

**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”

October 21, 2021

**REGULAR SCHOOL COMMITTEE MEETING ON October 25, 2021**

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on Monday, October 25, 2021 at 7:00 p.m.** This is an on-line Zoom meeting.

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

<https://us06web.zoom.us/j/98128539044?pwd=TzRrSUd2d2JXanJoeFBFM285YUYvZz09>

**Passcode: 6jQdS6**


**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. 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 below link to sign up and submit your comment electronically: <https://forms.gle/yYXpLrytHUstFV727>. 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 Jensen Frost at [jfrost@salemk12.org](mailto:jfrost@salemk12.org) or 617-285-7567 with any questions or to report any technical difficulties you experience.

**II. Approval of Agenda**

**III. Approval of Consent Agenda**

- a. Approval of Minutes of the Regular School Committee meeting held on October 4, 2021.
- b. Approval of Warrant: 10/7/2021 in the amount of \$\$535,221.23, 10/14/2021 in the amount of \$241,841.05, and 10/21/2021 in the amount of \$369,067.71.

IV. **Public Comment**

Please see above for instructions on participating in public comment.

V. **Educator's Showcase:** Collins Middle School and The Network for Teaching Entrepreneurship

VI. **Superintendent's Report**

- a. Partnership with Salem Police Department and Salem Public Schools - Chief Lucas J. Miller
- b. Farm to School Task Force Presentation - Kelly Cronin
- c. Recognition of Student Recipients of M.A.S.S. Superintendent's Award for Academic Excellence

VII. **Report from the Student Representative – Hawa Tabayi**

VIII. **Action Items: Old Business**

IX. **Action Items: New Business**

- a. Deliberation and vote that all students will be required to be vaccinated for high respiratory extra curricular activities unless they have a medical or religious exemption.

X. **Finance & Operations Report**

XI. **Subcommittee Reports**

- a. Policy Subcommittee
  - i. Policies for First Reading  
1101 School-Community Relations Goals

XII. **School Committee Concerns and Resolutions**

XIII. **Adjournment**

Respectfully submitted by,

*Nancy A. Weiss*

Executive Assistant to the School Committee & the Superintendent

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

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



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

***Alcaldesa Kimberley Driscoll, Preside***

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

21 de octubre de 2021

**REUNIÓN REGULAR DEL COMITÉ ESCOLAR DEL 25 de octubre de 2021**

Por la presente se notifica que el Comité Escolar de Salem llevará a cabo una **Reunión regular del Comité Escolar el lunes 25 de octubre de 2021 a las 7:00 p.m.** Esta es una reunión en línea por Zoom.

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

<https://us06web.zoom.us/j/98128539044?pwd=TzRrSUd2d2JXanJoeFBFM285YUYvZz09>

Contraseña: 6jQdS6


**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.*

**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 los comentarios públicos**

Si cualquier miembro de la comunidad de Salem desea participar en los comentarios públicos durante esta reunión, por favor pulsar en el enlace de abajo para registrarse y someter su comentario electrónicamente: <https://forms.gle/yYXpLrytHUstFV727> Un miembro del personal reunirá todos los comentarios que serán compartidos con los miembros antes de finalizar la reunión pública. Los comentarios también serán resumidos en las minutas de la reunión. Por favor, póngase en contacto con Jensen Frost en [jfrost@salemk12.org](mailto:jfrost@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**

- a. Aprobación del Acta de la reunión regular del Comité Escolar celebrada el 4 de octubre de 2021.
  - b. Aprobación de las órdenes de pago: el 7 de octubre de 2021 por un importe de \$535.221,23, el 14 de octubre de 2021 por un importe de \$241.841,05 y el 21 de octubre de 2021 por un importe de \$369.067,71.
- IV. **Comentario Público**  
Favor de ver arriba para instrucciones sobre cómo participar en los comentarios públicos.
- V. **Exhibición del Educador:** Collins Middle School y The Network for Teaching Entrepreneurship
- VI. **Reporte del Superintendente**
  - a. Asociación con el Departamento de Policía de Salem y las Escuelas Públicas de Salem - Jefe Lucas J. Miller
  - b. Presentación del Grupo de Trabajo de la Granja a la Escuela - Kelly Cronin
  - c. Reconocimiento a los estudiantes galardonados con el Premio del Superintendente a la Excelencia Académica
- VII. **Informe de la representante estudiantil-Hawa Tabayi**
- VIII. **Elementos de Acción: Asuntos Antiguos**
- IX. **Elementos de Acción: Asuntos Nuevos**
  - a. Deliberación y votación de que todos los estudiantes estarán obligados a vacunarse para las actividades extracurriculares de alta respiración a menos que tengan una exención médica o religiosa.
- X. **Reporte de Finanzas y Operaciones**
- XI. **Reportes de los Subcomités**
  - a. Subcomité de Política
    - i. Políticas para Primera Lectura (First Reading)  
1101 Objetivos de las relaciones entre la escuela y la comunidad
- XII. **Inquietudes y Resoluciones del Comité Escolar**
- XIII. **Clausura**

Sometido respetuosamente por,

*Nancy A. Weiss*

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.”*

ESCUELAS PÚBLICAS DE SALEM  
REUNIÓN REGULAR DEL COMITÉ ESCOLAR  
25 DE OCTUBRE DE 2021

# DRAFT

## Salem Public Schools Salem School Committee Meeting Minutes October 4, 2021

On October 4, 2021 the Salem School Committee held its regular School Committee meeting at 7:00 PM using the Zoom platform.

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

**Others in Attendance:** Superintendent Stephen Zrike, Assistant Superintendent Kate Carbone, Chelsea Banks, Liz Polay-Wettengel, Marc LeBlanc, Linda Farinelli, Adam Colantuoni, Glenn Burns, Cynthia Napierkowski, Mario Sousa, Monell Robinson, Scott Tombleson

### Call of Meeting to Order

Ms. Manning called the meeting to order at 7:02 p.m and requested a call of attendance. Ms. Manning mentions Mayor Driscoll will arrive shortly. She read the new Public Participation Policy 6409 and also explained the availability of Spanish interpretation.

### Attendance

The school committee secretary called the attendance.

Ms. Manning	Present
Mr. Fleming	Present
Dr. Pangallo	Present
Ms. Nuncio	Present
Mr. Cruz	Absent (Enters at 7:06p)
Ms. Campbell	Present
Mayor Driscoll	Absent (Enters at 7:17p)

### Approval of Agenda

Ms. Manning requested a motion to approve the Regular Agenda. Mr. Fleming motioned and Dr. Pangallo seconded. A roll call vote was taken as requested by the school committee secretary.

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

Motion carries 5-0

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## Approval of Consent Agenda

Ms. Manning requested a motion to approve the Consent Agenda. Mr. Fleming motioned and Dr. Pangallo seconded. Ms. Manning provides an overview of the consent agenda topics including an approval of minutes from the September 27, 2021 meeting, review of warrant, and SHS band field trips to out of state competitions . A roll call vote was taken.

Ms. Manning Yes

Mr. Fleming Yes

Dr. Pangallo Yes

Ms. Nuncio Yes

Ms. Campbell Yes

Mr. Cruz Yes

Motion carries 6-0

## Public Comments

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

## Report from the Student Representative - Hawa Hamidou Tabayi

Hawa shares the Student Advisory Council (SAC) prepared for a meeting with Mr. Burns to discuss their intentions - hoping to have other meetings with leaders within the district to see how they can evaluate their intentions and goals in other schools and gauge what work needs to be done.

The next meeting will include the topic of approaching discipline, specifically detention. Future discussions will include transportation and systems of oppression in reference to racism. Also plan to meet with other leaders in the district about these topics to see how they are being discussed in other schools.

Would like to have in-school time at SHS to have the SAC meet to try to increase participation and representation in terms of equity because not all students can participate in the conversations after school as they're currently scheduled. Hoping to extend after school in-person options to SPHS and NLIS to have the council accessible to those students directly in their school versus needing to travel to SHS. She opens to questions.

Mr. Cruz mentions this meeting will include a discussion of student supports and calls upon Mr. Colantuoni and his approach to student supports. In reference to Hawa's hope of in-school meetings Mr. Cruz would like to know the disadvantages that after school meetings are causing. Hawa mentions students having jobs, joining athletics, caring for siblings, and regular care of home that can pose issues of conflict for disadvantaged students. Having in-person meetings can also provide more resources such as access to adults who are available during the day. The in-person meetings will drastically change the engagement. Hawa mentions the difference between Student Council (SHS) and Student Advisory Council (District) and seeing that Student Council ran a meeting in-person with great participation, the Student Advisory Council is wanting to make that transition for participation.

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Dr. Zrike raises the question of how the district can assist in getting access to leaders at NLIS and SPHS. Hawa mentions that she is currently working to connect with the leaders and suggests helping to communicate with those leaders to find the best times to engage with their students would be helpful. Hawa notes using time that those students are already pursuing meetings as a way to transfer information from the SHS advisory to the other schools.

Mr. Cruz thanks Hawa for bringing color to the disadvantages she mentions and notes how there are so many folks within the community who want to support the student voice. He does note that within his work when adults want to engage with young people there are often barriers in engagement by ensuring they are not equal participants to the adults in the room. So it's important for us [the committee] to identify the ways in which we support our students and student leaders so they have the resources they need in order to advocate for change in the district. He suggests Hawa come to the committee to collaborate on finding solutions for equity gaps that exist to be effective leaders for the district.

Dr. Pangallo questions if Hawa has plans to connect with the elementary and middle schools noting the difference in ages. Hawa mentions they [SAC] have talked in the past and notes the work to connect on the middle school level has happened in an introductory mentor team at CMS and are hoping to use that connection to get student voices heard. Hawa mentions she doesn't know if there are ways to connect the council to the elementary level, perhaps working with the leaders of the school as a starting point to those connections. She builds on Mr. Cruz's point regarding student voice in non-student spaces and worries relying on elementary leaders would be ineffective for the student work intended. Dr. Pangallo raises appreciation for her work and notes the challenge of trying to connect student voices on all the different age levels.

Mr. Fleming mentions the student representatives of the past providing reports of the happenings at SHS and asks Hawa if she thinks that is not her role. Hawa notes based on her interpretation of the role she does not provide direct updates of the high school because she thought she represented the district and not SHS mentioning that being an issue of the past of the Student Advisory Council because former members that used to serve as the SR also served in SC and they would overlap updates of the high school to SC and would overlap council meetings to only speak of SHS topics. A goal of the current SAC is to deter from that process and notes that if the SC is interested, she can provide updates specific to SHS and notes that it isn't equitable being that those updates would not include SPHS and NLIS. She notes that the student representative could be a leader of any of the high schools in the future and therefore provides her reports as so.

Mr. Fleming asks how [the SC] would learn of the events happening at SHS, New Liberty, or the Prep if Hawa is not providing the updates. Hawa suggests going to the schools, being present in the schools, finding time within schedules to directly talk with students in schools. She notes that one student voice cannot fully represent all student voices in the district.

Mr. Fleming replies with the suggestion that Mr. Cruz and Ms. Campbell review the question with the student representative. He notes his time on the board and there being a void in terms

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of events being reported by the student representative. He notes Mr. Cruz and Ms. Campbell review the student representative role and to broaden the role.

