> <p>Thank you for allowing us days in the start of the year to plan more thoroughly. Please allow us to utilize these days to plan for a robust remote learning setting instead of frantically working through safety logistics.</p> <p>Schools across the nation and globe are starting to reopen with in-person components only to abruptly close again when an outbreak occurs. These schools and districts opened under the impression that they had enough safety precautions in place to prevent spread. Unfortunately, this virus is so contagious and presents such a risk that our best efforts currently are not enough to stop community spread. Please protect the lives of our students, staff, and families by not requiring us to return in person until it is truly safe.</p> <p>I am committed to creating engaging, strong, healing, and inclusive learning experiences for students no matter the format. Opening with a fully remote model allows us to keep our school community safe.</p>
8/5/2020 20:14:41	Jackclyn	Davis Ngo	31 Ellsworth St	
8/5/2020 21:04:33	Ellen	Mandel-Steiner	95 Liberty Street, North Andover, MA	<p>No one should have to choose between earning a living and putting your health and life on the line. If you decide to reopen in the fall, it's only a matter of time before cases will emerge. Look at what happened during Saltonstall summer school when the bus monitor tested positive, and they closed down within the first week. We've become political pawns in a life and death game. What's the likelihood of no students and staff testing positive? It's evident that won't be the case. The probability of COVID-19 is too great, and we'll have to go remote, so why bother to reopen in the first place!</p>
8/5/2020 21:39:16	Gregory	WIGFALL	220 LORING AVE #3	<p>I would like to know how will I be effected due to me working 1 to 1 as a Para with a kid that is very high risk. Will I be working remotely with him or have to risk this student contracting Covid 19 by coming into school around other students. Very concerned with him also traveling on the bus with other students.</p>

8/5/2020 22:21:00	Allison	Vargus	Public Comment for 8_6_20 Special SC Mtg.xlsx 620 Lynn Fells Parkway Melrose, MA 02176	<p>Thank you for taking the time to listen to feedback from the community. I am one of the anxious registered nurses of Salem Public Schools. I am writing this letter to express my opinion as a health care professional and school staff member to propose we return to school safely. I believe the SPS teacher's union proposal should be instated. This includes a phased reopening with social distancing, available personal protective equipment for staff and students, infection control supplies, and more support staff to meet the needs of the students during this pandemic. This means much more planning and funding before a return to school for all.</p> <p>Unfortunately, there is still a surge in COVID-19, and there are many unknowns. As much as I miss the students and staff, I believe that health and safety come first. Many of our students and staff are of a high-risk category. We still do not know the long-term effects.</p> <p>Although we would all like for us to return to normal, I believe it is in the best interest of the schools to continue remote learning until we are able to establish a safe re-opening. This includes ample planning of the guidelines from the CDC, DESE, and the Salem teacher's union. There are no easy answers for our Salem community, but health, science, and safety should be considered a top priority. Thank you again for your time in reading this.</p>
8/6/2020 8:45:23	Judith	Forman	5 Larchmont Road #2	<p>I am the parent of an incoming Bates second grader and strongly in favor of a robust remote learning plan for ALL of our Salem children and staff. It is not safe to send anyone into the schools with virus numbers on the rise. School districts around the country who initially were thinking of a hybrid model have pivoted to remote -- and we need to follow in suit. How can Salem operate safely when large districts such as Chicago and Los Angeles can't? A hybrid model increases exposure in the schools as many children (of working parents) will be in alternate places on the days they are not in school, thus increasing the number of contacts they have which increases everyone's risk when back in at the schools. As a working parent, I understand that some parents do not have the luxury to work from home. I would love to see Salem operate "Safe Centers for Online Learning" in vacant schools with monitors for those who need a place to send their kids. Everyone would have access to the same virtual learning and those children who need a place to do the learning during the day will have that opportunity as well as meals. Lastly, I know that many parents who initially felt more secure with or at least open to a hybrid model a few weeks ago have changed their minds as the virus has worsened since the data was collected. Thank you for your consideration of the safety of Salem's students, staff, and families.</p>

