

Ms. Mary A. Manning
Mr. Manny Cruz
Ms. Amanda Campbell



Ms. Beth Anne Cornell
AJ Hoffman
Ms. Veronica Miranda

Mayor Dominick Pangallo, 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”

DATE POSTED: March 14, 2024

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on March 18, 2024 at 7:00p.m.** This meeting will take place in person at 29 Highland Ave., Rm. 227, Salem, MA. You can also join via Zoom using the link below.

Zoom Link to participate:

https://us06web.zoom.us/j/89091607638?pwd=Y6z8hwE5n_2CZuQamFE71a12t8CEsQ.YA4Wpd6faDReFics

Passcode: 993207

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.*

The members of the School Committee would like to remind the public that Salem Public School students regularly attend School Committee meetings. We encourage all meeting participants to model respectful and productive public discourse for our young learners.

B. Live Spanish Interpretation.

Spanish language interpretation is now provided for all regular School Committee meetings. To listen to this meeting with Spanish language interpretation, please see instructions below:

1. Click **Interpretation** .
2. Click **Spanish**
3. (Optional) To hear the interpreted language only, click **Mute Original Audio**.

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 following link to sign up and submit your comment electronically: <https://forms.gle/ubFFAhmCAr8gL7Sq9>. 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 Krista Perry at kperry@salemk12.org or 617-285-7567 with any questions or to report any technical difficulties you experience.

II. Approval of Agenda

III. Public Comment

See above instructions for participating in public comment.

IV. Approval of Consent Agenda

- A. Approval of revised minutes of Regular SC meeting held on March 4, 2024
- B. Approval of Warrants: **3/7/24** - \$483,880.81; **3/14/24** - \$296,353.88 - **3/21/24** - \$773,798.65
- C. Approval of the Salem High School JROTC to Camp Outdoor Odyssey in Boswell, PA from 4/25/24 - 4/28/24

V. Student Showcase - Salem High School

VI. Superintendent's Report

- A. Update on SPS Diversity, Equity, Inclusion and Engagement Efforts (Strategy 4.1)
- B. Salem's Participation in MA's Inter-District School Choice Program for 2024-25 (Strategy 4.1)

VII. Student Representative Report

VIII. Action Items: Old Business

IX. Action Items: New Business

X. Finance & Operations Report

XI. Subcommittee Reports

- **Finance Subcommittee**
- **Personnel Subcommittee**
- **Building & Grounds Subcommittee**
- **Curriculum Subcommittee**
- **Policy Subcommittee**

A. Policies for third reading

Policy 5416 Use of Physical Restraint

Policy 2107 Decisions in Absence of Committee Policy

Policy 2108 Publication of School Committee Rules and Regulations

Relative to the Conduct of Teachers and Students

XII. School Committee Concerns and Resolutions

XIII. Adjournment

Respectfully submitted by,

Krista Perry

Executive Assistant to the School Committee & Superintendent

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

*Sra. Mary A. Manning
Sr. Manny Cruz
Sra. Amanda Campbell*



*Sra. Beth Anne Cornell
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Alcalde Dominick Pangallo, Preside

“Conozca sus Derechos según la Ley de Reuniones Abiertas, M.G.L. c.30A § 18-25 y Secciones de Ordenanzas de la Ciudad 2-2028 hasta 2-2033”

FECHA DE PUBLICACIÓN 14 de Marzo de 2024

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **Reunión regular del Comité Escolar el 18 de Marzo de 2024 a las 7:00 p.m.** Esta reunión se llevará a cabo en persona en 29 Highland Ave., Rm. 227, Salem, MA. También puede unirse a través de Zoom utilizando el enlace a continuación.

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

https://us06web.zoom.us/j/89091607638?pwd=Y6z8hwE5n_2CZuQamFE71a12t8CEsQ.YA4Wpd6faDReFics

Contraseña: [993207](#)


I. Convocatoria a la Sesión Abierta

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

Lectura en voz alta: El Comité Escolar de Salem desea escuchar al público sobre temas que afectan al distrito escolar y que están dentro del alcance de las responsabilidades del Comité. Se ofrecerá interpretación al español para quien lo necesite. Los miembros del Comité Escolar desean recordar al público que los estudiantes de las Escuelas Públicas de Salem asisten regularmente a las reuniones del Comité Escolar. Animamos a todos los participantes de la reunión a modelar un discurso público respetuoso y productivo para nuestros jóvenes estudiantes.

b. Interpretación al español en vivo

La interpretación al español se provee en todas las reuniones del Consejo Escolar Regular. Para escuchar estas reuniones con la interpretación al español, por favor vea las instrucciones de abajo:

1. Pulse en **Interpretation** .
2. Pulse en **Spanish**
3. (Opcional) Para escuchar la lengua interpretada solamente, pulse **Mute Original Audio**.

c. Instrucciones para Participar en el Comentario Público

Si cualquier miembro de la comunidad de Salem desea participar en el comentario público durante esta reunión, por favor pulsar en el enlace de abajo para registrarse y someter su comentario electrónicamente: <https://forms.gle/ubFFAhmCAr8gL7Sq9>. Un miembro del personal reunirá todos los comentarios que serán compartidos con los miembros antes de

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finalizar la reunión pública. Los comentarios también serán resumidos en las minutas de la reunión. Por favor, póngase en contacto con Krista Perry en kperry@salemk12.org o en el 617-285-7567 si tiene alguna pregunta o para informar de cualquier dificultad técnica que experimente.

II. Aprobación de la Agenda

III. Aprobación de la Agenda Consensuada

Aprobación de las actas revisadas de la reunión regular del Comité escolar celebrada el 4 de marzo de 2024

Aprobación de los órdenes de pago: **7-mar-24** - \$483,880.81; **14-mar-24** - \$296,353.88 - **21-mar-24** - \$773,798.65

Aprobación de la Salem High School JROTC a Camp Outdoor Odyssey en Boswell, PA de 25-abr-24 - 28-abr-24

IV. Comentario Público

Favor de ver arriba para instrucciones sobre cómo participar en los comentarios públicos.