Mayor Driscoll identifies that she has entered the meeting and recognizes Mr. Fleming's concerns being brought to the meeting but notes that saying a person representing the district is wrong or an opinion is wrong. She mentions if change to prior traditions is needed, then consideration should be made as a body. Recognition and appreciation to Hawa's updates of information from a broad spectrum lens is provided.

Mr. Cruz calls to Mr. Fleming to review the law of the student representative as the law makes no mention the student provide event updates and announcements, the law is clear that responsibility the student has is to form a student advisory council and select a chair who serves as the student representative and that the student representative is entitled to follow all regulations and rules of the committee with the exception of attending executive session. It's up to the students to decide how they want to use their voice. Mr. Cruz suggests as a body there should be reflection on how dialogue occurs with students because the interaction this evening left him feeling not good. He notes Hawa is in line with her role per the laws and responsibilities. He speaks directly to Hawa regarding approach in conversation and suggests Mr. Fleming apologize. Ms. Campbell notes she is in full agreement with Mr. Cruz and mentions she receives the updates regarding events of the schools in the emails she receives from the superintendent and it is not necessary to receive those updates at school committee meetings and praises the work the student advisory board is doing.

Ms. Manning provides opinions on the interaction and the notion of apologizing. She mentions that while the role of student representative has changed, there wasn't a discussion that the updates regarding events and happenings at the high school level would no longer be announced at meetings. Ms. Manning recommends that a solution could be provided on how to pick up the slack of what the committee was used to regarding the information of events and happenings.

Dr. Pangallo mentions the importance of the information that Hawa has brought to the meetings and within her role. She mentions that there are ten schools in the district and isn't sure why there is a need for the flow of information to come from SHS alone. If looking for additional information, perhaps we want that for all schools versus just SHS.

Mr. Fleming notes the community would like to know what's going on in the three high schools regarding activities. He mentions Dr. Zrike's emails and lack of report to the school committee is wrong and the school committee should have information to what's going on in all three schools.

Mayor Driscoll notes the conversation can continue off line with respect to what the expectation is to information. She notes the schools have never been communicating more than they are now between social media, emails, Parentsquare. She states if school committee



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members don't feel they have enough information a conversation should be had with the superintendent.

Hawa mentions that student voice is not reduced to reporting out of what is going on and there are other means to finding that information to be communicated. She notes she is willing to find an equitable way to share information regarding everything about the district, as that is what the role represents. She mentions the notion of following traditions and identifies that she does not hold the same identity as the former student representatives which may bring light to the way she is reporting out.

### **Educator's Showcase**

Dr. Zrike identifies this week there is no scheduled showcase.

Dr. Zrike shares that the police chief was scheduled to join tonight's meeting but will be attending the October 25, 2021 meeting. He mentions the first topic of the night: follow-up regarding academic support, part of that support including the social-emotional support provided during the school year. He notes a reorganization of the district last year which brought on the executive director of Student and Family Support Services and introduces the work of Mr. Adam Colantuoni and team as he will begin to share a presentation on the social-emotional support for our students.

Dr. Zrike notes the work of all staff this school year as educators and students are continuing to face struggles due to COVID-19, quarantining, staffing shortages, etc.

### **Initial Plans for Student Services and Family Supports**

Mr. Colantuoni echoes Dr. Zrike's note of the difficulty of this school year. He introduces his team members present tonight for the presentation, including; Molly Robinson and Scott Tomblason. Mr. Colantuoni shares the new structure of the reorganization of the department.

He presents increased and/or expansion of services that were built over the summer to provide to students this year, including: Behavior Specialists at each school, Nursing and Medical Assistants, Attendance Outreach and Intervention Specialist, Mental Health Community Partnerships, School Counseling, and a Family Engagement Manager. He shares there was family support and connection over the summer to prepare for student return along with many professional development opportunities for school based professionals to aid in the transition to start the 21-22SY.

Ms. Monell Robinson shares how the team helped schools re-establish community, routines, relationships, and social-emotional recovery upon student return for the new school year. She shares the voice of staff and students that she's heard and collected with being present in the schools. She notes the positive experiences she's hearing such as the engagement and excitement. Also notes the challenges including stamina for children and students returning to the length of day the school day poses and regression in social skills which has led to some behaviors that staff are working to approach and handle.

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Mr. Colantuoni shares a summary of the responses from over 300 student voices, recognizes this isn't the full student body but notes the Panorama Survey is planned to go out next month which will gather more results. He notes the highlights of student responses and the challenges they face upon return. He shares slides with student voice highlights and encourages the meeting attendees to read the responses. He showcases the model of the department and the four elements of work within the department: Social-Emotional Learning, Social Emotional Support, Mental Health, and Wellness.

He notes Social Emotional Learning is the tier one universal support, which all students have access to SEL through a delivered curriculum, morning meeting, etc. He mentions the framework of CASEL and notes their biggest push right now is to make sure all the staff of the district understand the framework of CASEL when talking about SEL. He mentions five key components that all staff should model and practice: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

When implemented as developed, the framework unfolds in the schools by providing SEL Instruction, creating specific classroom climates, and promoting schoolwide culture and practices that the district hopes for to support SEL teaching and learning.

Shifting to components of support available for students at Tier Two supports. He notes the support of City Connects for the K-8 level and turns over the presentation to Scott Tombleson for a review of the BARR Model (9-12). Mr. Tombleson shares that the BARR model was used formerly for ninth and tenth graders and in this year, has been expanded to the eleventh and twelfth. The BARR model allows a check-in with each student to assess each individual's needs. He notes the assessment can identify the tiered support needed for each student based on their individual levels.

Mr. Colantuoni continues the presentation recognizing Mental Health supports noting that a month into school, data collection among schools is still happening and the team is keeping aware of the mental health status of students within the schools. He mentions focus on the wellness program within the curriculum of the schools. The team is working with a DESE consultant to infuse wellness within the health curriculum.

The Strategic Plan mentions aligning the vision of SEL, developing a sense of mental health screening and response, and strengthening social emotional interventions. He concludes the presentation with the next steps including maintaining the welcoming environments, implementing the SEL actions, providing behavior intervention supports, envisioning a future health curriculum, supporting attendance, and engaging with families.

Mayor Driscoll shares appreciation for the student voice within his presentation and the overview of the team's work within the district. Mr. Cruz asks Mr. Tombleson about the alignment of City Connects and the BARR model and what the transition between the programs looks like. Mr. Tombleson states the team of counselors work closely with the folks of the

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middle schools to gather information. There is a data aspect that comes with the City Connects program and though it doesn't directly translate into BARR, the work of the counselors fulfill that gap. Mr. Tombleson provides the example of forty struggling students in the eighth grade that were noted during the screening, and the SHS team was able to create a plan aligned to each of those student needs.

Dr. Pangallo mentions attendance as an issue and questions how the district is handling attendance. Mr. Colantuoni shares that the position of the Attendance Outreach Specialist (AOS) has transitioned to more of a reactive role to hopefully promote a more preventative approach. He notes a reflection of what barriers could affect attendance rather than casting blame on attendance issues. The AOS reviews data for attendance trends to note individual and collective attendance issues.

Dr. Pangallo mentions changing the school times and perhaps having this change take place could help support attendance. Specifically she notes the middle and high school start times. She mentions the committee helping to support the discussion surrounding school start times.

Ms. Nuncio references the mental health supports and asks if there has been any progress of Spanish-speaking and/or Portuguese-speaking counselors for students and families within the district. Mr. Colantuoni shares he would not have that data available tonight but would provide the information upon collecting it this week.

Ms. Campbell references the mention of Family Engagement Facilitators and asks if Mr. Colantuoni could provide an update on bilingual staff availability within the district. He notes the addition of the Family Engagement Manager, Laura Assade and how the school staff and district side can work together to ensure the resources are available at the school level as needed. He shares Laura has provided professional development opportunities with the FEFs to help support and promote their work within the district. He mentions working closely with the multilingual staff to help provide resources for them to support students and shares that the survey from his presentation was provided to students in Spanish and many of the responses were returned in Spanish.

Mayor Driscoll requests input from Dr. Zrike and/or Mr. Colantuoni regarding the insight of how other districts provide social support services. Dr. Zrike shares that he's never seen the support he sees in Salem in any other district he's worked in. He mentions that we have an abundance of tools and resources compared to other districts in the Commonwealth. Mr. Colantuoni notes he was impressed when joining the district to note the resources and systems in place to support students on all levels of social emotional needs.

Mayor Driscoll shares gratitude in the explanation of support for the district and notes the accountability and structure is key. Mr. Fleming asks if this structure reaches the students who are homeschooled. Ms. Carbone notes that we do not provide these services to students being homeschooled as families who apply for homeschooling are responsible for their own process

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of curriculum and support to students. Mr. Fleming states he believes these services should be offered to the homeschool students.

Dr. Zrike notes the appreciation of the City Connects model and provides kudos to Ellen Wingard and the City Connects team and how this support is being used as a model for others across the country due to the success level within the district. Mayor Driscoll closes this session with no other questions or comments and a suggestion to see the team back in the future for reporting.

Dr. Zrike notes there is no other business on his report. He shares it's spirit week at the high school and haunted happenings in Salem are keeping the community busy. He also mentions Dr. Ruben Carmona announced he is leaving to transition into a new role and that Ms. Scarlett Grandt will take on the interim role of principal upon his departure. Mr. Cruz requests that Dr. Zrike provide updates regarding the search to fulfill the administrative positions at the Horace Mann Laboratory School.

### **Partnership with Salem Police Department and Salem Public Schools - Chief Lucas J. Miller**

This presentation will be on the agenda for the October 25, 2021 meeting due to availability of Chief Miller.

### **Old Business**

None

### **New Business**

#### **a. Deliberation and vote on approval of CVT Admissions Policy**

Dr. Zrike notes that the state has challenged all districts to provide a more equitable process to enter in the CVT programs and notes that the district has taken the state's direction to be more equitable for how students are accepted and who is not. He states the reason to have this topic on the agenda is due to the state looking to review the policy. The last time the policy was reviewed in Salem was in 2014. He doesn't know if the committee was included in the process of creating the policy but both the old and new policies have been provided for consideration.

Dr. Zrike introduces Mr. Sousa and Mr. Burns to present to the committee. Mr. Sousa notes the review of the admissions policy and provides updates on CTE ahead of the policy presentation. He shares the programs that are undergoing full program reviews, those applying for Chapter 74 certification, space renovations and upgrades, and other program-specific happenings.

Mr. Sousa is hoping to build a professional development plan to improve the academics, IEP and 504 accommodations, and make CTE content more accessible for EL students. Also looking to provide OSHA 10 Certification where all CTE students will go through a course to provide OSHA 10 Certification tailored to the specific program. He notes that he is eager to bring back SkillsUSA Chapter as it's important to have partnership with programs that can continue to build on their CTE skills. Mentions creating a CTE club for all high school students where they can explore what a career in specific industries look like.

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Mr. Sousa provides an overview of the CTE class enrollment by grade level. Noting who leads the course and mentions the need to strengthen the level three class numbers - hoping this happens beyond the pandemic to help aid in lining up work following graduation.

Mr. Sousa reviews the old DESE criteria for students entering a CTE program. He provides a breakdown of the current Salem Criteria used for placements in a permanent CTE program and then discusses the proposal for the new policy mentioning a lottery process for each CTE program. He shares the equitability feature behind the lottery process proposed.