8/6/2020 9:16:31	Elaine	Bombaci	25 Rose Circle, Peabody MA 01960	<p>Public Comment for 8_6_20 Special SC Mtg.xlsx</p> <p>As a medical person working in an educational setting for almost 20 years as a school nurse, I feel I can offer a different perspective. I miss my students at WHES. I want them back at school. I realize that many of them need to be back. And their parents need them to be back. But I ask you, as you make this decision, to make it based on what science and experiences of other schools opening show. Let this be priority #1. Are we really ready to risk our students, families and staff? Do we have what we need in place?</p> <p>DESE put out a document last month with guidelines for protocols for schools and buses. The basis of all these protocols is testing (see page 6). Yet our testing is SO inadequate. It is still very difficult to get a test in Salem, the turnaround for results can take up to a week and the results, if test is not done well or at a certain time frame of the viral process, are inaccurate. Yet this is what is recommended we use for our decisions to have everyone in school, in whatever form in-school education is chosen. Professional sports are being put in a bubble or given daily tests yet schools are expected to take this chance.</p> <p>I realize that there is not a lot of information about children and Covid 19-perhaps because we have kept them mostly out of circulation since March?? But this information is slowly emerging and it is not as favorable as we would like.</p> <p>One more point I would like to make. As we look at the numbers of cases, there is always the "recovered" section. I hope people realize that if people haven't died, their life is often not as the same. They are out of the hospital but have so many negative side effects from this virus that could affect the rest of their lives. We just don't know.</p> <p>I will go back if that is what is decided but I worry ALOT-about bringing this virus home to my family and my elderly mother who I am primary caretaker of. I worry not just about my students but their family members they could unknowingly carry this virus home to. I worry about my co-workers, who have medical issues that put them at higher risk. I will work tirelessly to keep us all healthy but I am worried.</p>
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Public Comment for 8_6_20 Special SC Mtg.xlsx				
8/6/2020 9:21:09	Andrea	Bennett	348 Essex Street, Salem, MA 01970	I am a parent of a 4th grader at the Carlton School. I understand that there are no easy answers here. I appreciate all the work you have all put into tackling this extraordinary problem. My daughter loves her school and wants to be back at Carlton learning, socializing and just being a kid. She wants to be in the school play, enjoying gym class, singing in music class, playing on the playground and hugging her friends. But that isn't reality right now. I am struggling to choose between sending her back into school in some capacity and opting for keeping her home for fully remote learning. I am particularly troubled by the fact that if I keep her at home for her health and safety, she will not be taught by her teacher, and will not have a connection to her classmates and school. It is extraordinarily difficult to ask parents to choose between a superior education, with live instruction by their own teacher, and the health and safety of their child. I sincerely question whether anyone can truly guarantee that it is safe for my daughter and all students to return to the school buildings. If you cannot, what are we doing? In particular, I fear for the health and safety of our wonderful teachers and staff, who are at a much higher risk of getting sick or even dying. Can you imagine the grief and trauma that will ripple through our beloved Salem community if even one child or teacher gets very sick and god forbid dies? It is unfathomable. Teachers should not be forced to risk their own lives to teach our children inside a school building, when there are other options. I believe the focus should be on a robust, synchronous, remote learning that assures the safety of our community, until it is truly safe to return to the school buildings. Please don't make us choose between education and the health and safety of our children and teachers. Thank you.
8/6/2020 9:24:20	Lenity	EIDagany	3 School Street Ct	I'm concerned about my son who is entering 6th grade at Collins. He's transitioning back into mainstream and suffers from adhd. He has no interest in online learning. What provisions are being made for children like my son? Thank you.
8/6/2020 9:46:00	Christina	Amirault	23 Conant Street	I have a son in the ECC preschool on an IEP and I am hoping he will be in group A for the hybrid learning model. Both my husband and I work full time. Will there be after school childcare options during the week if the preschool or elementary school decides to shorten their school hours? (Is that a possibility or would the school hours stay the same?) Also will there be childcare options for the Wednesdays virtual days? I know other towns are providing childcare at a fraction of the cost for their parents that have decided to go with a hybrid model. Many after school care or programs DO NOT take preschoolers. Parents need childcare options for preschoolers as well! I am hoping that the school committee will take that into consideration as otherwise many working parents will have to quit their jobs to support the hybrid model. Thank you.
8/6/2020 11:10:55	Chris	Freeze	4 Lemon Street Ct	If we go remote/hybrid and teachers are required to deliver synchronous instruction to students virtually in some form, what are the policies going to be regarding recording those live group lessons to deliver asynchronously to students unable to attend a given class? I'm thinking about rights to privacy and being photographed/recorded. Will there be some sort of district-wide policy regarding requiring students to be on camera or consenting to being recorded during live lessons?

8/6/2020 11:19:02	Orla	Perry	225 Lafayette Street	<p>Public Comment for 8-6-20 Special SC Mtg.xlsx My son has asthma. He coughs from August until May. We are yet to find a plant/tree that doesn't make his face leak. Will he be sent to the quarantine area every time he coughs or sneezes? He will need to ride the bus, kids with asthma cough when the air is cold, the bus guidelines say that if kids are displaying any signs of COVID-19 they won't be let on the bus. I have no idea what we, as a family, will do if in school is the plan chosen.</p>
8/6/2020 11:23:07	Jennifer	Inglis	5 South Pine Street	<p>I currently work as the head of a public institution (not in Salem) and I 100% believe that it is not safe to reopen schools and I want to keep our teachers, paraprofessionals, and other school staff as safe as possible.</p> <p>I support Salem teachers. If there is a fully remote option, I want to take it for my kid but not if it's a prepackaged service without a close connection to her school.</p> <p>I think the committee should delay the decision to reopen the schools until at least a month after we can see what happens across the country with the schools currently open.</p> <p>I recognize my privilege in being able to say this and being able to balance child care and working. So I also want the city to figure out how to make it work for other families who do not have the same.</p> <p>Thank you. I know this is incredibly difficult.</p>
8/6/2020 11:29:53	Sarah	Diefenbach	4 Roslyn st Salem ma	<p>With full remote learning Students I hope they will receive both recorded lessons and instructions so that kids can rewind and go back into lesson or instruction in case they missed something or were confused. We found from the end of last school years remote experience that recorded lessons and instructions each day for the students is extremely helpful. I also hope there will be a few live afternoon classrooms/ lessons with teacher and classmates Because so very importantly the Full remote students should have the chance to see and communicate with their classmates and teacher live for that social Connection.. Would also be great if teachers also set up on Wednesday's A live hangout class where the teacher and students do fun activities together like Kahoot Games or educational games. Please take these suggestions into consideration. My son had a wonderful Collins middle school teacher who provided all of the above mentioned When we all had to go to remote learning abruptly at the end of last school year and she made remote learning So much easier. My son Was able to be successful in it, he learned a lot and understand all his lessons while still having that connection with his teacher and classmates. Huge thank you to that teacher! For Parents and students who are choosing remote learning because we know it is the safest way for our children right now, I hope we can have the remote learning plan include those 3 suggestions-</p> <ol style="list-style-type: none"> 1. Recorded lessons and instructions 2. Some Live afternoon classes with teacher and classmates. 3. one-two day a week meet ups on zoom with entire class for educational games made for a much better remote learning experience! <p>Thank you for listening and taking my suggestions into consideration.</p>