V. Presentación de estudiantes - Salem High School

VI. Reporte del Superintendente

A. Actualización sobre los esfuerzos de Diversidad, Equidad, Inclusión y Participación de SPS (Estrategia 4.1)

B. Participación de Salem en el Programa de Elección Escolar entre Distritos de MA para 2024-25 (Estrategia 4.1)

VII. Reporte de la Representante Estudiantil

VIII. Elementos de Acción: Asuntos Antiguos

IX. Elementos de Acción: Asuntos Nuevos

X. Reporte de Finanzas y Operaciones

XI. Reportes de los Subcomités

Subcomité de Finanzas

Subcomité de Personal

Sra. Mary A. Manning
Sr. Manny Cruz
Sra. Amanda Campbell



Sra. Beth Anne Cornell
AJ Hoffman
Sra. Veronica Miranda

Alcalde Dominick Pangallo, Preside

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Subcomité de Edificios y Terrenos
Subcomité de Planes de Estudios
Subcomité de Política

A. Políticas para tercera lectura

Política 5416 Uso de restricciones físicas

Política 2107 Decisiones en ausencia de la política del Comité

Política 2108 Publicación de las normas y reglamentos del Comité Escolar
Relativas a la Conducta de Maestros y Estudiantes

XII. Inquietudes y Resoluciones del Comité Escolar

XIII. Clausura

Sometido respetuosamente por,

Krista Perry

Asistente Ejecutiva del Comité Escolar y del Superintendente

“Las personas que requieran ayuda auxiliar y servicios para una comunicación eficiente tal como un intérprete de lenguaje de señas, un dispositivo asistente para escuchar, o material impreso en formato digital o una modificación razonable de programas, servicios, políticas, o actividades, puede ponerse en contacto con el Coordinador ADA de la Ciudad de Salem al (978) 619-5630 a la brevedad y no más de 2 días laborales antes de la reunión, programa o evento.”

DRAFT
Salem Public Schools
Salem School Committee
Meeting Minutes
March 4, 2024

On March 4, 2024 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

Members Present: Mayor Dominick Pangallo, Ms. Mary Manning, Mr. Manny Cruz, Ms. Beth Anne Cornell, Ms. Amanda Campbell, Ms. Veronica Miranda, and AJ Hoffman

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Kate Carbone, Ms. Elizabeth Pauley, Ms. Ellen Wingard, Dr. Kimberly Talbot, Mr. Marc LeBlanc, Ms. Laura Assade, Ms. Jennifer Doucette-Ly, Ms. Jane Morrissey, Ms. Alyssa Irving, and Ms. Eliza Cassella

Call of Meeting to Order

Mayor Pangallo calls the meeting to order at 7:00 p.m. and requests a call of attendance. He explained the Public Participation Policy 6409 and also explained the availability of Spanish interpretation.

Attendance

Mayor Pangallo recognizes the attendance with members. Ms. Cornell motions for approval and seconded by Ms. Miranda.

Ms. Campbell	Present
Ms. Cornell	Present
Mr. Cruz	Present
Ms. Manning	Present
AJ Hoffman	Present
Ms. Miranda	Present
Mayor Pangallo	Present

Approval of Agenda

Mayor Pangallo requested a motion to approve the Agenda. Ms. Cornell motions for approval and seconded by Ms. Miranda . A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Campbell	Yes
Ms. Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

Approval of Consent Agenda

Mayor Pangallo requested a motion to approve the Agenda. Ms. Campbell motions for approval and seconded by Ms. Cornell. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Campbell	Yes
Ms. Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

Public Comment

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

Superintendent's Report

- A. Superintendent's Evaluation (Strategy 2.3)
- B. Superintendent's Goals for 2024-25 (Strategy 2.3)
- C. Curriculum Updates (Strategy 1.2 and 3.1)

Student Representative Report

Dr. Zrike confirms we will begin with the Curriculum Updates this evening. Before discussing, Dr. Zrike offers updates on the MSBA moving Salem High School to the next phase in the feasibility phase. This Wednesday there will be a district wide pep rally event. Families will be receiving specific information regarding the upcoming MCAS schedules and when testing will be happening.

Curriculum Updates (Strategy 1.2 and 3.1)

Jane Morrissey, Director of Nursing and Health Services, begins a presentation on Puberty and Personal Hygiene Instruction in Grades 4 & 5. Strategic plan 3.1 which is prioritizing and attending to the mental health and wellness of every student. The School Nurses have led the implementation and physical education teachers have been given personal hygiene lessons during Physical Education class in some schools. The Lessons for 4th grade introduce the concept of puberty with emphasis on physical and social development. The lesson for 5th grade reviews concepts of puberty with emphasis on emotional development including discussion of attraction, sexual orientation, and gender identity. The standards all lessons mapped to the MA DESE Comprehensive Health and Physical Education Curriculum. Practices not covered are decision-making and problem-solving and movement skills. The current format is to have a virtual parent information session in early April and conduct lessons in late April or early May.

Recommendations would be to divide puberty material into two shorter lessons to allow for strategies to promote student understanding such as group activities and role playing. Also, to partner with Physical Education teachers to give Personal Hygiene lessons in Physical Education class and to partner with School Adjustment Counselors and City Connects Coordinators to give Puberty Lessons.

Ms. Miranda asks in terms of personal hygiene what language are we passing down to teachers to use to educate our youngest learners.

Ms. Morrissey confirms in each lesson we are teaching correct anatomy terms and not using slang when discussing body parts or hygiene.