Ms. Manning praises his presentation and questions the timing of the end of the first cycle, students make their first pick. Mr. Sousa explains that the exploratory program requires 198 hours which is the ninth grade year. The process noted is that ninth grade students would choose the primary focus by January and the students would then choose which program they would like to major in, and continue the remainder of their ninth grade year in that focus.

Mr. Cruz notes the advisory committees put together and questions if there is opportunity to connect with the Chamber of Commerce and other city-based community members to provide expertise or join a committee to support the programs. Mr. Sousa notes the Rotary and the Chamber of Commerce are his number one go-to's to discuss the process of partnering with Salem High School. He wants as many community members to partner with the programs as possible, noting the committees would be able to bring people in the day-to-day operations of the businesses and industries to help guide the ways to teach the students and assist students to follow the path for hiring following the programs. Mr. Cruz also mentions the program E-For-All and shares that he'll provide that information to Mr. Sousa to help build that connection. Mr. Sousa suggests any community member reach out to him.

Ms. Campbell is excited to see the changes in the enrollment process. She notes a barrier of students who enter the district beyond the exploratory year and having the programs closed due to enrollment. She wonders if there is consideration of saving seats to provide equal access. Mr. Sousa unravels the process for students who enter the program beyond the ninth grade year, allowing them to go through the process of exploratory and therefore entering the lottery and having the same access to the process.

Dr. Zrike notes that there are students from NLIS and SPHS who are being bussed to SHS to explore the CTE programs and he would like to see this process and the lottery open to all three high school campuses. There is an intro to medical assisting class at NLIS used as a gateway to get into the medical assisting CTE program.

Ms. Campbell notes leveraging the Early Education Program in conjunction with the seal of biliteracy testing to help identify potential early childhood educators. Which could help feed our own pipeline of dual language and world language programming. She notes the idea of growing our own educators via the program.

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Dr. Pangallo is curious to see how the review of curriculum is going and the process for noting non-bias within the curriculum. Mr. Sousa mentions at the next advisory meeting, curriculum review will occur with review sheets by looking through the book and ensuring there is no gender stereotyping as noted in older curriculums. He doesn't see it as a current issue but wants to be sure there is no specific gender or minority group segregation outlined in the curriculum.

Mr. Cruz understands the material needed to be taken to a vote but it is not one of the listed policies and he looking for clarification that it's not a policy of the school committee but that of the school that requires a vote and in this case there isn't a need for three readings as the vote will satisfy the requirements of DESE.

Mayor Driscoll requested a motion on adopting the updated policy regarding CTE Enrollment to satisfy the state's needs as presented by Mr. Sousa. Mr. Fleming made the motion and Ms. Manning seconded. A roll call vote was taken.

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

Motion carries 7-0

**b. Deliberation and vote on the 2021-2022 School Calendar change for October 11, 2021 from Columbus Day to Indigenous People's Day to be consistent with the City of Salem**

Mayor Driscoll reads the agenda item surrounding the change to the 21-22 calendar surrounding Indigneous Peoples' Day. Ms. Nuncio notes she is in favor of the change and moves to approve the calendar. Mr. Cruz seconded.

Dr. Pangallo notes a grammatical question and makes mention of the edit needed ahead of making the confirmed change, noting the apostrophe in the calendar title should reflect: Indigenous Peoples' Day.

A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	No
Mr. Cruz	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 6-1

# DRAFT

## Finance Report

None

## Subcommittee Reports

None were mentioned

## School Committee Concerns and Resolutions

Dr. Pangallo brings attention to the Board of Health and other districts that are requiring a mandate for students to be vaccinated against COVID-19, conditionally, when the vaccine is given full FDA approval. She suggests it is something to be considered within the district and get the conversations started as a potential mandate upon full approval.

Ms. Manning wants to acknowledge Dave Russo, a longtime counselor in the district, who's passed away. She notes he may have been the first counselor to work with bilingual students and acknowledges the work he did with families in the communities. She mentions his remembrance event was put together from former students. She mentions his life achievements and accomplishments and did them quietly with his best work being out in the community. She wanted to mention him and suggested a quick moment of silence as a tremendous loss. Mr. Cruz notes the support of the memorial service as well, noting that he was a Dave Russo student and notes that he was a champion for underdogs within the district. A moment of silence is had to honor Dave Russo

## Adjournment

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

Ms. Manning Yes

Mr. Fleming Yes

Mr. Cruz Yes

Dr. Pangallo Yes

Ms. Nuncio Yes

Ms. Campbell Yes

Mayor Driscoll Yes

Motion carries 7-0. Meeting adjourned at 9:07 p.m.

Respectfully submitted by,

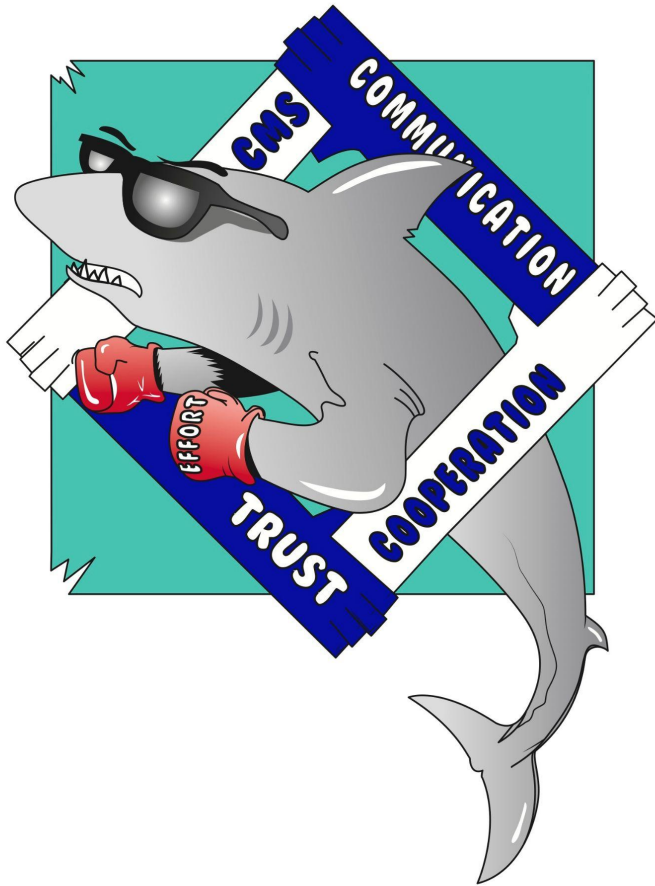
*Jensen Frost*

Executive Administrative Assistant to Assistant Superintendent

# Collins Middle School

10.25.21





**nfte!**  
Network for Teaching  
Entrepreneurship



COLLINS MIDDLE SCHOOL & THE NETWORK FOR TEACHING ENTREPRENEURSHIP ARE TEAMING UP TO LAUNCH OUR FIRST EVER MULTI-YEAR ENRICHMENT BLOCK!

# ENTREPRENEURSHIP ENRICHMENT BLOCK

## 6th Grade

Scholars will activate their Entrepreneurial Mindset through hands-on activities, learning to innovate and think like an entrepreneur. The year will end with an Ideation Fair where scholars showcase their ideas to the school community.



## 7th Grade

Scholars will travel further along the entrepreneurial pathway by learning how to attract customers and create economically sustainable businesses. The school community will attend a Vote With Your Dollars Fair, where 7th graders pitch their ideas to volunteer "investors."



## 8th Grade

Scholars will complete their entrepreneurial learning with NFTE's signature Entrepreneurship 1 course, creating fully fleshed out business plans, presenting to volunteer judges in NFTE's Regional Youth Entrepreneurship Challenge. Scholars will work with business plan coaches from the local entrepreneurial community, building out their network of professional mentors along the way.



PROJECT-BASED LEARNING    COMMUNITY MENTORS    YEAR-END SHOWCASES  
ENTREPRENEURIAL PITCHES    CAREER READINESS    REAL-LIFE APPLICATION

NETWORK FOR TEACHING ENTREPRENEURSHIP (NFTE) IS A GLOBAL EDUCATIONAL NONPROFIT FOCUSED ON BRINGING THE POWER OF ENTREPRENEURSHIP TO YOUTH IN URBAN COMMUNITIES. NFTE HAS EDUCATED MORE THAN A MILLION YOUNG PEOPLE WORLDWIDE.

**nfte!**

To learn more, visit [www.nfte.com](http://www.nfte.com)

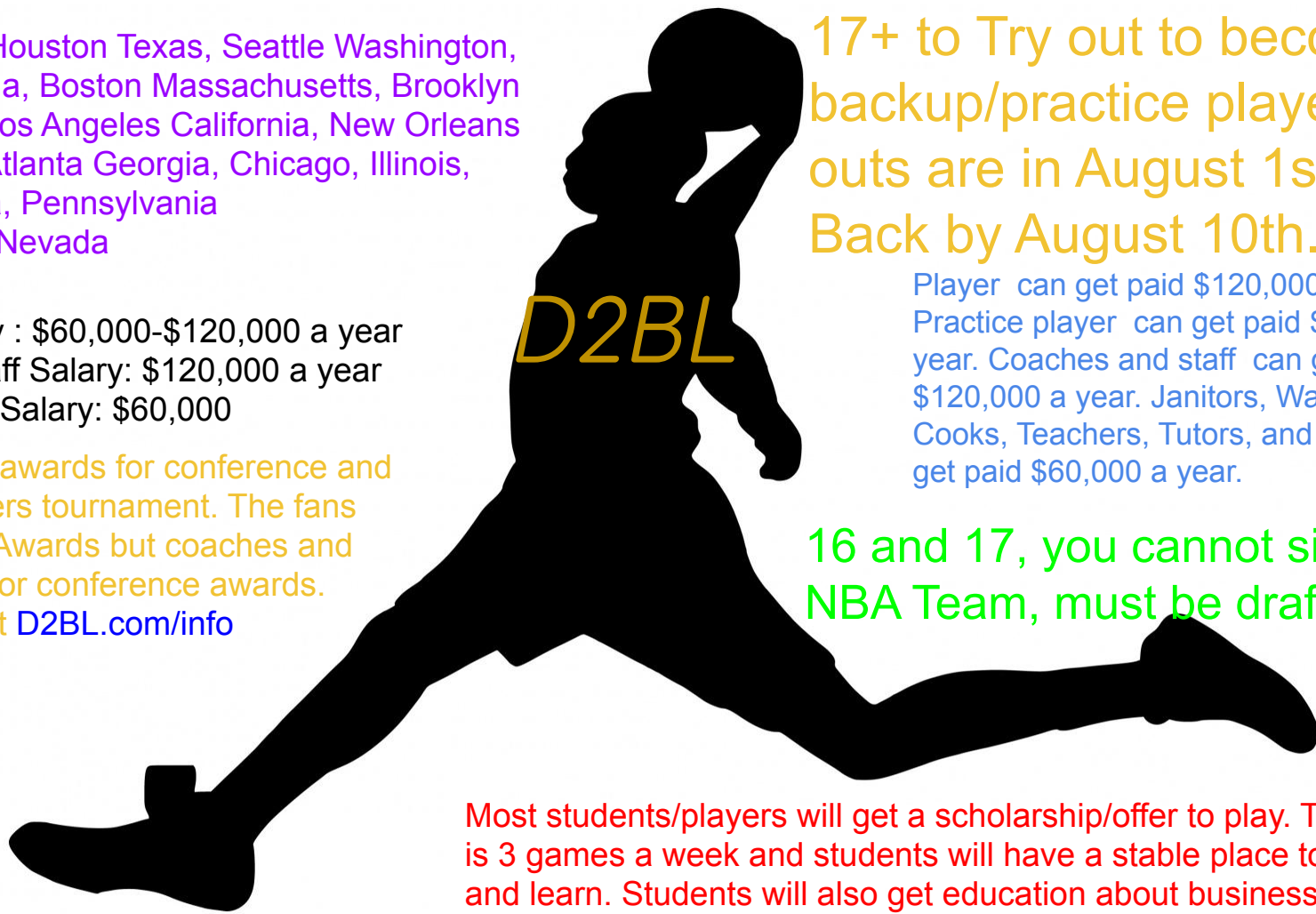
# Darren Taku's Business Plan

D2BL League

Tryouts in: Houston Texas, Seattle Washington,  
Miami Florida, Boston Massachusetts, Brooklyn  
New York, Los Angeles California, New Orleans  
Louisiana, Atlanta Georgia, Chicago, Illinois,  
Philadelphia, Pennsylvania  
Las Vegas, Nevada