8/6/2020 11:59:18	Marleny	DeLaCruz	1000 Loring Ave Salem ma	Publicly I don't feel safe sending my daughter to school. With her health issues
8/6/2020 12:29:30	Amanda	McLaughlin	52 Buffum Street	When the original survey was sent out, I was more inclined to be okay with the hybrid model...but with recent events at other schools and increasing numbers locally, I believe that we should begin with remote learning. I'm talking with other parents, this is a difficult choice, especially since remote would be not directed or taught through our own school, unless the district goes remote. I don't think risking our children, or the teachers or school personnel is worth it, and I want to have faith that the Salem school committee feels the same way and that we can come up with solutions to the concerns that have been raised (feeding students, providing social/emotional support, etc). I also believe it would be more detrimental to start school in person only for it to go back to remote later. Let's use this time to prepare for remote learning so the kids can benefit from learning in that manner, as it lacked in the spring...
8/6/2020 12:31:08	Victoria	Masone	99 Essex Street	Please bring discussion of Outdoor Learning Spaces to the forefront. It is well known that virus transmission is greatly reduced outside. While the District has committed \$5K per Elementary School to develop Outdoor Learning Spaces, this is not enough. The District has already received \$2M in COVID response funds and recently received news that their Chapter 70 and Local Aid amounts will not be reduced as anticipated during budget talks. In fact, the Chapter 70 and Local Aid funding will increase by \$2M from FY20 to FY21. I realize there are many competing interests for funding, but development of Outdoor Learning Spaces will benefit all interest groups and is a well-documented way to reduce transmission. Thank you.
8/6/2020 12:31:16	Karen	Bondi	42 Juniper Avenue, Wakefield, MA	In short, it is unthinkable to expect teachers and staff to return to face to face instruction in either full day or a hybrid capacity. Given the numbers rising and the knowledge that many schools in other states have attempted and failed to do this successfully should be enough of an indicator that it is not safe for adults or children. This is far too complicated and dangerous to be something that should be "tried." There is no prototype for life and death situations. There is too much at stake. Although desks are 6 feet apart it is unrealistic to think that students will "stay put." It simply does not happen. This, combined with an infinite number of logistics including sanitizing bathrooms, transportation, eating in classrooms, air filtration etc... are only the tip of the iceberg. Unfortunately, life-including an ideal teaching environment and education does not always follow "the plan" in which we hope for. A pandemic was not anyone's "plan." I respectfully request your consideration and careful thought.

Public Comment for 8_6_20 Special SC Mtg.xlsx				
8/6/2020 12:43:35	Sarah	Diefenbach	4 Roslyn st Salem ma	I'd like to add to my previous suggestion submitted. I would really like to see Salem high school do a much better job this school year in terms of their efforts and consistency with full remote learning. From our experience with remote learning Last year through Salem high as well as the experience we heard from many other Salem high families, Salem highs remote learning needs a much improvement. Sadly I just was not seeing the same effort put into remote lessons from Salem high as I did with Collins middle school. Salem high Teachers were inconsistent with class meet up times- there were some teachers changing class meet up times last minute or even canceling them altogether last minute and this happened far too often. Students were experiencing many times logging into a no show teacher because class had been either changed or canceled night prior or even early that morning. This should not be happening. The high school students just like all other grades need daily live as well as recorded classes in every subject and for this to be reliable and consistent. My suggestion for a successful remote learning plan for high school is the same suggestion I submitted early for other grades... Salem highschool should have daily with a reliable Schedule live lessons with their teachers and classmates as well as access to A daily recorded version of the lesson by teacher so that student can rewind back into lesson if information was missed and needs to be heard again. It also would be nice if on Wednesday's their would be some fun live classes with teachers and classmates to have interactive educational games with as a class. But I feel Lessons whether They be recorded by teacher or live need to be consistent and provided daily in all subjects for our remote learning high schoolers. Thank you for your time everyone. Stay well.
8/6/2020 12:46:26	Anny	Cruz	1000 Loring Avenue, Apr. A-061, Salem MA	I have two kids that will attend Salem Public schools (on different formats) 7th grade at Collins and Kindergarten at Horace Mann, and I would like to request the creation of a special support team for parents that opt for the remote learning only. As I work from home, I feel I won't be fully capable to teach/support my son going into kindergarten. Kids at this age have a little or short attention span. So I'm very curious how will Kindergarten will be teach and how many hours will be required.
8/6/2020 12:46:34	Kathleen	Cullen	25 Forrester St, Salem	As a parent, I think the best option for Salem right now, with our low virus numbers, is a hybrid learning model provided there is a robust remote platform alongside to allow flexibility to go remote and then hybrid as numbers change. However, if this can't be done safely for all students and teachers, then I think middle and high school should go remote and focus all efforts on bringing K, 1, 2 back safely in person and 3-5 in a hybrid, 2 day a week model. This gives the best balance of safety and developmental needs.
8/6/2020 13:22:36	Angelita	Aguilar	25C Marion Rd	Please allow a full time reopening option. We feel comfortable with the school's and community's commitment to follow CDC safety guidelines. It would be devastating for us working guardians, and families to jeopardize our financial security. Our children's education and emotional/social well being will be stunted. We can commit to following guidelines. Trust our community by giving us a chance. Please allow a full time reopening option in September.

8/6/2020 13:25:49	Richard	Giso	663 Boston St. Lynn, MA 01905	<p>Public Comment for 8_6_20 Special SC Mtg.xlsx</p> <p>I understand that, according to policy, the final decision rests upon the members of the School Committee. I do not agree that, due to the current pandemic, this is among ordinary circumstances in which again, according to policy, the final decision rests upon the members of the school committee.</p> <p>This decision must be made in conjunction with the teachers and staff of the Salem Public Schools, as we are the ones whose lives (along with the lives of our family members) are at stake. We've decided that beginning the school year in a fully remote model is scientifically the most sound for all.</p> <p>You will vote on whether or not my health and the health of those I love is at risk-- should we return to school. You will do this remotely in the safety and comfort of your office, or of your home. That's not fair. If you are not willing to take the risk and perform your job in a classroom or tiny room equivalent, under the conditions in which you are proposing I teach, then neither should I. This loses any credibility that it's safe for in person learning.</p> <p>I've been on countless interview teams in my 22 years working in the Salem Public Schools: interviews for principals, assistant principals, librarians, nurses, paraprofessionals and of course teachers. In almost every interview, future candidates are asked what they see as their top responsibilities. It's my understanding that the top priority, no matter what your role in the Salem Public Schools may be is the safety of the students. This is because families trust us to keep their children safe. This responsibility looks so much differently now as compared to when I first started teaching in Salem in 1998. It includes protecting students from potential active shooters. I will do that. Now, it includes protecting children amid a global pandemic. I will do that too.</p> <p>With the safety of my students in mind, it's my responsibility to do my part and advocate that the Salem Public Schools does not become a morbid post on social media along with the ever so growing number of school districts that have not listened to their teachers and staff. Instead they have decided to open prematurely against the plea of those who know best second to only those that practice in the science and</p>
8/6/2020 13:29:39	Joana	Drumm	132 Sylvan Street Danvers	<p>If the district needs to start the school year in a fully remote model, but allows prioritized groups to have in person instruction, how do you justify that it is not safe for general education staff and students to be in the schools, but yet, it is OK to risk the health of special education staff and students. In a pandemic one should not have preferences over the other. As a special education teacher, I am not Ok with my colleagues safely teaching from home, while I am expected to report to work .</p>