Ms. Alyssa Irving, Middle School Health Teacher, reviews what a trimester of Health looks like for a middle school student. Ms. Irving notes as educators, it is essential that we recognize the importance of health education in shaping their futures. "Students must be healthy to be educated and educated to be healthy." By providing a developmentally appropriate curriculum from kindergarten through the twelfth grade, we can ensure that students receive continuous and comprehensive education tailored to their needs at each stage of their academic journey. The curriculum is designed to adhere to the updated Massachusetts Health Education Frameworks. Students in the 6th to 8th grades will be provided with skill-based units that are aligned with these standards. These units will cover subject areas, including physical fitness, nutrition, bullying prevention, health relationships, personal safety, substance abuse prevention, mental health, and sexual health in 8th grade only.

Ms. Irving notes the high priority practices that we wanted to emphasize this year are decision-making and problem-solving, self management and goal setting, and social awareness, relationships, and communication skills. The gender, sexual orientation and sexual health lesson instruction and discussion covered the following topics: reproductive system, fostering respect for all, understanding and preventing sexually transmitted infections and pregnancy, practicing strong communication, and consent. Ms. Irving notes the vision for the future is to coordinate collaborative planning time to examine new Massachusetts Health Frameworks and identify professional development, and utilize atlas to outline a clear curriculum pathway and alignment with state standards.

Ms. Cassella discusses Integrated Social Emotional Learning starting with research. Social Emotional Learning programs appear to have as great a long-term impact on academic growth as has been found for programs designed specifically to support academic learning. Supportive School and Classroom climates consist of de-escalation for all educators, conduct referral renovation, bullying process overhaul, and culture & climate routines. Supportive Discipline such as evidenced based curriculum. The DESSA Implementation report allows school leaders to identify differences in social and emotional competence across grades. The Referral data helps drive coaching conversations with educators and the data does tell a story that can correlate to the functionality of school buildings. Ms. Cassella notes how the data findings can support teachers and have supportive discipline for all students. Ms. Casella notes there are allocated

minutes across all schools and educators have that time to build community and relationships to gauge where students are at when they enter a classroom.

Student Representative Report

Ms. Natalia Feliz notes the student committee met with Dr. Zrike. Ms. Feliz was able to get 12-15 students to participate from other schools in the district. The next plan is to bring the students to a future meeting and once that has been done, Ms. Feliz and other students will update the rest of the School Committee members.

Old Business

none

New Business

A. Deliberation and vote on approval of superintendent’s evaluation

Mr. Cruz notes there is a rubric that DESE provides so the Vice Chair of the School Committee comes up with an overall rating. This year Dr. Zrike has achieved an overall rating of exemplary. Mr. Cruz reviews some of the comments submitted regarding Dr. Zrike and his evaluation. Mayor Pangallo requested a motion to approve the Agenda. Ms. Campbell motions for approval and seconded by Ms. Cornell. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Campbell	Yes
Ms. Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes
Motion Carries 7-0	

B. Deliberation and vote on superintendent’s annual goals

Mayor Pangallo requested a motion to approve the Agenda. Ms. Campbell motions for approval and seconded by Ms. Cornell. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Campbell	Yes
Ms. Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes
Motion Carries 7-0	

C. Discussion of school naming procedures

Mayor Pangallo requested a motion to approve the Agenda. Ms. Cornell motions for approval and seconded by Ms. Campbell. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Campbell	Yes
Ms. Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

Finance & Operations Report

none

Subcommittee Reports

A. Policies for second reading

Policy 5416 Use of Physical Restraint
Policy 2107 Decisions in Absence of Committee Policy
Policy 2108 Publication of School Committee Rules and Regulations
Relative to the Conduct of Teachers and Students

Ms. Cornell makes a motion to accept Policies 5416, 2107, and 2108 for a second read and Ms. Miranda seconded. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Campbell	Yes
Ms. Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

B. Policies for third reading

Policy 2102 Organization
Policy 2103 Qualifications, Duties and Responsibilities

Ms. Cornell makes a motion to accept Policies 2102 and 2103 for third reading. Ms. Miranda seconded. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Campbell	Yes
Ms. Miranda	Yes

AJ Hoffman Yes
Mayor Pangallo Yes
Motion Carries 7-0

School Committee Concerns and Resolutions

Adjournment

Ms. Miranda motions to adjourn and seconded by Ms. Cornell.

Mr. Cruz Yes
Ms. Manning Yes
Ms. Cornell Yes
Ms. Campbell Yes
Ms. Miranda Yes
AJ Hoffman Yes
Mayor Pangallo Yes
Motion Carries 7-0

Meeting adjourned at 8:15PM.

Respectfully submitted by,
Krista Perry

Executive Administrative Assistant to the School Committee & Superintendent

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

Directions: All teachers and others seeking to take students on a field trip must obtain permission from the school principal. The school nurse must also review and sign off on each field trip. For local trips, please complete this form at least two weeks prior to the date of the proposed field trip. All overnight and/or out-of-state field trips require School Committee approval and must be submitted at least one month prior to the field trip.

I. General Information				
Name of School	Salem High School	Date of Request	Date of Field Trip	
Coordinator	John W. Sumner, SgtMaj	March 4, 2024	April 25 - 28, 2024	
Coordinator Contact Info	Phone: 978-223-8202 Email: jsumner@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	13	0730	1630
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Camp Outdoor Odyssey 450 Boy Scout Road Boswell, PA 15531	Location and Duration		
		<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state – within MA <input checked="" type="checkbox"/> Out of state – travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip		

II. Learning and Accessibility	
Instructional Alignment	Accessibility and Inclusion for All Students
X Alignment: The trip is aligned to standards X Preparation Plan: Students will be prepared for trip X Post-Trip Plan: Students will synthesize learning <u>Comments:</u>	X I understand district policy that all students have access to field trips X I will ensure that all students (e.g., students with disabilities, English language learners, etc.) have the appropriate supports they need for trip <u>Comments:</u>

III. School Nurse Review and Approval (School Nurse Signature Required)		
Has the school nurse been notified of this field trip?	Has the roster of students been shared and any medical concerns reviewed?	Will an on-site nurse be needed for this field trip?
X Yes <input type="checkbox"/> No	X Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes X No
School Nurse Signature: <i>Rekins</i>		Date: <i>3/8/24</i>