Player salary : \$60,000-\$120,000 a year  
Coaches/Staff Salary: \$120,000 a year  
School Staff Salary: \$60,000

There is also awards for conference and  
practice players tournament. The fans  
vote League Awards but coaches and  
players vote for conference awards.  
Learn more at [D2BL.com/info](http://D2BL.com/info)



17+ to Try out to become a  
backup/practice player. Try  
outs are in August 1st. Call  
Back by August 10th.

Player can get paid \$120,000 a year.  
Practice player can get paid \$60,000 a  
year. Coaches and staff can get paid  
\$120,000 a year. Janitors, Waterboy,  
Cooks, Teachers, Tutors, and Tech can  
get paid \$60,000 a year.

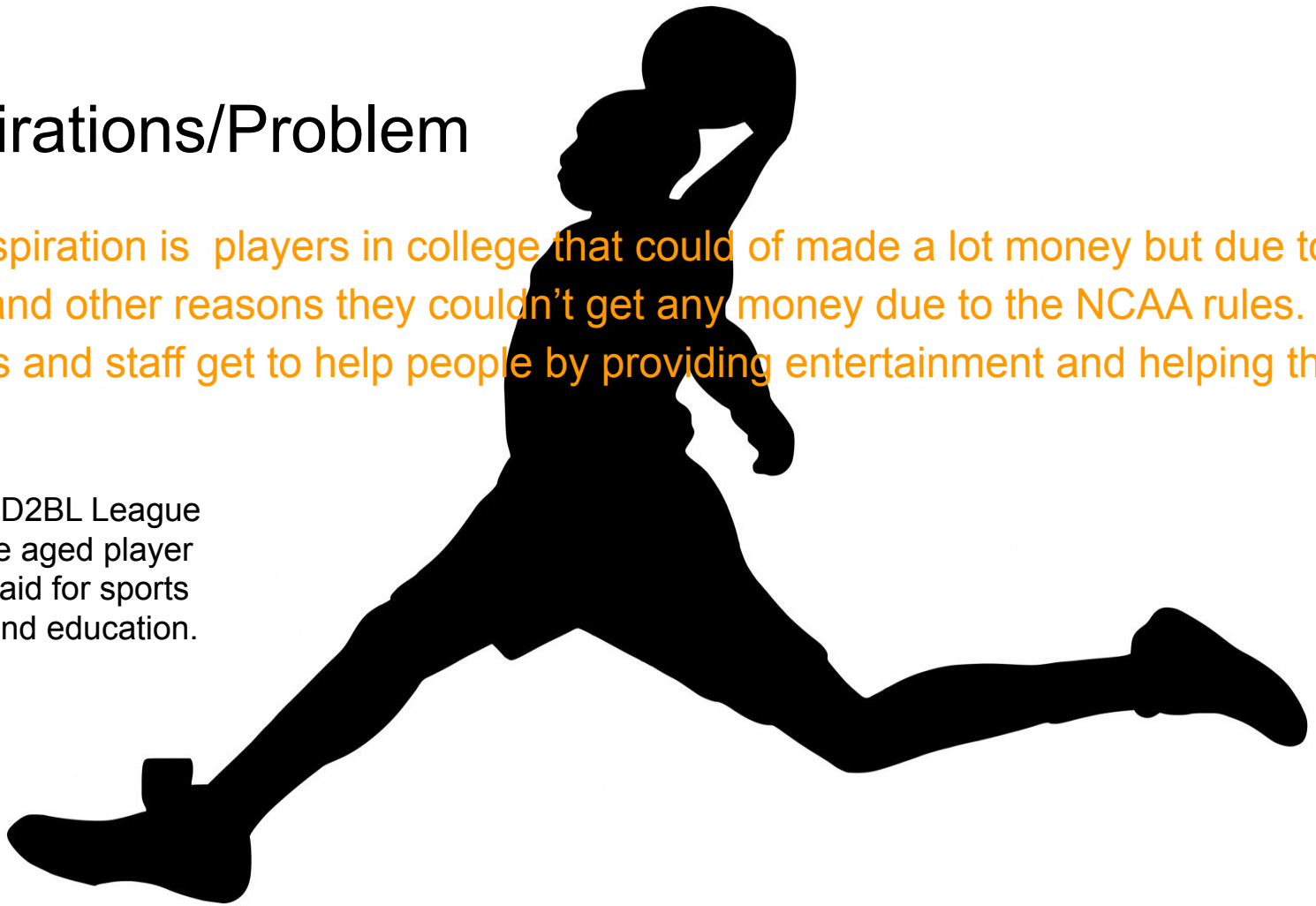
16 and 17, you cannot sign to  
NBA Team, must be drafted.

Most students/players will get a scholarship/offer to play. There  
is 3 games a week and students will have a stable place to stay  
and learn. Students will also get education about business.  
Learn more at [D2BL.com/info](http://D2BL.com/info)

# Inspirations/Problem

The inspiration is players in college that could of made a lot money but due to injury and other reasons they couldn't get any money due to the NCAA rules. Players and staff get to help people by providing entertainment and helping their family.

Solution: D2BL League  
so college aged player  
can get paid for sports  
and get and education.



# Locations

Tryouts in: Houston Texas, Seattle Washington, Miami Florida, Boston Massachusetts, Brooklyn New York, Los Angeles California, New Orleans Louisiana, Atlanta Georgia, Chicago, Illinois, Philadelphia, Pennsylvania , Las Vegas, Nevada



# Salary

Player salary : \$60,000-\$120,000 a year

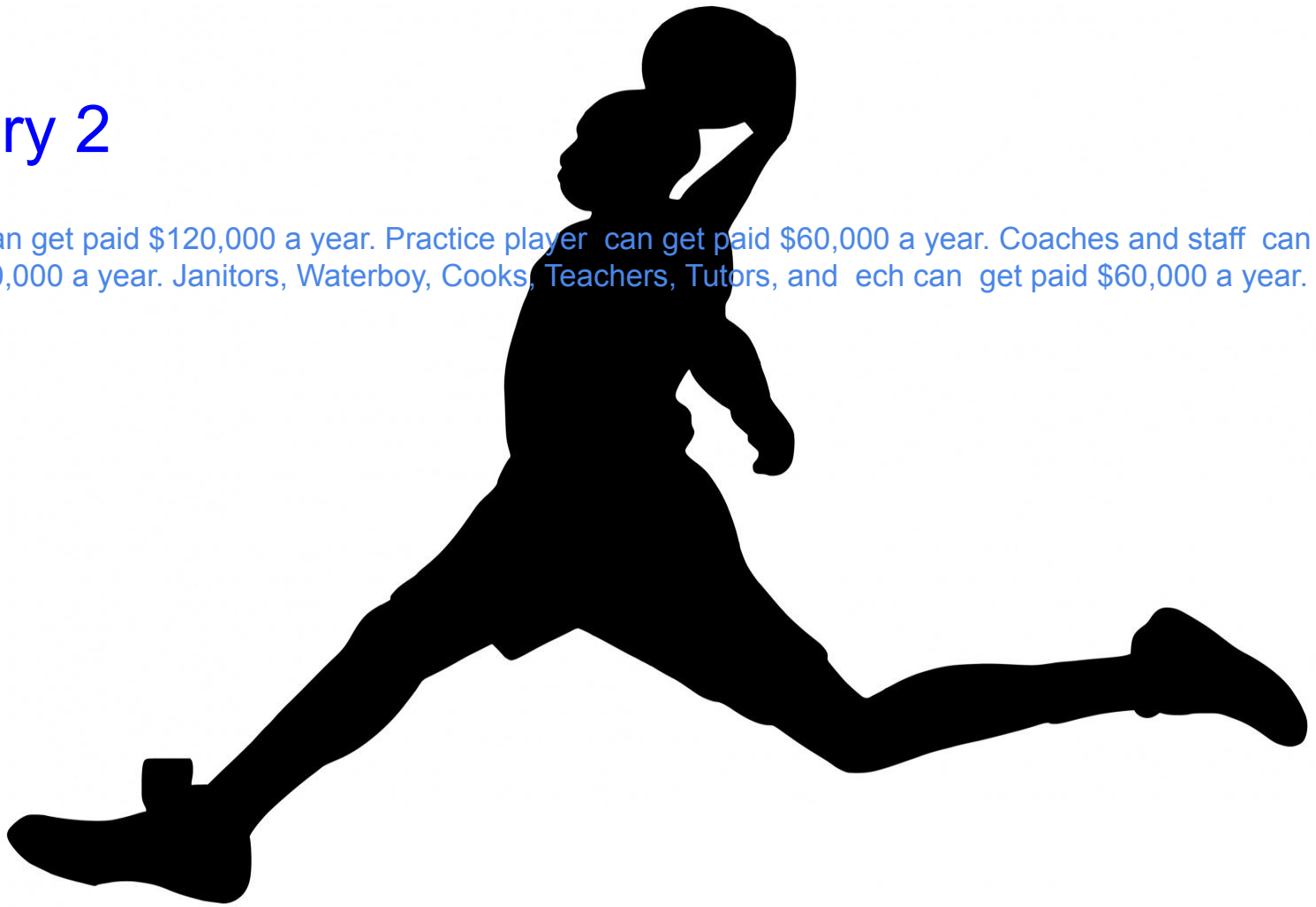
Coaches/Staff Salary: \$120,000 a year

School Staff Salary: \$60,000



## Salary 2

Player can get paid \$120,000 a year. Practice player can get paid \$60,000 a year. Coaches and staff can get paid \$120,000 a year. Janitors, Waterboy, Cooks, Teachers, Tutors, and each can get paid \$60,000 a year.





# Age Requirements

17+ to Try out to become a backup/practice player. Try outs are in August 1st. Call Back by August 10th.

