

**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”

June 3, 2021

REGULAR SCHOOL COMMITTEE MEETING ON JUNE 7, 2021

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

Please click the link below to join the webinar:

<https://zoom.us/j/97275064658?pwd=QzNnZ3pnc2dOZUlwZU1ndE0zU3ZCUT09>

Passcode: 044936

I. Call of Meeting to Order

a. Summary of Public Participation Policy (SC Policy #6409).

Read aloud: *The Salem School Committee would like to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. Spanish interpretation is available for anyone who needs it.*

b. Request for Spanish Interpretation.

Should any member of the public need Spanish interpretation in order to participate in the meeting, please click on the below link (no later than 12:00 pm on the day of the meeting to request Spanish interpretation): <https://forms.gle/ATF9vaRnjMjuzaSs7>

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/DcKuS6Jo4Yf4z2PF8>. A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Nancy Weiss at nweiss@salemk12.org or 617-285-7567 with any questions or to report any technical difficulties you experience.

II. Approval of Agenda

III. Approval of Consent Agenda

- a. Minutes of the Regular School Committee meeting held on May 17, 2021
- b. Approval of Warrant: 5/20/2021 in the amount of \$458,333.55, 5/27/2021 in the amount of \$360,689.51, and 6/3/3031 in the amount of \$560,460.34.

- IV. **Public Comment**
Please see above for instructions on participating in public comment.
- V. **Report from the Student Representative – Duncan Mayer**
- VI. **Educator’s Showcase**
- VII. **Superintendent’s Report**
 - a. Recognition of Retirees
 - b. New Liberty Innovation School Plan
 - c. School Committee Meeting Dates Schedule
- VIII. **Action Items: Old Business**
- IX. **Action Items: New Business**
 - a. Deliberation and vote on the request from Salem Youth Football & Cheering to use Bertram Field and to waive fees.
 - b. Deliberation and vote on approval of out of state field trip for JROTC Drill Camp
- X. **Finance Report**
- XI. **Subcommittee Reports**
 - a. Policy Subcommittee
 - i. Policies for First Reading
 - 4110 Harassment and Violence
 - 4117 Nepotism
 - 4120 Responsible Use of Technology
 - 4201 Position Control
 - 4203 Teachers’ Review of Student Files
 - 4204 Employee Evaluation
 - 4205 Professional Growth and Development for Staff
 - 4301 Support Staff Positions
 - 4302 Bus Drivers
 - ii. Policies for Second Reading
 - 5101 School Age and Attendance
 - 5102.01 Enrollment of Non-Resident Students/School Choice
 - iii. Policies for Third Reading
 - 4118 Cellular Phone Use By Employees
 - b. Building & Grounds Subcommittee
 - i. Deliberation and vote on approval for JROTC to continue to operate the marksmanship program in Salem High School

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 Bajo la Ley de Reuniones Abiertas, M.G.L. c.30A § 18-25 y Secciones de Ordenanzas de la Ciudad desde 2-2028 hasta 2-2033”

Junio 3, 2021

REUNIÓN ORDINARIA DEL COMITÉ ESCOLAR EN JUNIO 7, 2021

Por la presente notificamos que el Comité Escolar de Salem realizará una **Reunión Ordinaria del Comité Escolar el lunes, 7 de junio, 2021 a las 7:00 p.m.** Esta será una reunión en línea vía Zoom.

Por favor presione el siguiente enlace para acompañarnos en esta reunión virtual:

<https://zoom.us/j/97275064658?pwd=OzNnZ3pnc2dOZUlwZU1ndE0zU3ZCUT09>

Contraseña: 044936

I. Llamado de la Reunión al Orden

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

Leer en Voz Alta: *El Comité Escolar de Salem desea escuchar al público sobre asuntos que afectan al distrito escolar y están dentro del alcance de las responsabilidades del Comité. La interpretación en español está disponible para cualquier persona que la necesite.*

Solicitud para Interpretación al Español.