OVERNIGHT FORM

IV. Food Services

Has the school's cafeteria manager been notified of this field trip?	Will the students be eating lunch at the school on the date(s) of the trip?	Are you requesting any bag lunches or other food for this trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	X Yes <input type="checkbox"/> No How many? <u>13</u>
Comments: One vegetarian lunch N/A		

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)

What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input checked="" type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input checked="" type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	<i>Pick Up Time:</i> <i>Pick Up Location:</i>	<i>Return Time:</i> <i>Return Location:</i>

VI. Parent Involvement & Background Checks (Call 978-740-1115 with questions)

Will any parents or volunteers be participating in this trip?	Will any have "direct and unmonitored contact" with students?	CORI required for ALL parents & volunteers (please submit forms 1-2 weeks ahead). Fingerprints required for those who will have direct & unmonitored contact with students
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

VI. Principal Review and Approval (Required for ALL Field Trips)

School Principal Signature: 	Date: <u>3-8-24</u>
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United States Marine Corps
Junior Reserve Officers Training Corps
Salem High School
77 Willson Street
Salem Massachusetts 01970

4 Mar 2024

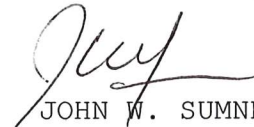
From: Marine Instructor, Salem High School
To: Principle, Salem High School

Subj: MCJROTC Raider National Championship

Encl: (1) Letter of Instruction

1. Enclosed is the information for yourself and the school board to review and approve in regards to sending cadets to the national level competition in Pennsylvania.

Any questions you can contact me by phone 978-430-5473 or email jsumner@salemk12.org


JOHN W. SUMNER
SGTMAJ USMC (ret)



UNITED STATES MARINE CORPS
TRAINING AND EDUCATION COMMAND
2007 ELLIOT ROAD
QUANTICO, VIRGINIA 22134

IN REPLY REFER

03

From: Director, Marine Corps Junior Reserve Officers' Training Corps (MCJROTC)
To: Distribution List

Subj: LETTER OF INSTRUCTION (LOI) FOR THE MCJROTC RAIDER NATIONAL CHAMPIONSHIPS, 25-28 APRIL 2024

Ref: (a) FM 3-97.61
(b) APAN Smartbook v.5
(c) MCJROTC Raider National SOP (DRAFT)

Encl: (1) Schedule
(2) Gear List
(3) Team Rotation schedule

1. Purpose. To provide information, tasks, and instructions for the MCJROTC National Raider Championship to be held at Outdoor Odyssey, Bethel Pa from 25-28 April 2024.

2. Mission. From 25-28 April 2024, Marine Corps JROTC will host the inaugural MCJROTC Raider National Championship to provide our schools an opportunity to compete, grow, and promote Raider across the nation.

3. Execution. From 25-28 April 2024, MCJROTC conducts an inaugural MCJROTC Raider National Championship at the Outdoor Odyssey Camp for (14) teams from across the country.

a. Commander's Intent.

(1) It is my intent that the MCJROTC Raider Nationals provides an unmatched level of competition for our programs.

(2) My end state is that the MCJROTC Raider Nationals provides a competitive, safe, and challenging competition that enhances the development of raider throughout the program.

b. Execution. The MCJROTC Raider National Championships will be conducted in four phases, beginning with receipt of this LOI and ending with all units submitting after-action items NLT Friday, 3 May 2024.

(1) Phase I (28 January - 24 April)/Planning. During this phase, all planning, preparation, and coordination will be conducted. This phase will start with the publishing of selected

teams and ends with the execution of movement from home-station to Camp Outdoor Odyssey on 25 April 2024. HQ MCJROTC will publish instructions for selected schools to submit for travel and coordinate for the setup of the competition.

(2) Phase II (25 April) / Movement. During this phase, teams will conduct movement from their home station to Camp Outdoor Odyssey, Boswell, PA. This phase begins on 25 April and ends once all teams are on-deck at camp.

(3) Phase III (26-27 April) / Competition. During this phase, teams will conduct a 2-day competition that will consist of a series of events designed to test the teamwork, small-unit leadership, and endurance of the cadets. This phase will start with the coaches/commanders brief on 26 April and end with the awards ceremony on the evening of 27 April.

(4) Phase IV (28 April) / Retrograde. During this phase, teams will depart Camp Outdoor Odyssey and return to their home station. This phase begins on the morning of 28 April and ends once all teams have returned to their home station.

4. Tasks

a. Lead Instructor, MCJROTC Nationals

- (1) Develop the master event list.
- (2) Develop the master schedule with team rotations.
- (3) Coordinate the construction of event areas with Camp Outdoor Odyssey staff via Ops.
- (4) Organize the exercise control to provide support in the setup, reception, and running of the event.
- (5) Provide regular updates to Operations regarding the status of schedule, potential conflicts, and requested support from Camp Odyssey
- (6) Provide a confirmation brief to Operations on 17 April 2024 via Zoom.
- (7) De-Conflict personnel and logistical issues with Odyssey staff during event.
- (8) Submit a formal After-Action Report (AAR) to Director, MCJROTC, NLT 03 May 2024.

b. Raider Instructor Cadre / Exercise Control

- (1) Submit request for instructor travel through Ops NLT XX XXX XXXX.
- (2) Participate in monthly planning meetings from February-April 2024.