Must be 21+ to have an coaching job

Must be 18+ to have a trainer job

Must be 22+ to have a scouting job



## Age Requirements 2

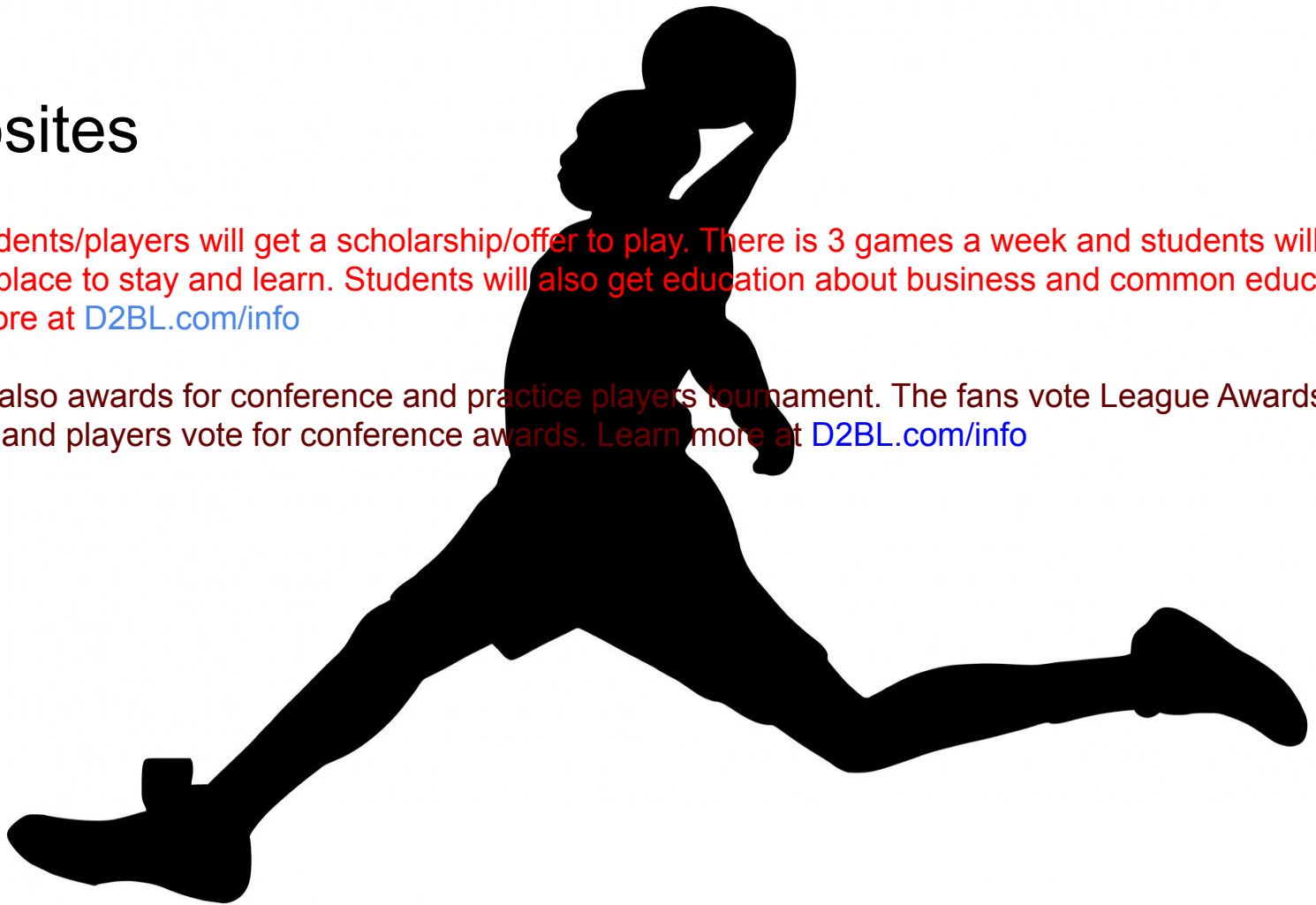
16 and 17, you cannot sign to NBA Team, must be drafted, can be signed after legally turning 18. The earliest you can get recruited to this program is 14, you can get an offer at 15.



# Websites

Most students/players will get a scholarship/offer to play. There is 3 games a week and students will have a stable place to stay and learn. Students will also get education about business and common education. Learn more at [D2BL.com/info](https://D2BL.com/info)

There is also awards for conference and practice players tournament. The fans vote League Awards but coaches and players vote for conference awards. Learn more at [D2BL.com/info](https://D2BL.com/info)



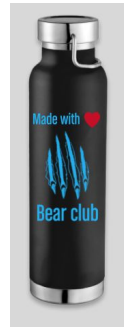
# Education

The Highschool age players will get the same



# Mohamed Al-Freihy's Business Plan

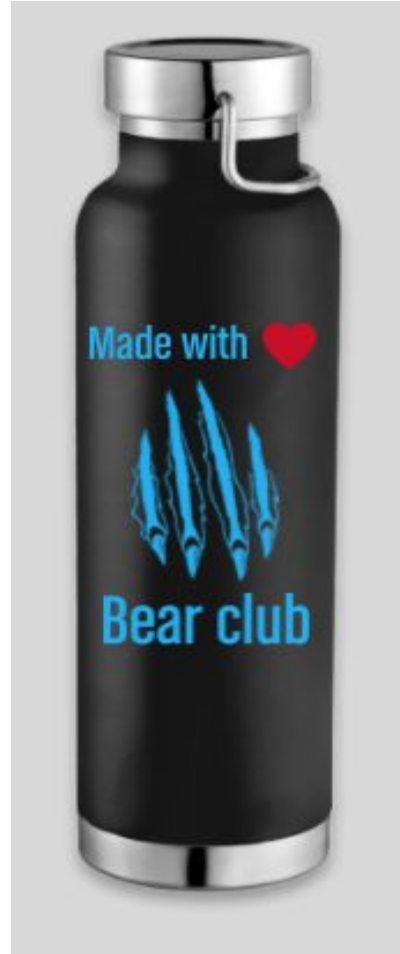
Cheap, clean water.  
Bear club water Inc.



What is the problem?  
In 2-3 sentences  
explain why your  
product or business  
is needed

Problem: My product is needed because clean bottled water can be expensive. The plastic can also have major consequences to not just us, but everything around us.

So my idea is to make cheap, clean water. If we get enough sales, then we make more money, then we can keep making water. We will also sell some more products with this so we can make some more money. We also don't use plastic for our water to help save the earth.



What is the solution?  
In 2-3 sentences  
explain why your  
product or business  
helps solve the  
problem

Water is not expensive, but not cheap either. While also polluting the earth with plastic. Our water is free. We will put free filling stations in most stores and sidewalks and in downtown Salem and every major and minor cities in America. We will make a profit by selling the water special water bottle with the QR code and you can add money to your water bottle by going to our website.

We will make our water bottles out of Recycled material so you can reuse them and it's good for the environment. We will make our water from the Belgrade lakes in Maine.



Who is going to buy your products?  
In 2-3 sentences describe who your customers are going to be and why they might be interested in your product or business

Mainly everyone, but also towards people who can't afford water when they walk into a store. They can buy our water for a affordable price and reuse our bottles. Also people who care about the environment and care about the things around them.





What is going to buy your marketing plan? In 2-3 sentences describe how your customers are going to find out about your business or product.

With ads, billboards, pop up ads, and commercial.

I'm going to tell people how good our product is and tell them it's cheap, clean and good for the environment.

Make it goofy so people remember it.



Tagline: Come up with a catchy rhyme, jingle, or joke to finish your pitch.

Where can you find an ocean with no water?

On a map!

Bear Club Water INC...

Clean water at a cheap price.



**DRAFT- Memorandum of Understanding**  
**Between**  
**Salem Public Schools**  
**and**  
**Salem Police Department**

This agreement (the “Agreement”) is made by and between Salem Public Schools (the “District”) and Salem Police Department (the “Police Department”) (collectively, the “Parties”). The Chief of Police of the Police Department (the “Chief”) and the Superintendent of the District [*or, in the case of charter schools: the head of the school*] (“the Superintendent”) are each a signatory to this Agreement.

**I. Purpose**

The purpose of this Agreement is to formalize and clarify the partnership between the District and the Police Department to implement a School Resource Officer (“SRO”) program (the “Program”) at Salem Public Schools (the “School”) in order to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; facilitate appropriate information-sharing; and inform the Parties’ collaborative relationship to best serve the school community.

This memorandum is not intended to, does not, and may not be relied upon to create any rights, substantive or procedural, enforceable by any person in any civil or criminal matter.

**II. Mission Statement, Goals, and Objectives**

The mission of the Program is to support and foster the safe and healthy development of all students in the District through strategic and appropriate use of law enforcement resources and with the mutual understanding that school participation and completion is indispensable to achieving positive outcomes for youth and public safety.

The Parties are guided by the following goals and objectives (the “Goals and Objectives”):

- To foster a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, and socioeconomic status;
- To promote a strong partnership and lines of communication between school and police personnel and clearly delineate their roles and responsibilities;
- To establish a framework for principled conversation and decision-making by school and police personnel regarding student misbehavior and students in need of services;
- To ensure that school personnel and SROs have clearly defined roles in responding to student misbehavior and that school administrators are responsible for code of conduct and routine disciplinary violations;
- To minimize the number of students unnecessarily out of the classroom, arrested at school, or court-involved;

- To encourage relationship-building by the SRO such that students and community members see the SRO as a facilitator of needed supports as well as a source of protection;
- To provide requirements and guidance for training including SRO training required by law and consistent with best practices, and training for school personnel as to when it is appropriate to request SRO intervention;
- To outline processes for initiatives that involve the SRO and school personnel, such as violence prevention and intervention and emergency management planning; and
- To offer presentations and programming to the school focusing on criminal justice issues, community and relationship building, and prevention, health, and safety topics.

### **III. Structure and Governance**

The Parties acknowledge the importance of clear structures and governance for the Program. The Parties agree that communicating these structures to the school community, including teachers and other school staff, students, and families, is important to the success of the Program.

#### **A. Process for Selecting SRO**

The Parties acknowledge that the selection of the SRO is a critical aspect of the Program and that it is important for the Parties and the school community to have a positive perception of and relationship with the SRO.

In accordance with state law, the Chief shall assign an officer whom the Chief believes would foster an optimal learning environment and educational community and shall give preference to officers who demonstrate the requisite personality and character to work in a school environment with children and educators and who have received specialized training in child and adolescent cognitive development, de-escalation techniques, and alternatives to arrest and diversion strategies. The Chief shall work collaboratively with the Superintendent in identifying officers who meet these criteria and in selecting the officer who is ultimately assigned as the SRO.

The Chief shall consider the following additional factors in the selection of the SRO:

- Proven experience working effectively with youth;
- Demonstrated ability to work successfully with a population that has a similar racial and ethnic makeup and language background as those prevalent in the student body, as well as with persons who have physical and mental disabilities;
- Demonstrated commitment to making students and school community members of all backgrounds feel welcomed and respected;
- Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem-solving, and community policing in a school setting;
- Knowledge of school-based legal issues (e.g., confidentiality, consent), and demonstrated commitment to protecting students' legal and civil rights;
- Knowledge of school safety planning and technology;
- Demonstrated commitment and ability to engage in outreach to the community;

- Knowledge of school and community resources;
- A record of good judgment and applied discretion, including an absence of validated complaints and lawsuits; and
- Public speaking and teaching skills.