Public Comment for 8_6_20 Special SC Mtg.xlsx				
8/6/2020 13:44:14	Marisa	Crowther	8 Randall Street, Salem	My older daughter has been going to camp this summer, and my 3 year old home day care. Both having wonderful experiences. I also used the emergency daycare at the Salem YMCA this spring as I an a nurse at Beverly Hospital. Is the school committee also taking into account all the children that have been going to daycare and camp without any issues? I understand parents and teachers concerns, but we also need to consider younger children (mine will be in kindergarten) won't do well with remote leaning. My daughter had zero interest in zoom meetings last spring. We are also concerned about childcare.
8/6/2020 13:53:58	Kristen	Hoggins	37 Union St Salem, MA 01970	Is there a way to have a slow reopening plan that we could gradually reopen the school over time? Similarly to how we reopened the state. I do not want to jump into things too quickly for the safety of students and staff. Lynn has a gradual reopening plan that starts remote and prioritize high needs students. The school district will assesses the progress of the spread of the virus to determine hybrid/reopening steps as the school year continues. I think it would be smart for Salem to adopt a similar plan since we are a similar population.
8/6/2020 15:03:41	Julie	Pereyra	19 Gedney Street Unit 2 Salem, MA 01970	I am in favor of the initiative to create outdoor classrooms. My daughter is starting kindergarten and will benefit greatly from the structure of in person instruction as well as interaction with her peers. This is a great option for getting students back in school and keeping them and the teachers healthy. I support the allocation of more money from the COVID relief funds the school receives to building these outdoor learning spaces.
8/6/2020 15:26:04	Rick	Albert	23 hammond pl woburn ma	I hope the decision to return to school will be based on the current town-by-town testing data, as cases can vary significantly from one district to another.
8/6/2020 15:59:25	Eric	High	6 West Avenue	Has there been any thought to making remote the default option for this Fall and/or school year with an opportunity for families to opt-in to an in-person learning environment depending on need and teacher availability? This is the position that a number of local universities have taken and seems similar to what Lynn proposed this morning. Naively, it feels like this version would solve several problems with the reverse model that is currently under discussion (opt-out of the districts plan for full time remote learning) while also providing a greater sense of stability for the school year that is lacking under the current plan.

Public Comment for 8_6_20 Special SC Mtg.xlsx

Good evening School Committee members,

First, through the chair, I would like to thank Dr. Zrike for keeping all stake holders and our community up to date on his plans for school. Publishing your plans submitted to DESE on Friday allows everyone to know and be better prepared. Thank you for the much needed transparency and timely communications.

Second, I think having a meeting, that no one is allowed to attend, to determine if our children can attend school might just be the definition of irony.

Third, if we return to school in person or hybrid model, it is inevitable that students will come to school with Covid. Just look at what has been happening in Indiana, Georgia, Mississippi, North Carolina and South Carolina.

Last, committee members, If you support hybrid or in person, I ask you to please start writing the form letter that the schools will have to send home with children. It will go something like this..."we are writing to inform you that your child has come in close or direct contact with another student or staff member that is positive for Covid. Your child must now quarantine for 15 days". Now ask yourself, are you willing to sign your name to that letter. Let's make the difficult decision now and chose remote learning.

8/6/2020 16:01:31

Steve

Kapantais

23A Wisteria st

Thank you steve Kapantais

8/6/2020 16:06:33	Richard	Stafford	30 Boardman Street, Salem, MA	<p>Public Comment for 8_6_20 Special SC Mtg.xlsx</p> <p>I would like to acknowledge the circumstances in which we unexpectedly find ourselves. First, no one on the Committee, or in this teaching profession, or parenting a school age child, signed up for the risks presented by Covid-19. Second, our Salem community has actively engaged in developing measures to protect us from the danger of this deadly virus, including switching to remote learning for our public schools in March. Sadly, in the intervening months, the virus has not only not been contained, but has actively spread nationwide, resulting in the deaths of almost 160,000 Americans, with thousands more going to die and suffer life-long health issues even if they survive. Here in Massachusetts, over 8,000 have died, and some of the criteria used to measure our progress in defeating this virus, have gone in the wrong direction.</p> <p>Given the clear and present danger, if teachers are required to return to the classroom with children in attendance, will the Committee request and support legislation that would provide teachers who contract and die from Covid-19 in the line of duty (teaching) to receive the same benefits as police and fire who die in the line of duty (M.G.L. c. 32, sec100A)? Such legislation would, I think, make communities more considerate of the consequences of placing teachers at their peril until an effective vaccine is produced. Salem's draft plan clearly acknowledges the inevitability of having to close the schools due to the coronavirus when it states at page 7, "SPS is preparing either to open or remote or to anticipate the likely need to transition to remote, recognizing that if we open in person, it is not if but when it will happen." Given this recognition, it seems most prudent to adopt a remote learning model at least until the end of 2020, when the opportunity to switch to another model is more likely given either an effective vaccine, or additional scientific knowledge regarding this coronavirus which enables us to protect ourselves, our students, and our teachers with greater certainty. This would provide the most certainty to the start of the school year in these uncertain times. It would minimize disruptions going forward. And, it would enable educators to laser focus our limited resources, instructional preparation, and guarantee accessibility to hardware and internet access for our students, thus providing the best remote learning experience possible.</p> <p>Regarding the specific proposal now before the Committee and community, clearly a lot of thought has been invested in order to meet the DESE's deadline and mandate. I have two overall suggestions: make it available in Spanish if it isn't already; and, since the intention is to engage as many in the community as</p>
8/6/2020 16:26:34	Anne	Carlock	16 Avon St. Somerville	<p>As a Salem teacher, I feel strongly that we should begin the year with remote learning. I worry that if school buildings reopen before it is safe, our school community will not come through this pandemic intact. Some staff and families will decide that the risk to their health or their family's health is too great and they will not return. Some will get sick and may not be able to return for a long time. We could suffer the tragedy of the deaths of students, parents, or staff. If we reopen too soon and need to switch to remote learning because of an outbreak in the district, it would erode people's trust in the safety of our schools. Reopening a second time would be much harder. We need to prioritize people's health and lives by beginning with the remote model. That way, we can make sure that everyone will still be around to work together when it is time to reopen and repair the damages the disease has done.</p>