- (3) Arrive at Camp Outdoor Odyssey on 24 April 2024 to assist in course setup / final coordination.
- (4) Assist in the reception at PIT, movement to camp, and check-in at Camp Outdoor Odyssey.
- (5) Serve as event judge during the day 1 events.
- (6) Serve as an exercise controller, assigned to a team, during the day 2 movement course.
- (7) Assist in the movement from Camp Odyssey to PIT (as required) on 28 April.
- (8) Submit AAR inputs to Lead instructor NLT 02 May 2024.

b. Team Head Coaches / Instructors

- (1) Submit travel requests to Operations per instructions.
- (2) Submit event hold-harmless and statement of medical clearance for all cadets participating to Operations by 01 March 2024.
- (3) Participate in the Coaches meeting on 18 April 2024 to discuss event details, rules, and final coordination.
- (4) Conduct movement on 25 April to Camp Odyssey and advise the Lead Instructor of any delays or changes to arrival time
- (5) Execute the competition as published. Ensure team is on-time and fully prepared to conduct events IAW the rotation schedule.
- (6) Report any changes or drops immediately to exercise control.
- (7) Coordinate return travel times / transportation with exercise control.
- (8) Submit AAR inputs to Lead instructor NLT 02 May 2024.

5. Coordinating Instructions.

- a. The billeting at Camp Outdoor Odyssey is squadbay style cabins. There is no linen provided and temperatures will be in the 30s. Ensure cadets bring linens and sleeping bags.
- b. Cellphone reception is spotty to non-existent. In the case of emergency, the Camp maintains a landline and limited WIFI. Instructors will be provided access to the WIFI and are expected to act as the POC for their cadets.
- c. Awards will be given 1st-3rd per event and overall 1st-3rd for each division.
- d. Cadets will conduct a visit to the United 93 National Memorial on the afternoon of the 27th.
- e. Teams will abide by Marine Corps grooming and uniform regulations per MCO 1020.34H while aboard Camp Odyssey.

f. Numerous hotels / restaurants are available in Somerset, PA. (30 miles) for families to stay. There will be no lodging / camping on Camp Odyssey for non-competitors and coaches.

6. Command and Signal. POC for this matter is the MCJROTC Operations and Instructional Support Branch Manager, Paul Jornet at (703) 784-0417 or Paul.Jornet@usmc.mil.

R. G. Oltman

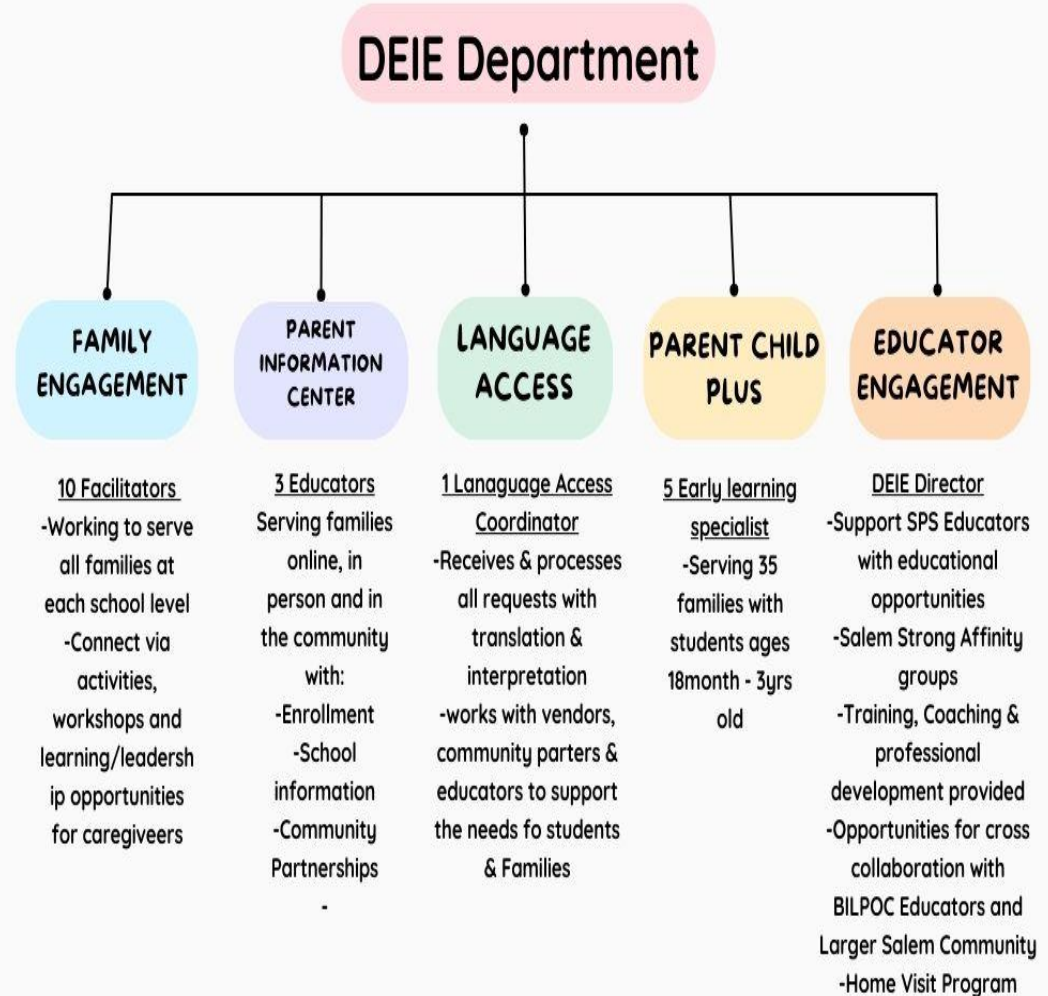
Distribution:
ALL MCJROTC Units
Regional Directors
MCJROTC HQTRS Staff Sections



*Diversity, Equity, Inclusion & Engagement
School Committee Meeting
March 18, 2024*

Department Overview

The Diversity, Equity, Inclusion, and Engagement (DEIE) office is committed to cultivating a sense of belonging in the climate of our schools, district, and the broader community. The department will demonstrate that a more inclusive school district and academic excellence are not mutually exclusive.