In endeavoring to assign an SRO who is compatible with the school community, the Chief shall receive and consider input gathered by the Superintendent from the school principal(s) and representative groups of teachers, parents, and students, in addition to the Superintendent. In accordance with state law, the Chief shall not assign an SRO based solely on seniority.

The Chief shall take into account actual or apparent conflicts of interest, including whether an officer is related to a current student at the school to which the officer may be assigned as an SRO. As part of the application process, officers who are candidates for an SRO position shall be required to notify the Chief about any relationships with current students or staff members or students or staff members who are expected to join the school community (e.g., children who are expected to attend the school in the coming years). Any SRO who has a familial or other relationship with a student or staff member that might constitute an actual or apparent conflict of interest shall be required to notify his or her appointing authority at the earliest opportunity. The Police Department shall determine the appropriate course of action, including whether to assign another officer to respond to a particular situation, and will advise the SRO and the District accordingly. Nothing in this paragraph is intended to limit the ability of the SRO to respond to emergency situations in District schools.

#### **B. Supervision of SRO and Chain of Command**

The SRO shall be a member of the Police Department and report directly to Lt. Kristian Hanson. To ensure clear and consistent lines of communication, the SRO shall meet at least monthly with the principal and any other school officials identified in Section V.A. The SRO shall ensure that the principal remains aware of material interactions and information involving the SRO's work, including, but not limited to, arrests and searches of students' persons and property, consistent with Section V.D.

#### **C. Level and Type of Commitment from Police Department and School District**

The salary and benefits of the SRO shall be covered by the City of Salem Police Department. The costs of the training required by this Agreement and any other training or professional development shall be paid by the City of Salem Police Department.

#### **D. Integrating the SRO**

The Parties acknowledge that proper integration of the SRO can help build trust, relationships, and strong communication among the SRO, students, and school personnel.

The District shall be responsible for ensuring that the SRO is formally introduced to the school community, including students, parents, and staff. The introduction shall include information about the SRO's background and experience, the SRO's role and responsibilities, what situations are appropriate for SRO involvement, and how the SRO and the school community can work together, including how and when the SRO is available for meetings and how and when the school community can submit questions, comments, and constructive feedback about the SRO's work. The introduction for parents shall include information on procedures for communicating with the SRO in languages other than English. The SRO shall also initiate communications with students and teachers to learn their perceptions regarding the climate of their school.

The SRO shall regularly be invited to and attend staff meetings, assemblies, and other school convenings. The SRO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues. If the District has access to a student rights training through a community partner or the District Attorney's Office, the school shall consider offering such a training to students, where practicable, at the start of each school year. The SRO shall make reasonable efforts to attend such training. The SRO shall not be utilized for support staffing, such as hall monitor, substitute teacher, or cafeteria duty.

The Parties acknowledge that the SRO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional concerns who have an individualized education program ("IEP") under the Individuals with Disabilities Education Act or a plan under Section 504 of the Rehabilitation Act ("504 Plan"). School personnel shall notify parents or guardians of such students of the opportunity to offer the SRO access to the portions of the IEP document or 504 Plan that address these accommodations or approaches. It is within the sole discretion of the parents or guardians to decide whether to permit the SRO to review such documents. If a parent or guardian provides such permission, the SRO shall make reasonable efforts to review the documents. Whenever possible, the school shall make available a staff member who can assist the SRO in understanding such documents.

The SRO shall participate in any District and school-based emergency management planning. The SRO shall also participate in the work of any school threat assessment team to the extent any information sharing is consistent with obligations imposed by the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g) (see further information in Section V).

#### **E. Complaint Resolution Process**

The Parties shall develop and implement a simple and objective complaint resolution system for all members of the school community to register concerns that may arise with respect to the SRO or the Program. The system shall comply with Police Department policies and shall provide for timely communication of the resolution of the complaint to the complainant. The system shall also allow parents and guardians to submit complaints in their preferred language and in a confidential manner that protects the identity of the

complainant from the SRO consistent with the SRO's due process rights and any applicable employment protections.

All students, parents, guardians, teachers, and administrators shall be informed of the complaint resolution system and procedures at the beginning of each school year.

The Parties shall develop and implement a system that allows for the SRO and other Police Department officers to register concerns, including concerns about misconduct by teachers or administrators, that may arise with respect to the Program.

#### **F. Annual Review of the SRO and the SRO Program**

In accordance with state law, the Chief and the Superintendent shall annually review the performance of the SRO and the success and effectiveness of the Program in meeting the Goals and Objectives. The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent shall jointly develop and agree in advance on the metrics for measuring the SRO's performance and the success and effectiveness of the Program. The review shall include measures that reward the SRO's performance, subject to the terms of any applicable collective bargaining agreements, for compliance with the terms of this Agreement and the SRO's contributions to achieving the mission, purpose, goals, and objectives as set forth in Sections I and II. The review shall consider SRO efforts to prevent unnecessary student arrests, citations, court referrals, and other use of police authority. The review shall also assess the extent of the SRO's positive interactions with students, families, and staff and the SRO's participation in collaborative approaches to problem-solving, prevention, and de-escalation.

The Chief and Superintendent shall provide a mechanism for receiving feedback from the school community, including principal(s), teachers, students, and families of the school(s) to which the SRO is assigned. The Chief shall seriously consider any such feedback and shall make a good faith effort to address any concerns raised; however, the final selection and assignment of the SRO shall be within the sole discretion of the Chief. If the Superintendent recommends that the SRO not be assigned to a specific school, the Chief shall provide an explanation of any decision to maintain the SRO's assignment.

#### **IV. Roles and Responsibilities of the SRO and School Administrators and Staff in Student Misbehavior**

The Parties agree that school officials and the SRO play important and distinct roles in responding to student misbehavior to ensure school safety and promote a positive and supportive learning environment for all students.

Under state law, the SRO shall not serve as a school disciplinarian, as an enforcer of school regulations, or in place of school-based mental health providers, and the SRO shall not use police powers to address traditional school discipline issues, including non-violent disruptive behavior.

The principal or his or her designee shall be responsible for student code of conduct violations and routine disciplinary violations. The SRO shall be responsible for investigating and responding to criminal misconduct. The Parties acknowledge that many acts of student misbehavior that may contain all the necessary elements of a criminal offense are best handled through the school's disciplinary process. The SRO shall read and understand the student code of conduct for both the District and the school.

The principal (or his or her designee) and the SRO shall use their reasoned professional judgment and discretion to determine whether SRO involvement is appropriate for addressing student misbehavior. In such instances, the guiding principle is whether misbehavior rises to the level of criminal conduct that poses (1) real and substantial harm or threat of harm to the physical or psychological well-being of other students, school personnel, or members of the community or (2) real and substantial harm or threat of harm to the property of the school.

In instances of student misbehavior that do not require a law enforcement response, the principal or his or her designee shall determine the appropriate disciplinary response. The principal or his or her designee should prioritize school- or community-based accountability programs and services, such as peer mediation, restorative justice, and mental health resources, whenever possible.

For student misbehavior that requires immediate intervention to maintain safety (whether or not the misbehavior involves criminal conduct), the SRO may act to deescalate the immediate situation and to protect the physical safety of members of the school community. To this end, school personnel may request the presence of the SRO when they have a reasonable fear for their safety or the safety of students or other personnel.

When the SRO or other Police Department employees have opened a criminal investigation, school personnel shall not interfere with such investigation or act as agents of law enforcement. To protect their roles as educators, school personnel shall only assist in a criminal investigation as witnesses or to otherwise share information consistent with Section V, except in cases of emergency. Nothing in this paragraph shall preclude the principal or his or her designee from undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

A student shall only be arrested on school property or at a school-related event as a last resort or when a warrant requires such an arrest. The principal or his or her designee shall be consulted prior to an arrest whenever practicable, and the student's parent or guardian shall be notified as soon as practicable after an arrest. In the event of an investigation by the SRO that leads to custodial questioning of a juvenile student, the SRO shall notify the student's parent or guardian in advance and offer them the opportunity to be present during the interview.



In accordance with state law, the SRO shall not take enforcement action against students for Disturbing a School Assembly (G.L. c. 272, § 40) or for Disorderly Conduct or Disturbing the Peace (G.L. c. 272, § 53) within school buildings, on school grounds, or in the course of school-related events.

It shall be the responsibility of the District to make teachers and other school staff aware of the distinct roles of school administration and SROs in addressing student misbehavior, consistent with this Section and this Agreement.

## **V. Information Sharing Between SROs, School Administrators and Staff, and Other Stakeholders**

The Parties acknowledge the benefit of appropriate information sharing for improving the health and safety of students but also the importance of limits on the sharing of certain types of student information by school personnel. The Parties also acknowledge that there is a distinction between student information shared for law enforcement purposes and student information shared to support students and connect them with necessary mental health, community-based, and related services.

### **A. Points of Contact for Sharing Student Information**

In order to facilitate prompt and clear communications, the Parties acknowledge that the principal (or his or her designee) and the SRO are the primary points of contact for sharing student information in accordance with this Agreement. The Parties also acknowledge that, in some instances, other school officials or Police Department employees may serve as key points of contact for sharing information. Such school officials and Police Department employees are identified below:

- Adam Colantuoni, SPS Executive Director of Student Services and Family Supports
- Ellen Wingard, SPS Director of Student and Family Support
- Kristian Hanson, Lieutenant Salem Police Department

Such Police Department employees are considered a part of the District's "Law Enforcement Unit" as defined in the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g).

### **B. Compliance with FERPA and Other Confidentiality Requirements**

At all times, school officials must comply with FERPA. This federal statute permits disclosures of personally identifiable information about students contained in educational records ("Student PII"), without consent, only under specific circumstances.

When the District "has outsourced institutional services or functions" to the SRO consistent with 34 C.F.R. § 99.31(a)(1)(i)(B) of FERPA, the SRO qualifies as a "school official" who can access, without consent, Student PII contained in education records about which the SRO has a "legitimate educational interest."

Consistent with 34 C.F.R. §§ 99.31(10) and 99.36 of FERPA, the SRO (or other Police Department employee identified in Section V.A.) may gain access, without consent, to Student PII contained in education records “in connection with an emergency if knowledge of the [Student PII] is necessary to protect the health or safety of the student or other individuals.”

These are the *only* circumstances in which an SRO may gain access, without consent, to education records containing student PII (such as IEPs, disciplinary documentation created by a school, or work samples).

FERPA does not apply to communications or conversations about what school staff have observed or to information derived from sources other than education records.

In addition to FERPA, the Parties agree to comply with all other state and federal laws and regulations regarding confidentiality, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and state student record regulations at 603 C.M.R. 23.00. The Parties agree to collect only that student information necessary and relevant to fulfilling their respective roles, to share such information with each other only where required or allowed under this Agreement, and not to share such information beyond the sharing contemplated in this Agreement unless required to be shared by state or federal law. The Parties shall not collect or share information on a student’s immigration status except as required by law.

## **C. Information Sharing by School Personnel**

### **1. For Law Enforcement Purposes**

Where the principal or his or her designee learns of misconduct by a student for which a law enforcement response may be appropriate (as described in Section IV), he or she should inform the SRO. If a teacher has information related to such misconduct, he or she may communicate this information directly to the SRO but should also communicate such information to the principal or his or her designee. The Parties agree that the sharing of such information shall not and should not necessarily require a law enforcement response on the part of the SRO but shall and should instead prompt a careful consideration of whether the misconduct is best addressed by law enforcement action, by a school disciplinary response, or by some combination of the two.