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

<https://forms.gle/ATF9vaRnjMjuzaSs7>

b. Instrucciones para participar en Comentario Público

Si algún miembro de la comunidad de Salem desea participar en un comentario público durante esta reunión, por favor presione el enlace a continuación para inscribirse y someter su comentario electrónicamente: <https://forms.gle/DcKuS6Jo4Yf4z2PF8>. Un miembro del personal del distrito recopilará todos los comentarios que se compartirán con los miembros antes del final de la reunión pública. Los comentarios también se resumirán en el acta de la reunión. Por favor contactar a Nancy Weiss en nweiss@salemk12.org o en el 617-285-7567 si tiene preguntas o para reportar cualquier dificultad técnica que experimente.

II. Aprobación de la Agenda

III. Aprobación de Consentimiento de la Agenda

- a. Minutas de la Reunión Ordinaria del Comité Escolar realizada en mayo 17, 2021
- b. Aprobación de Gastos: 5/20/2021 por la cantidad de \$458,333.55, 5/27/2021 por la cantidad de \$360,689.51, y 6/3/2021 por la cantidad de \$560,460.34.

ESCUELAS PÚBLICAS DE SALEM
REUNIÓN ORDINARIA DEL COMITÉ ESCOLAR JUNIO 7, 2021

- IV. **Comentario Público**
Por favor ver las instrucciones previas para participar en los comentarios públicos.
- V. **Reporte del Representante Estudiantil – Duncan Mayer**
- VI. **Exhibición de Educadores**
- VII. **Reporte del Superintendente**
 - a. Reconocimiento a Retirados
 - b. Plan para la Escuela New Liberty Innovation
 - c. Horarios de las Fechas de las Reuniones del Comité Escolar
- VIII. **Elementos de Acción: Asuntos Viejos**
- IX. **Elementos de Acción: Asuntos Nuevos**
 - a. Deliberación y votación sobre la solicitud de Salem Youth Football & Cheering (Fútbol Juvenil y Porristas) para utilizar el Bertram Field y anular la tarifa.
 - b. Deliberación y votación sobre la aprobación de una excursión fuera del estado para el Campamento de Simulacros JROTC
- X. **Reporte Financiero**
- XI. **Reportes de Subcomités**
 - a. Subcomité de Políticas
 - i. Políticas para Primera Lectura
 - 4110 Acoso y Violencia
 - 4117 Nepotismo
 - 4120 Uso Responsable de Tecnología
 - 4201 Control de Posición
 - 4203 Revisión de Archivos Estudiantiles por los Maestros
 - 4204 Evaluación de Empleados
 - 4205 Crecimiento y Desarrollo Profesional para el Personal
 - 4301 Posiciones de Apoyo al Personal
 - 4302 Conductores de Autobuses
 - ii. Políticas para Segunda Lectura
 - 5101 Edad Escolar y Asistencia
 - 5102.01 Inscripción de Estudiantes No Residentes/Opción Escolar
 - iii. Políticas para Tercera Lectura
 - 4118 Uso del Teléfono Celular por los Empleados
 - b. Subcomité de Edificios y Terrenos
 - i. Deliberación y votación para aprobar que el JROTC continúe operando como el programa de entrenamiento en la Escuela Secundaria de Salem

ESCUELAS PÚBLICAS DE SALEM
REUNIÓN ORDINARIA DEL COMITÉ ESCOLAR JUNIO 7, 2021

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

XIII. **Aplazamiento**

Respetuosamente sometido por

,
Nancy A. Weiss

Asistente Ejecutiva para el Comité Escolar & el Superintendente

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

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Salem Public Schools Salem School Committee Meeting Minutes May 17, 2021

On May 17, 2021 the Salem School Committee held its regular School Committee meeting at 7:00 PM using the Zoom platform.

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

Members Absent: Mr. Manny Cruz

Others in Attendance: Superintendent Stephen Zrike, Assistant Superintendent Kate Carbone, Chelsea Banks, Liz Polay-Wettengel, Deb Connerty, and Duncan Mayer.

Call of Meeting to Order

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

Approval of Agenda

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

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

Motion carries 5-0

Approval of Consent Agenda

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

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

Motion carries 5-0

DRAFT

Public Comments

The School Committee Secretary announced that there was one public comment.