Priority Focus

<u>Priority 2</u>	<u>Priority 3</u>	<u>Priority 4</u>
Empowering Educators	Centering Belonging	Strengthening our Foundation
<p>Increase the percentage of educators and staff who represent the racial, ethnic and linguistic diversity of students to 20% for teachers and to 25% for all staff.</p> <p>Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.</p>	<p>Build joyful, welcoming, and supportive school communities.</p> <p>Elevate the voices of students, educators, and families to tap into their funds of knowledge and prepare them to take action and lead.</p>	<p>Increase in efficiency through cross department Collaboration and</p> <p>Ensuring our data collection and processing is accurate on available platforms</p>

Defining the Role of DEIE

What does it look like?

Parent Info Center	<ul style="list-style-type: none">-Reevaluating services offered to parents through the center...including being more public facing-Restructuring the team to have appropriate services offered to families-Updating practices and opportunities at Parent Information Center
Family Engagement	<ul style="list-style-type: none">-Providing quality professional development opportunities & empowering the team to work with key educators in their buildings-Supporting their involvement in Attendance, Home Visits, Community outreach efforts-Coordinating family involvement activities and opportunities for engagement throughout the school year
Language Access	<ul style="list-style-type: none">-Working with our Coordinator of Translation & Interpretation to ensure that we continue to be in service of students and families-Building the capacity of our educators to understand the importance of connecting with parents without barriers while providing them with the tools and resources to freely communicate



Defining the Role of DEIE

What does it look like?

Educator Engagement

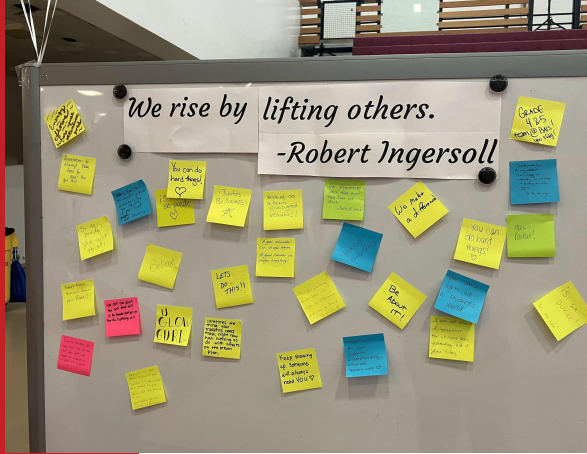
- Connecting educators to in house and out of district education resources, Professional development opportunities, and working in collaboration with our HR Director on Recruitment & Retention efforts
- Organizing Affinity groups for educators who identify as Black/Afro American, Latine/x, Native American/Indigenous, Native Hawaiian / Pacific Islander, Asian, both school and district wide
- Collaborating with our Director of SEL, Culture & Climate on work that centers engagement and belonging
- Supporting staff when there are instances of racial, ethnic and cultural discrimination

Student Support & Engagement

- Collaborating with Academics team to support evaluation of curriculum for bias
- Working with our Student Support Team address racially driven concerns with they arise, lead our home visit program and work together to address family concerns
- Supporting the work of Superintendent with the newly formed Student Racial Equity Leadership group







Home Visit Program Initiative

- 3 training sessions were offered
- 30 educators participating (teachers, paras, family engagement facilitators, school adjustment & CCNX)
- Up to 3 visits per educators - can be done during or after school hours
- 35 visits have been recorded through our system but many more have happened that may not have been logged
- Plans to combine efforts with our annual phone banking event to support and promote attendance matters



Affinity Group Meet-ups

- Have held 5 monthly district group sessions
 - Average attendance is between 15-20 educators
 - Topics: race, identity, education opportunities, resources, professional development, coaching opportunities, district demographics, microaggressions, reporting curriculum bias, dance
 - Future opportunities include, civic engagement, meet ups with surrounding community affinity groups, student involvement
- Have held 3 school based Mini Affinity group sessions
 - New educators have joined
 - Goal: to build trusting relationships and build community



Enrollment Trends

- We have a few Preschool & Pre-K spots open, we are planning outreach for those seats
- High school enrollment continues to grow
- We are actively enrolling students as families complete paperwork and provide necessary documentation for this and next school year
- PIC and FEF teams Enrolled between 20-25 new students for SY24/25 through 7 onsite registration events
- In the process of hiring a Brazilian portuguese speaker for the office to support family linguistic needs and support our language access efforts
- Batch one closes March 18 for Preschool - Kinder enrollment
 - As of 3/14/24 there are 25 applicants - Preschool, 57 applicants for Pre-K, & 180 applicants for Kindergarten