Notwithstanding the foregoing, if student information is obtained solely during a communication with school staff deemed privileged or confidential due to the staff member’s professional licensure, such communication shall only be disclosed with proper consent or if the communication is subject to the limits and exceptions to confidentiality and is required to be disclosed (e.g., mandatory reporting, immediate threats of harm to self or others). Additionally, if such student information is gathered

as part of a “Verbal Screening Tool for Substance Abuse Disorders,” such information shall only be disclosed pursuant to the requirements of G.L. c. 71, § 97.

The Parties acknowledge that there may be circumstances in which parents consent to the disclosure of student information for law enforcement purposes (e.g., as part of a diversion program agreement) and that the sharing of information under such circumstances does not violate this Agreement.

The Parties also acknowledge that, from time to time, an emergency situation may arise that poses a real, substantial, and immediate threat to human safety or to property with the risk of substantial damage. School personnel having knowledge of any such emergency situation should immediately notify or cause to be notified both the Police Department (or the SRO if appropriate to facilitate a response) and the principal or his or her designee. This requirement is in addition to any procedures outlined in the school’s student handbook, administrative manual, and/or School Committee policy manual.

Nothing in this section or this Agreement shall prevent the principal or his or her designee from reporting possible criminal conduct by a person who is not a student.

## **2. For Non-Law Enforcement Purposes**

Based on their integration as part of the school community, SROs may periodically require access to student information for purposes that fall outside of the SRO’s law enforcement role outlined in Section IV.

Student PII received by the SRO (or other Police Department employee identified in Section V.A.) that is not related to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student but may be used to connect a student or family with services or other supports. Prior to such a disclosure, whenever possible, the principal or his or her designee shall notify the parent, the student, or both, when such information will be shared with the SRO.

## **D. Information Sharing by the SRO**

Subject to applicable statutes and regulations governing confidentiality, the SRO shall inform the principal or his or her designee of any arrest of a student, the issuance of a criminal or delinquency complaint application against a student, or a student’s voluntary participation in any diversion or restorative justice program if:

- The activity involves criminal conduct that poses a (present or future) threat of harm to the physical or psychological well-being of the student, other students or school personnel, or to school property;
- The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., because of the Police Department’s involvement with a student’s family, the student may need or benefit from supportive services in school); or

- The activity involves actual or possible truancy.

The SRO shall provide such information whether the activity takes place in or out of school, consistent with the requirements of G.L. c. 12, § 32 (Community Based Justice information-sharing programs) and G.L. c. 71, § 37H (setting forth potential disciplinary consequences for violations of criminal law).

When the SRO observes or learns of student misconduct in school for which a law enforcement response is appropriate (as described in Section IV), the SRO shall convey to the principal or his or her designee as soon as reasonably possible the fact of that misconduct and the nature of the intended law enforcement response, and when the SRO observes or learns of student misconduct that does not merit a law enforcement response, but that appears to violate school rules, the SRO shall report the misconduct whenever such reporting would be required for school personnel.

## **VI. Data Collection and Reporting**

In accordance with state law, the SRO and school administrators shall work together to ensure the proper collection and reporting of data on school-based arrests, citations, and court referrals of students, consistent with regulations promulgated by the Department of Elementary and Secondary Education.

## **VII. SRO Training**

In accordance with state law, the SRO shall receive ongoing professional development in:

- (1) child and adolescent development,
- (2) conflict resolution, and
- (3) diversion strategies.

Additional areas for continuing professional development may include, but are not limited to:

- Restorative practices
- Implicit bias and disproportionality in school-based arrests based on race and disability
- Cultural competency in religious practices, clothing preferences, identity, and other areas
- Mental health protocols and trauma-informed care
- De-escalation skills and positive behavior interventions and supports
- Training in proper policies, procedures, and techniques for the use of restraint
- Teen dating violence and healthy teen relationships
- Understanding and protecting civil rights in schools
- Special education law
- Student privacy protections and laws governing the release of student information
- School-specific approaches to topics like bullying prevention, cyber safety, emergency management and crisis response, threat assessment, and social-emotional learning

The SRO shall also receive certified basic SRO training on how to mentor and counsel students, work collaboratively with administrators and staff, adhere to ethical standards around interactions with students and others, manage time in a school environment, and comply with juvenile justice and privacy laws, to the extent that such training is available.

Where practicable, the District shall also encourage school administrators working with SROs to undergo training alongside SROs to enhance their understanding of the SRO's role and the issues encountered by the SRO.

**VIII. Effective Date, Duration, and Modification of Agreement**

This Agreement shall be effective as of the date of signing.

This Agreement shall be reviewed annually prior to the start of the school year. This Agreement remains in full force and effect until amended or until such time as either of the Parties withdraws from this Agreement by delivering written notification to the other Party.

Upon execution of this Agreement by the Parties, a copy of the Agreement shall be placed on file in the offices of the Chief and the Superintendent. The Parties shall also share copies of this Agreement with the SRO, any principals in schools where the SRO will work, and any other individuals whom they deem relevant or who request it.

\_\_\_\_\_  
Name: Stephen Zrike  
Superintendent of Schools  
Date: \_\_\_\_\_, 2021

\_\_\_\_\_  
Name: Lucas Miller  
Chief of Police  
Date: \_\_\_\_\_, 2021

# Salem Farm to School Team

A photograph of a school garden. In the foreground, there are several wooden planters containing various green plants, including what appears to be a sunflower. To the left, a wooden pallet is repurposed as a planter. In the background, a blue water container sits on a wooden crate. The garden is situated in front of a building with large windows. The ground is covered with gravel and mulch.

October 25, 2021  
School Committee  
Presentation

# Salem FTS Purpose/Values Statements/Members

## **Purpose of Salem Farm to School Team:**

We have a Farm to School Team to unify the efforts of individuals and organizations within Salem in order to support and build upon the current work being done around local food and urban agriculture (including school gardens), as well as to connect and build upon community, cafeteria and classroom interactions.

## **Values Statement:**

We believe that members of the Salem Public Schools community should have access to local, healthy foods, food/farm/nutrition education, and curriculum-relevant outdoor learning opportunities in partnership with FNS, local farms, and community organizations in order to support overall food security, physical and emotional health and overall well-being.

## **Team Members:**

Kelly Cronin - Teacher SPS

Kerry Murphy - City Health/Wellness Coordinator

Esmerelda Bisano - City Sustainability Coordinator

Kristin Ciamataro - Teacher SPS

Carly Mandel - Behavior Specialist SPS

Graeme Marcoux - Teacher SPS

Matt Buchanan - Teacher SPS

Simca Horowicz/Lisa Damon- Co-Directors Mass Farm to School

Natalie Pavia - Nurse SPS

Reagann Crowley - SPS Parent/Community member

Irvelt Perrin - FNS Director

Felicia Pinto - Assistant FNS

Sara Moore - Associate Professor Salem State

University/SEF member

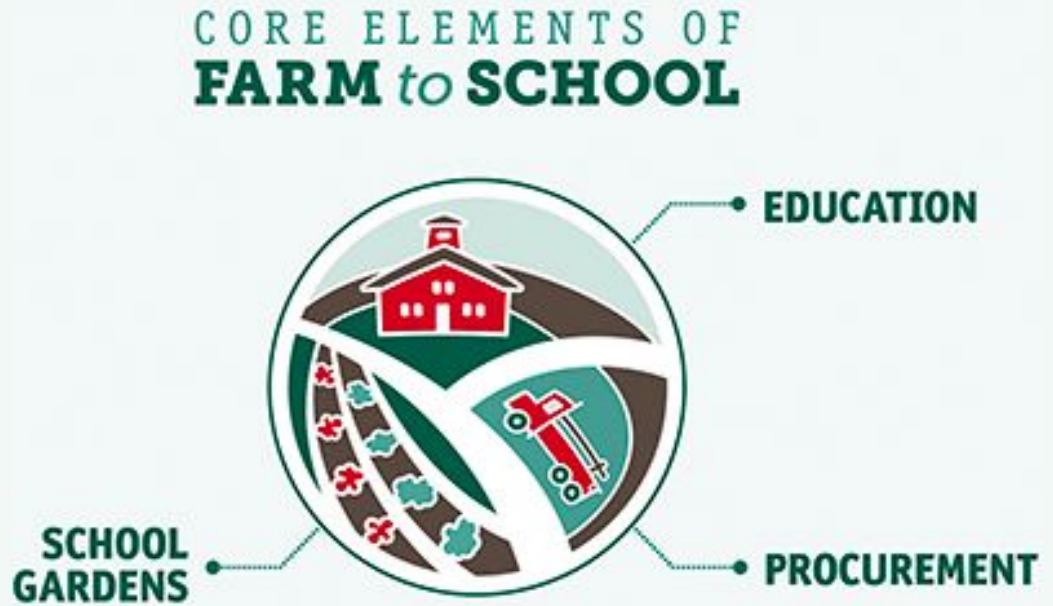
# What is Farm to School?

The three C's of  
Farm to School:

Cafeteria

Classroom

Community





# FTS Benefits Fact Sheet



**NATIONAL  
FARM to SCHOOL  
NETWORK**

## **GROWING STRONGER TOGETHER**

The National Farm to School Network is as an information, advocacy and networking hub for communities working to bring local food sourcing, school gardens and food and agriculture education into school and early care and education settings.

Updated April 2017

## **Why Farm to School?**



### **KIDS WIN**

Farm to school provides all kids access to nutritious, high-quality, local food so they are ready to learn and grow. Farm to school activities enhance classroom education through hands-on learning related to food, health, agriculture and nutrition.



### **FARMERS WIN**

Farm to school can serve as a significant financial opportunity for farmers, fishers, ranchers, food processors and food manufacturers by opening doors to an institutional market worth billions of dollars.



### **COMMUNITIES WIN**

Farm to school benefits everyone from students, teachers and administrators to parents and farmers, providing opportunities to build family and community engagement. Buying from local producers and processors creates new jobs and strengthens the local economy.

## **Benefits of Farm to School**



**Economic  
Development**



**Public  
Health**



**Education**



**Environment**



**Community  
Engagement**

# GREEN SCHOOLYARDS CAN PROVIDE MENTAL HEALTH BENEFITS



**THE ISSUE**

1 in 5 children has, or has had, a serious mental health disorder at some point in their lives.<sup>1</sup>

MENTAL HEALTH PLAYS A CRITICAL ROLE IN THE COGNITIVE, EMOTIONAL, & SOCIAL DEVELOPMENT OF CHILDREN AND YOUTH.

Green schoolyards can enhance mental health and well-being and promote social-emotional skill development.