				Public Comment for 8_6_20 Special SC Mtg.xlsx
8/6/2020 16:56:05	MICHAEL	LISTER	70 CONCORD ST.	<p>Good Evening, I am the principal at the Saltonstall School. I am in support of any model that safely brings our at-risk students back into our buildings including our youngest students in grades K-3. Our youngest students, as well as, our high-risk students cannot access remote learning in a way that would allow them to develop and thrive in the same way they would in person at a building. If we do not seize this moment, the gap that exists between our at-risk students and their peers will grow wider and leave many behind despite our best efforts. This current health moment marked by low transmission rates in Massachusetts and Salem is a critical moment for us to take a safe and calculated step forward to support our at-risk students. I fear that if we wait for a more opportune time, the loss of learning and social development will be even greater. Our teachers are essential workers and the care that they provide for our students coupled with the learning that they design and implement for them has the ability to start to heal some of the negative effects of this Pandemic. We need to step forward as a community and safely start to bring students back to school. We cannot underestimate the need that students have to belong to a school, a classroom, a peer group, and the social learning that happens with others. Thank you!</p>
8/6/2020 17:03:19	Melissa	Nieves	36 rainbow. Terrace	Due to personal reasons i would prefer remote learning

8/6/2020 17:18:38	Kathy	Boucher	Public Comment for 8_6_20 Special SC Mtg.xlsx 13 Manning St. Salem Ma	<p>As a Pre-K Teacher at the Salem Early Childhood Center -Social Distancing in our classrooms goes against everything a teacher does in order to help their students bond with friends and especially with their teacher. Socialization is key to a child's success. Feeling safe and wanted is a wonderful feeling for our students. As a teacher - it's common knowledge to keep students safe : But- -How will we go back to school and tell our very young students that they won't be given a hug when they are sad -will not be able to get a high five when they have achieved some thing and won't even be assisted In the bathroom while they potty train or wash their hands. How can we not comfort a child if they get hurt?</p> <p>Teachers never say I can't help you - What will we be really teaching our students if we return with these adverse expectations?</p> <p>We can not return to schools for these simple reasons . Saying no or I can't help you in person to a child will cause trauma and fear in our youngest students -let alone any child attending school in our city .</p> <p>Remote learning is the way to go for now until the Covid numbers have decreased immensely, all safety measures have been put into place, and the CDC makes a very promising statement -that we are all safe from this virus. If we don't rush it - we can get this right and get our students back to school safely.</p> <p>Thank you for understanding my thoughts .</p> <p>Thank you for all you do for us and our community-</p> <p>Stay safe !</p> <p>Sincerely, Kathy Boucher Special Needs PreK Teacher Salem Early Childhood Center</p>
8/6/2020 17:22:49	Dana	Kleemola	15 Linden Avenue, Beverly, MA 01915	<p>At a recent senate hearing on reopening, GOP senators insisted that states have more than enough money from the first Covid Relief bill to pay for PPE and reopening. Do you agree with this statement and how much will it cost annually? Also, is there enough money from the first Act to stock up for the next pandemic as has been advised by public health experts, Dr. Fauci and Dr. Redfield?</p>