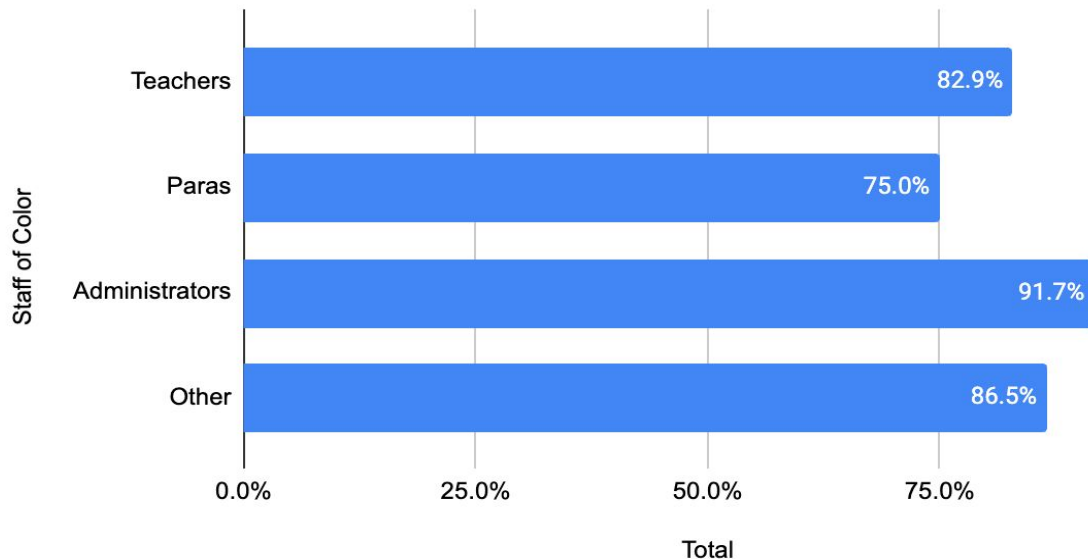
Enrollment

School	Aug. 2023 #s	Current #'2
Bates	384	393
Bentley	285	273
Carlton	253	259
Early Childhood Center	124	130
Horace Mann	300	317
Witchcraft	450	455
Saltonstall	400	407
Collins	653	633
New Liberty	51	51
Salem Prep	19	18
Salem High School	925	942



Estimated Retention Rates for Staff of Color (SY 23-24)

Estimated Staff of Color Retention Rates by Role (retained as of 10.1.23)

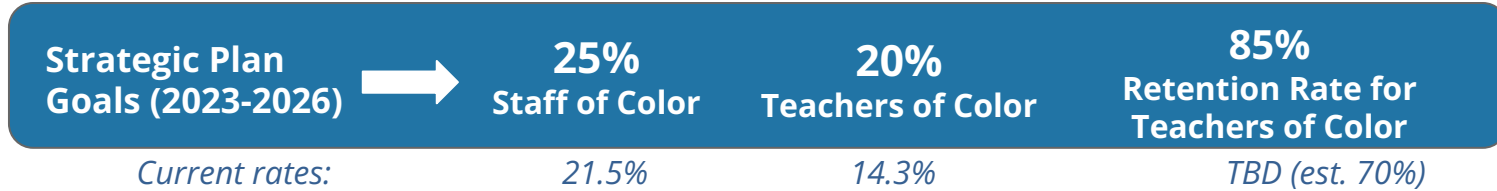


However, early estimates show promise - we may have higher retention rates for our staff of color between FY 23 to FY 24.

Caution - likely over-estimate for state-reported measure as state calculation only includes EPIMS-reported staff



Looking Ahead - Goals and Plans



What will it take to meet our goals in the next 3 years?

- Build and strengthen diversity recruitment team
- Expand our reach and pipelines
- Continue building school leader capacity to recruit and retain staff of color
- Continue building the culture and conditions (e.g. with DEI - includes affinity groups, system for responding to microaggressions, etc.) so that SPS is a place where educators of color choose to work, stay, and grow



Upcoming within DEIE Dept.

- Partnering with a consultant to help us review our school and district policies
- Creation of our Racial Equity Advisory (REAT) team
 - 11 educators commit to work remainder of this and next year to help me develop the DEIE Department, review guidance, tools & professional development for new school yr & online discrimination reporting form
- Continue to work with Human Resources Director on Recruitment & Retention
- Professional Development
 - Development of modules for educators, by department
 - Offering an extension of the PD we offered through Equity Imperative



Upcoming within DEIE Dept.

- Outreach
 - Plan Spring and summer community walks as we did last summer
 - Continue to conduct community based enrollment opportunities
 - Partner with the City to continue to elevate student work and voice in the city
- Parent Advisory Council
 - Grow parents capacity -empower the group to engage with the district in unique ways
- Educator trip to the Dominican Republic
 - 5 total educators attending
 - Working with a onsite coordinator who will assist with visiting private, public and rural based schools as well as higher education institutions
 - Goal to help our educators be immersed in Dominican culture, learn about ways to support our students arriving from DR into our district.





MEMORANDUM

To: Salem School Committee
From: Steve Zrike, Superintendent
Date: March 18, 2024
Re: Salem's Participation in MA's Inter-District School Choice Program for 2024-25

Under the school choice law, G.L. c.76, § 12B, all school districts in Massachusetts are presumed to participate in and to admit non-resident students through school choice. [See G.L. c. 76, § 12B\(d\)](#). A few key aspects of the law:

- A receiving district can withdraw from school choice only if a School Committee holds a public hearing on this issue and then votes to withdraw from the school choice program prior to June 1st.
- A School Committee that intends to continue participating in school choice is not required to hold a hearing or to vote because the law contains a presumption that all school districts will participate in school choice.
- As you know, for the last three years, the Salem School Committee decided to open school choice to all grades (not just high school).

For next year, the recommendation is to continue Salem's participation in the Inter-district School Choice program.

Incoming Grades 9-12, Salem High School

- Allow up to 15 students to enter at each grade level (up to 15 at the 9th grade, 15 at the 10th grade, 15 at 11th grade, and 15 at 12th grade). *Note: This does not include Salem Prep High School unless a student who chooses into another high school is placed there based on their IEP.*

Incoming Grades 9-12, New Liberty Innovation School

- Allow up to 5 students to enter at any grade level

Incoming Grades K-8

- Allow up to 10 students to enter at each grade level (up to 10 at the Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th grades).

Conditions for Participation:

1. A school choice application is required for each student applying and must be received by the deadline in order to be considered in the priority round lottery. **Applications must be received by June 14, 2024 in order to qualify for the priority round lottery.** Notification of acceptance, rejection or waitlist status will be sent to priority round lottery applicants by July 1, 2024. Those applying after the priority round deadline will be considered on a first come, first serve basis, based on availability, or placed accordingly at the end of that grade's waitlist. Applications for school choice will close for the school year on September 6, 2024. School choice applications received after September 6, 2024 will not be considered for the 2024/2025 school year school choice program.
2. The number of available spaces per grade level does not guarantee placement within a specific school. Once accepted in a specific grade level, the criteria of the district's student assignment policy will be used to assign students to specific schools.
3. Resident students shall be given priority for all placements based on the district's choice-based student assignment policy.





SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

4. Applications from siblings of non-resident choice students already enrolled in Salem Public Schools (via the Inter-District school choice program) and who will remain in the school choice program during that school year will, by law, receive priority in placement. Such students will be accepted first, **IF** space is available in the grade they are seeking.
5. Should the number of applications exceed the number of vacancies after the placement of siblings, the remaining vacancies will be filled by a random drawing. All applicants not accepted through the random drawing will be randomly selected and placed, in the order of their selection, on a waitlist.
6. Students currently receiving special education services will be required to provide a current proposed and last-accepted IEP prior to the enrollment process for IEP planning and implementation purposes. However, an applicant is not required to provide an IEP or disclose disability status to Salem Schools during the application process. Salem Schools do not consider whether students have a disability or the nature of their disabilities in determining whether to admit them under school choice, and similarly do not rescind any offers of admission on the basis of a student's disability or disability-related needs.
7. The District may not deny an application for School Choice based on a record of a serious discipline problem within the non-resident district (see [April 2019 DESE Advisory](#)). If an application indicates the student has been suspended or expelled, the District may proceed with its own disciplinary process once the student begins attending the Salem Public Schools.
8. Transportation is not available for School Choice students through the Salem Public Schools. Therefore, it is the responsibility of the parents/guardians to provide daily roundtrip transportation and to ensure students arrive at school every day on time and are promptly picked-up after school.
9. School Choice students may fully participate in all school activities including after school programming and are subject to the same rules, and guidelines as resident students.
10. Former residents of the Salem Public Schools who move out of the District but wish to have their children remain as students in Salem Schools do not have a unique claim to the seats their children vacated and must apply for School Choice as any other non-resident, except as provided in School Committee Policy 5102.01, which allows a student to continue attendance in Salem Public Schools under two circumstances outside of school choice: 1) with principal permission in consultation with the superintendent, to continue attendance for purposes of completing the school year, provided that the period of time since the relinquishment of residence and the end of the school year does not exceed three (3) calendar months (note: in situations of hardship, a family may appeal to the superintendent to waive this condition); or 2) a student who has continuously attended a Salem elementary or K-8 school for three (3) continuous school years or a middle or high school for two (2) continuous years may complete his or her schooling to the highest grade level offered at the respective elementary, middle, or high school, regardless of the residence of his or her parents. Students who do not qualify for the above exceptions may seek to remain in the district via the inter-district school choice program, should Salem participate in the program in the following year.



School Choice Data

	KF	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
Bates			3		1	1								5
Bentley			1	1	2	5								9
Carlton				1	1	1								3
ECC														0
HLMS			2											2
Salts	2		2	2			2							8
WHES	2		3	2	2	3								12
Collins							6	6	6					18
SHS										9	3	6	11	29
NLIS											1	1	2	4
Salem Prep (N/A)														0
	4	0	11	6	6	10	8	6	6	9	4	7	13	90

Current Total = 90 Students

- We have a total of 90 school choice students who are registered in the Salem Public Schools. We are expected to receive \$465,662 of school choice revenue in FY24.
- Annual School Choice Enrollment:
 - During the 23-24 school year, we accepted 32 choice students (grades KF-12).
 - During the 22-23 school year we accepted 9 choice students (grades 1-12).
 - During the 21-22 school year we accepted 40 choice students (grades 1-12).
 - During the 20-21 school year we accepted 21 choice students (high school only).
 - During the 19-20 school year we accepted 21 choice students (high school only).
 - During the 18-19 school year we accepted 14 choice students (high school only).

**STUDENTS AND INSTRUCTION 5000 STUDENT CONDUCT 5400 USE OF
PHYSICAL RESTRAINT 5416**

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

A brief overview of the Regulations is provided below.

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

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

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

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

Physical restraint shall not be used:

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

¹ Physical restraint shall mean direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. ² Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student’s body to keep the student in the face-down position.

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

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

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

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

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

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

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

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

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

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

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

sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

2

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

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

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

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

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

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

Each year, the principal, or designee, shall identify a team of special education staff, paraprofessionals, student support personnel, and administration who receive an initial formal de-escalation and physical restraint training (12 hours) followed by annual recertification (6 hours) in the following years.

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 Student Support Services. ~~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.

Reviewed 21/126/24

Approved August 16, 2021

ADMINISTRATION 2000 SUPERINTENDENT OF SCHOOLS 2100 DECISIONS IN

ABSENCE OF COMMITTEE POLICY 2107

Situations may arise within the schools where the School Committee has not provided guidelines for administrative action. On these occasions, the superintendent shall have power to act ~~and, subject to review by the School Committee at a subsequent School Committee meeting.~~ It shall be the duty of the superintendent to inform the School Committee promptly of any such action and of the need for a statement of policy ~~if~~ **necessary.**

ADMINISTRATION 2000 SUPERINTENDENT OF SCHOOLS 2100

PUBLICATION OF SCHOOL COMMITTEE RULES AND REGULATIONS RELATIVE TO ~~THE CONDUCT OF TEACHERS AND STUDENTS~~ ~~AND STAFF~~ 2108

The superintendent on behalf of the school committee shall publish the Salem Public Schools policies pertaining to ~~staff the conduct of teachers and~~ students ~~conduct~~. * The policies pertaining to the conduct of students shall include the following: discipline proceedings, including procedures ensuring due process, standards and procedures for suspension and expulsion of students, procedures to assure school building security and safety of students and school personnel, and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force or restraint, vandalism, or violation of other student's civil rights. Codes of discipline, as well as procedures used to develop such codes, shall be filed with the Department of Education for informational purposes only. Copies of these policies shall be provided to any person upon request and without cost by the superintendent's office.

The principal of each school, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy change recommendations at any time. All school councils will adhere to system wide goals and policies.

* Refer to the appropriate student handbooks ~~and negotiated agreement(s)~~.

71:37H, additional

Reviewed: February 16, 2024

Approved: January 3, 2017