## GREEN SCHOOLYARDS HELP KIDS FEEL:

### CALMER & LESS STRESSED<sup>2-3</sup>

Views of green landscapes from classroom windows helped high school students recover more quickly from stressful events.<sup>4</sup>

### POSITIVE & RESTORED<sup>3</sup>

Forest schools enhanced positive and decreased negative emotions.<sup>5</sup>

### RESILIENT<sup>2</sup>

Natural areas enhanced feelings of competence and increased supportive social relationships that help build resilience.<sup>2</sup>



## GREEN SCHOOLYARDS PROMOTE SOCIAL-EMOTIONAL SKILLS

**PRACTICE**



### RELATIONSHIP SKILLS<sup>6</sup>

Children demonstrated more cooperative play, civil behavior and positive social relationships in green schoolyards.<sup>6,7</sup>



**DEVELOP**

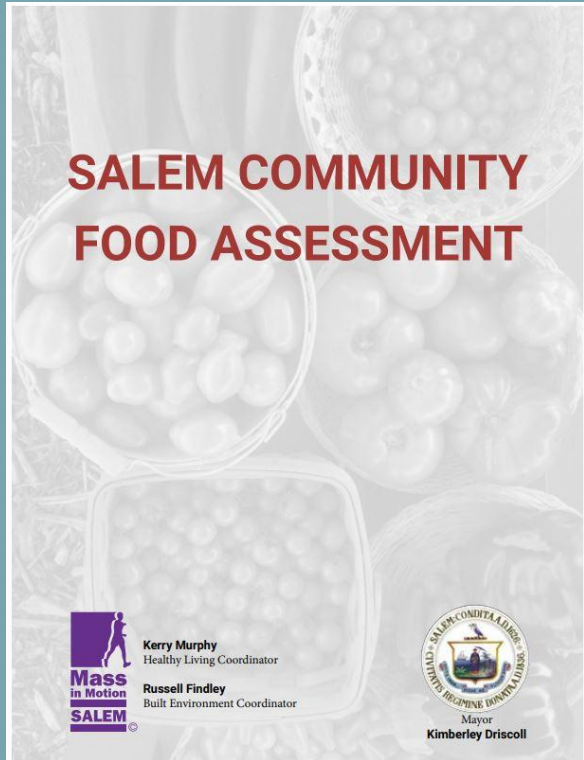
### SELF-AWARENESS & SELF-MANAGEMENT

Green schoolyards can reduce aggression and discipline problems.<sup>6,7</sup>

Gardening at school helped students feel proud, responsible & confident.<sup>2</sup>



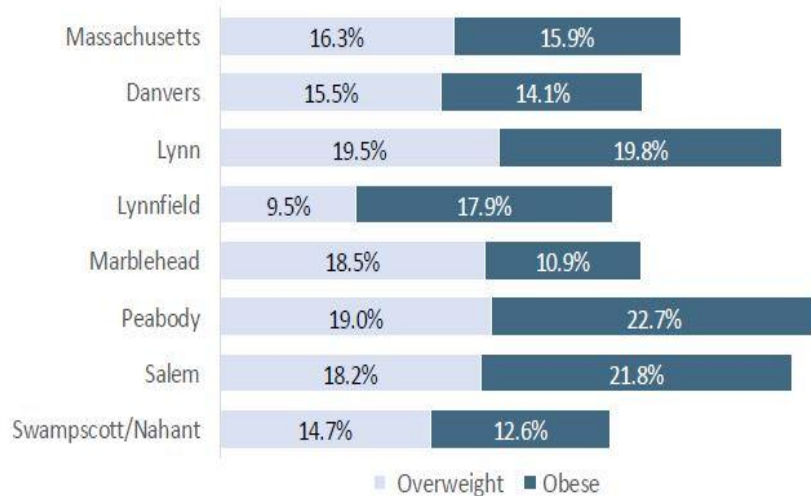
# Building Equity/Access to Local Healthy Foods, Food, Farm and Nutrition Education



- 55% of respondents to the Resident Food Survey reported that fruits & vegetables are difficult to find near their homes.
- 68% of food retail stores in Salem do not sell any fresh produce.
- Salem had one of the lowest estimated fruit & vegetable intakes of MA communities reporting to the 2015 Behavioral Risk Factor Surveillance System Survey.
- Salem has a higher rate of food insecurity than the MA average.
- More than half of Salem Public School children are economically disadvantaged.

# From Salem Hospital's 2018 Community Health Needs Assessment

Figure 25. Percent of Overweight or Obese Children in Grades 1, 4, 7, and 10, by State and City/Town, 2014-2015



DATA SOURCE: Body Mass Index Screening, Massachusetts Public School Districts, 2015

- Childhood obesity was a common concern in interviews & focus groups.
- Perception that childhood obesity is on the rise, and that it correlates with socioeconomic status.
- In 2014-2015, two in five public school students in Peabody (41.7%), Salem (40.0%), and Lynn (39.3%) were overweight or obese, while only one-third (32.2%) of public school students were overweight or obese across Massachusetts (Figure 25).

# Benefits of Farm to School/School Garden

Research shows that children in schools with farm to school programs eat more fruits and vegetables & are more willing to try and eat the new, healthy foods served in school breakfasts, lunches and snacks—positive steps in the fight against childhood obesity.

## Expected Beneficial Outcomes

- Increased willingness to try fruits & vegetables
- Increased fruit & vegetable consumption
- Improved dietary choices

## Other Beneficial Outcomes

- Improved nutrition
- Improved local economy
- Reduced emissions



# Salem's Farm to School History



## **2012-2017**

- After school Garden Club at Witchcraft
- GreenSpace (through YMCA) summer program

## **2017**

- Salem team goes to Farm to School Institute created action plan to implement local purchasing for school cafeteria, curriculum integration and community engagement with support of year-long coach
- Freight Farm at High School provides leafy greens to food service
- CMS Garden Elective

## **2018**

- Community Food Assessment completed
- Food Policy Council (Salem Food for All) is formed

## **2019**

- Garden-based STEM specialist position created at Witchcraft Heights Elementary School
- Mack Park Food Farm established in partnership with Maitland Mountain Farm (SPS students visit farm)

**2020** - Outdoor Classroom Initiative led by parents

**2021** - Salem Farm to School Team formed

- USDA FTS Grant Awarded in partnership with New Entry Farm and Essex Tech.

# The Future of Farm to School in Salem

A **Farm to School Coordinator** would be able to bring to fruition a sustainable model of Farm to School integration within the Salem Community, supporting: school gardens, outdoor learning opportunities, sustainability and climate resiliency education, farm/garden education, urban agriculture, community food access, local food purchasing, support of local farms, school cafeteria engagement, sustainable food waste management, and ultimately building **healthier schools, kids and community.**



# Farm to School Coordinator Position

## Farm to School Position Proposal

## Farm to School Coordinator Positions in other Public Schools/Districts

### **Funding:**

SPS is currently partnered with New Entry Farm and Essex Tech through USDA Farm to school grant to build a sustainable farm to school program model within Salem. We have 100 hours of funding (at \$40/hour) for a coordinator through this grant. Working with Salem Education Foundation to secure funding for a partnership with Appleton Farms for school field trips. Creating a coordinator position is critical to the sustainability of this programming within the city and our schools.

ESSER Funding

ARPA Funding

Guidance from School Garden Support Organization Network



# M.A.S.S. Superintendent's Awards for Academic Excellence

## Salem High School

**Andreas Kapoglis** is the student the Salem High School team is putting forth. Andreas' current GPA is 4.7886. Andreas has demonstrated a drive to be part of the SHS community while pushing himself to grow and engage in experiences outside of school. While at Salem High School Andreas has played all 4 years of soccer, of which he's been the captain for the last 2 years, and 3 years of volleyball. Andreas has sought out opportunities to build his skills and better understand our world through Community Service Projects via our National Honor Society, Harvard Model UN, Michigan Justice Advocacy Internship focused on Criminal Justice Reform, and Political and Legislative Research Internship at Salem High School.

Andreas has also held multiple class offices as he advocated for the student body; National Honor Society Treasurer, Class President Freshmen Year, member of the student advisory council sophomore year and currently a Peer Mentor.

## Salem Prep High School

The student the Salem Prep High School team has put forth for this recognition is **Robyn Murtaugh** (they/them). Robyn has certainly demonstrated their ability to perform at a high academic level in their course work, currently earning a 4.0 average for the first quarter of the 2021-2022 school year. However, this is just one area of performance they are excelling in. They have also been a remarkable role model for other students in the program. They have demonstrated improved self-management skills, strong social awareness, and outstanding relationship building ability. Robyn never misses an opportunity to offer academic and/or social emotional support to their peers. They consistently put forth their highest level of effort in their studies, and assist and encourage their friends to do the same.






In addition to their stellar in-class performance, Robyn has demonstrated their investment in making Salem Prep High School a more equitable and socially just school for all students by participating in Youth Participatory Action Research through the Equity Imperative, and they are members of the Salem Prep High School's Student Advisory Council. Outside of school, Robyn has begun their journey to work with animals by helping out at the doggy daycare their relative owns and operates, "It's Raining Pets" located here in Salem. Working with animals is a passion and a talent for Robyn. They have a unique ability to immediately form connections with animals, even when other more experienced handlers have been unsuccessful.

Robyn's performance this year has impressed their teachers, administrators, staff and their parents. We are very proud of the gains Robyn has made and look forward to seeing what great things they will do next.

# SPS 2021 Opening Health & Safety Recommendations

October 2021

Salem Public Schools remains committed to a safe and healthy environment for all students, staff, and families in our district. In the 2021-22 school year, we have implemented a multi-layered approach to limit the risk of the spread of COVID-19 as adopted by the Salem School Committee in August 2021.

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

In addition to the implementation strategies above, the COVID-19 vaccines are the most effective intervention to reduce the risk of both spread of and severe illness due to the virus. SPS has offered and will continue to offer free vaccination clinics. The City of Salem currently still lags behind both the state average and neighboring communities in the percentage of individuals ages 12-19 that have received at least one dose of the vaccine: only 66% of Salem residents ages 12-15 are vaccinated compared to 73% in the state, 70% in Lynn and 82% in Beverly, and 70% in Peabody; only 47% of Salem residents ages 16-19 are vaccinated compared to 72% in the state, 77% in Lynn, 56% in Beverly, and 75% in Peabody.

In order to maximize health & safety, Salem Public Schools recommends the following additional layer of protection for health & safety: **Required vaccination for individuals ages 12 and above to participate in high respiration extracurricular activities beginning December 1, 2021 for winter extracurricular activities.**

Students ages 12 and above must show proof of vaccination in order to participate in extracurricular activities unless there is a clearly stated medical exemption provided by a doctor or the family attests to a strongly held religious belief that prevents them from getting the vaccine.

The COVID-19 vaccine is the single most effective tool to reduce the risk of the virus for each individual and for our community. SPS will continue to offer vaccination clinics on-site, including at Salem High School on Tuesday, November 2nd and at Collins Middle School on Wednesday, November 3rd. Students that have received their first dose by December 1st and are scheduled for their second dose will qualify to participate in the extracurricular activities.

<b>COMMUNITY RELATIONS</b>	<b>1000</b>
COMMUNICATIONS WITH THE PUBLIC	1100
SCHOOL-COMMUNITY RELATIONS GOALS	1101

The School Committee believes that the public schools belong to the people who created them by consent and support them by taxation. The support of the people must be based on their understanding of and their participation in the aims and efforts of the schools. Therefore, the committee declares its intent:

To keep local citizens regularly and thoroughly informed through all available channels of communication on the policies, programs, problems, and planning of the school district, and to carry out this policy through its own efforts, those of the superintendent, and such information officers as may be appointed.

To form community advisory councils as specified under policy 1502 to consider problems that vitally affect the future of our children.

Approved: February 6, 2017

Reviewed no changes 10/14/21. Referred for first reading.