8/6/2020 17:25:06	Nancy	Meacham	<p>Public Comment for 8_6_20 Special SC Mtg.xlsx</p> <p>33 Middlesex Ave, Swampscott (SPS Staff)</p>	<p>Just like every one of you, and all of my teaching colleagues, I have been deeply conflicted about the appropriate course for our school system to take this fall, in the face of the ongoing pandemic. In my mind, there is no need to make an argument that it is qualitatively better for children to be physically in school: parents know that, certainly teachers do, and children do, too. Academically, socially, emotionally, kids need their teachers, and they need other children. And parents need a break from trying their best to be teachers, at home.</p> <p>Unfortunately, we don't live or work in a vacuum here in Salem. We ALL have been terribly impacted by the failure of our national government to take the lead in fighting this crisis. Overall, the state of Massachusetts, the City of Salem, and the Salem Public Schools have worked incredibly hard to use every measure to fight spread of the virus, and meet the needs of families---- and there have been some successes.</p> <p>But because of national failures, we still do not have robust and speedy testing in place across the country, or even here in Massachusetts. Recently, a colleague of mine took her son to have a COVID test, because he was showing signs of a viral infection; the pediatrician told her it might take up to 14 days to get results. Family members and friends of mine have waited 5-6 days. How is it possible that 6 months into this pandemic, there is no assurance that we can have speedy, actionable data about who is infected---- a one-day turnaround? And because of a failure of federal leadership, there are still people in our own state who incorrectly believe that wearing a mask is too inconvenient, too much of a hassle, or doesn't make a difference. As we've opened up in MA, positive COVID numbers are again creeping up; soon thousands of college students from other states (where there are much higher COVID positivity numbers) will be coming to the Boston area; Boston City officials have expressed real concern about this. I raise these points because even though they are not Salem-specific, each of them impacts our schools and our students.</p> <p>I don't believe it is wise at this time to re-open our schools. Some countries around the world have done it, but they also have had the leadership needed to have quick testing, strong testing protocols, clear and immediate contact-tracing systems, and consistent national mandates about mask-wearing, which in turn</p>
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8/6/2020 17:29:12	Diana	Robinson	79 Wilson Street. Salem, MA	<p>Public Comment for 8/6/20 Special SG Meeting I have asthma. I have requested to teach remotely because my pregnancy and asthma put me at the high risk category and I feel like it is the best decision for me and my unborn child. As of today I have not been contacted by Human Resources and I have no idea if my request for remote teaching has been granted which adds to my distress.</p> <p>To make things more concerning for my family, I also have to worry that my husband, who is a PE teacher at Bates, will have to go back to work in person, even if I am granted the opportunity to teach remotely. He will be exposed to over 400 students weekly. He will be in contact with every student at Bates. He will be exposed daily and therefore my newborn daughter, my two years old son and I will be exposed daily too. We do not have enough conclusive information to know how this virus affects infants and toddlers but we know that if I get infected with Covid 19 my chances of being hospitalized are higher than those of a healthy adult in my age range and complications because of my asthma are more likely. If me and my husband are sick with Covid 19, who is going to take care of my children? How am I going to make sure my family is protected when at least one of us will be exposed on a daily basis if you decide to vote for any type of in person learning?</p> <p>My family is my priority but I am also a teacher and I love my job. I worry about my students too. As I mentioned before we do not have enough information of how this virus affects children especially long term effects. I do not want to be the teacher who has to attend one of my student's funeral because they got infected at school and died and I do not want that for any of my fellow teachers. We cannot guarantee our students are safe and that is our number one priority as teachers. I would not be able to keep my students safe and that makes me lose sleep at night. The level of stress we, as teachers, will have to face as we teach in person in the middle of a pandemic will be something no one is prepared to deal with.</p> <p>I also would like to point out that if we adopt any type of in person model under the guidelines provided to us, we will not be able to hold any type of small group instruction, no reading groups, no 1:1 conferences, no lunch groups, no individual check ins; these are the things that make in person teaching so rich in comparison to remote teaching. My question to you is: what is the point of going back in person if we cannot perform best practices for and with our students? Are we making the decision to risk our lives and</p>
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8/6/2020 17:32:17	Sarah	Dulong	2 Arnold Drive Salem ma 01970	Public Comment for 8_6_20 Special SC Mtg.xlsx I am hoping that remote learning will be embraced for the start of the school year . I feel any which way we start we will end up with full remote once covid will enter the buildings (which we know it will) if we embrace remote right now there will be time to put the full energy into a good remote educational experience one hopefully our Salem teachers can be a part of . We need to keep our students (and students families) staff and teachers healthy and our students educated as best we can in these unprecedented times . I want my children to feel a part of their school community while doing remote and I feel if we start looking at this now and how we can do this we will have time to make this an option that can work while we make the schools safer for everyone to go back too and as well as giving science more time to catch up and not overwhelm our hospitals by having a lot of infected people due to the schools. All of this is heartbreaking and my kids miss school and their classmates so much but I feel if we do this now and focus on a good remote plan and a plan to make our schools safer and not a virus hotbed then hopefully we can return to classrooms sooner over later .
8/6/2020 17:57:16	Lisa	Mansfield	5 Elizabeth Lane	At this time I believe REMOTE to a phased-in in person learning is the safest way to return to school. Watching what is happening in the parts of the country that have already returned is undoubtedly showing us that the rush to return is being met with increased Covid19 numbers, and students demonstrating a lack of desire to maintain safe protocols. We in the SPS school system are extremely dedicated to our students, and will work tirelessly remotely. We need to be making decisions that are not political in nature but rather keep EVERYONE safe.
8/6/2020 18:35:04	Christine	Tupper	Carlton School Teacher	Has the district already made a purchase of masks for the students who do not come in with one on? If so, how many? Has the district purchased already hand soap, cleaning products and hand sanitizer? If so, will it be enough? In the past, myself and many other teachers have had to purchase soap, hand sanitizer and other supplies. I am unable to use any more of my own money and view the district purchasing these prior to the opening of school to be vital.
8/6/2020 18:54:24	Samantha	Meier	Salem High School	First, I want to state outright that in a perfect world, we would be opening the doors to the school for all students and staff in September. There is no substitute for in-person teaching and learning. However, that is not the world we are currently living in, and we still have an imperative to provide the students of Salem the best possible education given those circumstances. At the high school, this is complicated by the size of the student population and the complexities of the schedule. The plan presented by the district tonight allows us to prioritize our neediest students by providing consistent in-person interactions, while protecting the health and wellness of students and staff. In a year of "no good choices," this is a plan that will work for the high school. Thank you.
8/6/2020 18:59:14	Robin	Reale	14 Cushing Street	

8/6/2020 19:01:53	Debra	Turner	Undisclosed in Salem	<p>Public Comment for 8_6_20 Special SC Mtg.xlsx</p> <p>Thank you all for putting so much thought into your plans for the 2020 - 2021 school year. I do not envy any of you having to make these huge, important decisions in this incredibly difficult time.</p> <p>I have 2 comments and 2 (related) questions and would understand if they will be discussed throughout the presentation of the Plan tonight, but think they are pressing concerns that need mentioning:</p> <p>(1) If the schools will be going hybrid and a student chooses to opt in to remote learning, how will the scholars continue to have a connection to their peers, teachers, and schools if this will be done via a DESE-prescribed platform and not with SPS staff? The SPS staff is amazing and I would hate to see those who need to stay remote be disconnected from their schools when it might not even be an option for them (for whatever reason, be it medical or otherwise) to be in the school buildings themselves with their classmates. This decision might even be their caregivers' and not their own and I don't think it is fair that the students would be separated in this way or in any way "penalized" for something they might not rather do themselves if they did have a choice in the matter.</p> <p>(2) I know the MA teachers' unions comments were heard and the Salem Teachers' Union also stated their desire to go fully remote. How were these demands/ desires considered in making the decision on which plan to follow in September?</p> <p>Thank you all for your time.</p>
8/6/2020 19:02:33	Liz	McGovern	8 Lyme St	<p>The Salem Special Education Parent Advisory Council in conjunction with Pupil Personnel Services will be hosting a public meeting related to special education concerns about reopening plans with Dr. Zrike on Thursday August 20th at 6:30 pm. The opportunity to submit questions and the zoom link will be provided on the Salem SEPAC page as it becomes available. Thank you.</p>
8/6/2020 19:04:52	Janine	Liberty	6 Maple Ave.	<p>I don't have a clear understanding of how much autonomy SPS has to make decisions regarding the curriculum. Under the circumstances, no matter what plan we try, I think it's totally unreasonable to expect kids, teachers, or parents to be able to stick to the usual curriculum or hit the usual benchmarks. I think we should accept that we're facing a situation with very long-term consequences, and think creatively about how to give everyone involved a chance to learn and interact safely without the added stress of grades, tests and so on. What if the whole school system did what preschools are doing, allowing small groups of kids to play and interact, with individualized sets of craft materials, learning materials, etc. I'd love to hear some evidence that we're thinking outside the box on this.</p>
8/6/2020 19:21:08	48 Prince Street	48 Prince Street	48 Prince Street	<p>What is the plan for those with an IEP and pull-out services? How have you planned for students who are deaf and hard of hearing both remotely and in person?</p>
8/6/2020 19:22:23	Shariany	Soto	131 Rainbow Terrace	

				Public Comment for 8_6_20 Special SC Mtg.xlsx
				<p>My name is Bethann Jellison. I am the principal of the Carlton Innovation School and I fully support the district's reopening plan. The district has been very thorough and thoughtful with the plan and how they plan to bring our youngest students back to school.</p> <p>Our staff is committed to the health and safety of all our students and staff. The first few days of school, we will focus most of our attention on training our students on the safety protocols needed in order to keep everyone safe and healthy. All schools have worked hard this summer to plan for our reopening and feel the safety protocols we have put in place will allow for the preK-3 students to come back to school safely.</p> <p>Our youngest students need to be in school, face to face, in order to gain the social, emotional and academic growth that schools provide. By bringing back the preK-3, we are able to use the entire building in order to keep the cohorts smaller so that contact is limited. Outside space is also available and will be used as much as possible. With extra classrooms, we can bring small groups of students to open classrooms for guided instruction in math and ELA. In addition, we will make sure that we embed social emotional supports across all learning environments. Providing technology support to our youngest students will also guide them in case we need to close quickly and move to a full remote plan.</p> <p>By including the hub, they have also made sure that all students in grades 4 and 5 will still have a connection to their school and their friends. Any student choosing remote learning in preK-3 will also have the option of coming to school 2 times per month in order to continue their community connection.</p>
8/6/2020 19:24:42	Bethann	Jellison	6 Home Street, Salem, MA	
8/6/2020 19:29:56	Amy	Harding	41 Roslyn st	How will the CTE program at Salem high work?
8/6/2020 19:32:00	Margaret	Sullivan	15 lafayette ave	For his Hub plan, is it really worth bringing people together outside in general that is bringing in outside factors of where people have been and who they have come into contact this is a very risky plan bringing in outside factors and contacts. This in person option is it able to protect district specialists, SLP, OT, and AT. Who have to interact with all students can they continue remote to cut down their contact. Another what if staff and teachers are high risk. How can you certify safety of the people of the community is it worth risking the health and safety of others for the social emotional aspect of students.
8/6/2020 19:32:05	Chris	Williams	36 Ord street	Why is this being treated as an educational exercise? This is a public health issue. I have been front line this whole time and no company is going to stick even 10 people in a room. The idea that kids catch this disease at as jug rate is not based in any research. Kids haven't left the house in months so their exposure is much lower. What happens if someone gets a fever. 2 week quarantines?

				Public Comment for 8_6_20 Special SC Mtg.xlsx Hi - I am very disappointed with Salem's recommendation for K-3 Grades. Younger kids are more likely to be asymptomatic and can easily spread to teachers and other members in their families. While I understand the importance of in-person learning for younger children, we are in the midst of a pandemic. If major companies are closed until at least next year throughout our country, how can we expect young kids to maintain social distancing and wear a mask for the whole day? Younger children have no concept of this. The rationale for opening: Building Relationships and Building Foundational skills is pointless quite frankly given the safety restrictions. The district is making families choose between having their kids go to school and risk getting or bringing home COVID vs. taking a broad platform stand to protect the safety of our kids and community. There have been so many recent cases of schools opening and closing given COVID positive cases.
8/6/2020 19:48:16	Julie	Cudmore	15 Surrey Road	How do we opt in for remote?
8/6/2020 19:52:04	Liz	Yoder	10 WOODCREST DR	I'm curious about what childcare/support options for staff who live outside of Salem might look like
8/6/2020 19:57:46	Cowan	White	12 burnside street sa	Since sub separate is going back to in person, are we seriously considering letting younger students into the Collins/SHS Buildings?
8/6/2020 19:58:53	Jessica	Hall	Oakview Ave Salem	If a family chooses to remote learn, but then decides to change to in person learning, will they be able to Move back to their class? Esp. ECC classrooms
8/6/2020 20:00:22	Megan	Otteson	6 Derby St. #1	Bentley Academy does not have an HVAC system that goes into the classrooms. How is this being addressed?
8/6/2020 20:12:22	Brandy	Lilly	5 Meadow St. Salem	The fact that we continue to have online meetings and have canceled most Haunted Happenings events shows that the current state of this pandemic is such that we absolutely should not be sending students and teachers into the Petri dishes that schools tend to be on a good day. A phased approach such as that laid forth by Gov. Baker (and that Malden Public Schools have announced) should be the only option.

				Public Comment for 8_6_20 Special SC Mtg.xlsx
8/6/2020 20:13:25	Anna	Hillman	annahillman6@gmail.com	Did you consult any teachers when you made this plan? Are you going to provide hazard pay for teachers required to teach in person? What if cohorts need to quarantine - are teachers going to be forced to use sick time? How will you address the increased policing of student bodies, further exacerbating the school to prison pipeline?
8/6/2020 20:36:14	Manna	Ohmoto-Wh	64 Forrester Street	How can we ensure that seniors in high school get appropriate college counseling, especially for students who are first generation applicants or at-risk in other ways of falling through these cracks of not meeting deadlines, especially with financial aid.
8/6/2020 20:37:54	Genesis	Dominguez	123 Highland Ave	If a in-person student has a cold and stays home from school will they be required to take a COVID before returning to school?
8/6/2020 20:39:30	Stacy	Kilb	39 Northend Ave	I am writing in support of an outdoor learning option at each school. Thank you.

8/6/2020 20:46:08	Carolyn	Townsend	111 Columbus Ave	<p>Public Comment for 8_6_20 Special SC Mtg.xlsx</p> <p>As a teacher in Salem I am missing my students and understand that students are missing the connection to teachers and other peers. In any remote classroom We will do all We can to build connections, work in small groups, and teach in ways that are not possible in the classroom while wearing a mask, a lab coat, goggles and gloves while staying 6 feet away from my students. That just doesn't seem logical.</p> <p>There is a lot of data that proves opening schools at this time is not safe. We have been asked to socially distance and minimize our face to face contacts with socially responsible people. We do not want to get covid PERIOD. In a study of recovered COVID patients from Germany, 78% of the recovered patients had heart issues. Your decision about how we open, directly impacts our risk. Pk to third grade students have been shown to be be a asymptomatic and in turn can pass the virus onto the adults in the buildings. Will you be covering the lifelong medical expenses if a teacher gets this virus while at work?</p>
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				<p>Concerns from a staff member perspective. Does the fact that for the most part the younger children, preK - 3, have been more isolated and “kept under wraps” for the last 6 months at home contribute to the lack of transmission data as opposed to the increased risk of transmission exhibited by the more out and active older kids who are not being held to the same level of quarantine because of the nature of their independent social interactions. If you have ever been in a classroom with students k-3 you know that the lack of hygiene, adherence to “keeping their hands to themselves”, fingers in mouths, uncovered coughs and sneezes, and complete lack of personal space let alone social distancing is rampant and commonplace. This could literally be a ticking time bomb of transmission to bring our youngest students together if so.</p>
8/6/2020 21:11:14	Kate	Bouffard	26 Hemenway Rd. S	<p>We've seen only disastrous results so far in the reopening of public schools in other states, how can you in good faith recommend a return to any form of in person learning when it's plainly obvious that it will not go well? Do you think students potentially losing parents or loved ones is an acceptable sacrifice they should be willing to make so that schools can reopen?</p>
8/6/2020 21:22:51	Brooklyn	Roger	100 Washington Str	<p>Will teachers have a choice in whether to do remote or in-person learning? (thinking special ed teachers in particular)</p>

Public Comment for 8_6_20 Special SC Mtg.xlsx

8/6/2020 21:27:11	Megan	Dinkel	3 Carrollton St. Salem	Is there a remote option for Pre-K? And do we have to pay for it? My son is scheduled to attend the Salem ECC for Pre-K as a leader so we have to pay. If we choose remote is there a fee since Pre-K is not required by the state.
8/6/2020 21:28:20	Kate	Bouffard	26 Hemenway Rd S	Again, asking as a staff member. If my own children's smaller and lower risk school district has deemed it unsafe for in-person learning given the current conditions and adopted a remote model, why would I want to then bring them to Salem with an in-person model where there is even more risk as a larger urban district with so many more factors to be exposed? How is this supposed to be a viable and acceptable option for us?
8/6/2020 21:31:18	Kirsten	Austin	4 Aberdeen street	If the idea is to acclimate the younger students to technology does that mean they will all have devices in school that they will take home?

8/6/2020 21:56:37	Beth	White	5 King St Salem, Ma	<p>Public Comment for 8_6_20 Special SC Mtg.xlsx</p> <p>Speaking as a healthy resident, parent and teacher within the Salem Public School district, it is my every wish and dream to have our children return to the safety and normalcy of our school buildings. The problem is that we cannot support a reopening of our school on wishes and dreams. The facts of our current viral state do not in reality support notions of hopes and crossed-fingers. Each day we enter the doors of our schools where we care for, feed, teach and guide our families toward better futures. I am ill prepared to fight an invisible danger. Due to threats at a viral level, our school systems are potentially infectious, hazardous working conditions. When reality sets in, I feel a heavy burden to ensure the safety of each child in my care, then in turn, for their families and secondary childcare facilities around our fair city. That is when gravity sets in for me and clears my head of wistful memories of my classroom pre-pandemic.</p> <p>As public servants of this community, we all have an obligation to provide for our taxpayers. The difference between our professional roles as we move forward is that I, among all educators, have been asked to draw a line about our willingness to be exposed to COVID-19 on a daily basis. I am having to make personal choices in my direct exposure to a virus in a professional setting that could potentially effect hundreds if not thousands of our citizens, my family included. In your seated positions as elected representatives you have only to make decisions that affect your personal exposure during your chosen daily interactions. In chambers, you have the luxury to act removed from classrooms, as members of remote meetings. Should you be faced with seven hours daily contact with a dozen or more different family viral stories and their connection to an unknown number of potential carriers, I am assured you would not find it acceptable working conditions.</p> <p>While I chose teaching as my profession, I did not, however, choose to risk my potential long-term health and that of others on a probability measure just so I could be in the same room with my students. Similar to a forced-entry intruder scenario, I did not choose to become a teacher to ward off violence in my workplace. The only difference in danger for me lies in the circumstances of the assault – location of the risk, my ability to control eminent danger and an escape route for my students. In the current state of the Corona virus and our preparedness to fight against enclosed by school wall, we at the frontline are not prepared to take on the circumstances of a biological assault while selflessly teaching and feeding and</p>
8/6/2020 22:24:01	Mandee	8 Woodbury	Salem ma	<p>Dear Salem school committee,</p> <p>Please help keep our teachers, school staff, and our children safe by voting for a full remote plan, One death is not worth the “new” in person learning you’re proposing.</p> <p>When science and data permit we can safely reopen schools.</p> <p>Please adopt the Teachers union recommendation.</p> <p>Thank you for all your hard work.</p> <p>Stay safe</p> <p>Kindly mandee</p>

8/6/2020 22:48:27	Geoffrey	Millar	29 Boardman St	Public Comment for 8_6_20 Special SC Mtg.xlsx We're no strangers to love You know the rules and so do I A full commitment's what I'm thinking of You wouldn't get this from any other guy I just wanna tell you how I'm feeling Gotta make you understand Never gonna give you up Never gonna let you down Never gonna run around and desert you Never gonna make you cry Never gonna say goodbye Never gonna tell a lie and hurt you
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