Debra Turner, 1 Cherry Street, who requested her comment be read. Ms. Turner explained that she has 5 children in SPS and wanted to thank the staff for keeping a cohesive plan for the children who needed to/chose to stay remote. In addition, she wanted to thank for the opportunities to keep the students and families engaged and involved with their schools and peers. She continued with thanking the School Committee for allowing remote participation for public comment. She requested if it was possible to keep remote access to the meetings after restrictions are lifted. In addition, Ms. Turner voiced a concern regarding the survey that was sent to students regarding the high school schedule.

In addition, there was a request for a Spanish interpretation for a public comment.

Yamily Byas, 100 Loring Avenue explained that she currently has a 3 year old child at the ECC. She said that it has been very challenging for her since when he was enrolled, there was only availability for the afternoon session. She is interested in what plans are being made for full day sessions. Dr. Zrike responded that they are currently investigating plans for 4 year old

Report from the Student Representative

Duncan Mayer explained that the Student Advisory Council is drafting a budget proposal to be presented to the School Committee detailing how they think money should be allocated for the future at the high school level with stipends for internships and co-ops. They are also hoping to work on developing a student handbook that is more in line with student needs. In addition, they will be connecting with the administration at the high school with regards to the discipline policy in the handbook and draft a proposal with the students' perspective.

Mr. Fleming entered the meeting at 7:15 pm.

Educator's Showcase

a. Acknowledgement of Marta Garcia

Dr. Zrike introduced Marta Garcia, who is an EL teacher at Witchcraft Heights Elementary School. Ms. Garcia has been chosen by DESE as a semi-finalist for Massachusetts Teacher of the Year.

b. Educators Appreciation Mural - Anna Dugan

The Superintendent introduced Anna Dugan, who recently was recognized for her educators appreciation mural she created. This mural can be seen on the retaining wall at 309-311 Highland Avenue. She explained that this mural was created in honor and appreciation of the teachers and educators of Salem. The mural is sponsored in part by the Salem Public Art Commission, Centercorp Retail Properties, Inc. and Town Fair Tire Co,

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Report of the Superintendent

Superintendent Zrike announced that they recently had an audit by the Department of Education for Special Education compliance and civil rights compliance. Dr. Zrike introduced Assistant Superintendent Kate Carbone and Deb Connerty, Executive Director of PPS, who presented the results.

a. Report of the Findings from Tier Focus Monitoring (TFM)

Deb Connerty began the presentation with a report of the findings from Tier Focus Monitoring (TFM). Ms. Connerty explained that there was also a review of EL, but that report is not final yet. This report (TFM) was previously referred to as CPR and is conducted every 3 years. The data reviewed includes Pre-K through the High School program. Ms. Connerty added that districts are placed in one of two cohorts and are assigned specific components for review. Ms. Connerty stated that there was a full day on-site record review. Ms. Carbone explained that the civil rights compliance portion was all done remotely and they did not need a site visit. She stated that they were reviewed on specific criteria, which focused on all students having access to academic counseling, that EL and students with disabilities have access to all programs and services that are offered in the district and that curriculum is teaching to grade level standards and that there are procedures in place to support students' learning gaps. Ms. Connerty also explained that there was a survey that was sent by email to all families with disabilities and they received 74 responses. Although specific comments could not be shared due to confidentiality, overall all the responses were positive. Ms. Connerty added that the final results of the report show that there were zero findings. She stated that the next assessment will begin in 2 years and the next on-site review will be in 3 years.

Several School Committee members congratulated Ms. Connerty on a job well done.

Superintendent Zrike introduced Chelsea Banks who provided a COVID update. Ms. Banks announced that they held a successful vaccination clinic at the Saltonstall School which consisted of 218 people and 160 students. There will be another clinic for the second shot on June 5th also at the Saltonstall. Ms. Banks added that in addition to their clinic, Salem State University will have clinics Tuesday and Thursday for ages 12 and up. Ms. Banks outlined the changes to the guidance from the Governor and DESE that were announced today and additional announcements are scheduled for May 29th and June 15th. They are still waiting for the MIAA announcement regarding any changes to the guidelines for high school sports. End of year activities, including graduation and outdoor prom, will be announced soon.

Dr. Zrike gave an update on the high school redesign and high school schedule proposals. He announced that there will be a parent forum this week on Wednesday, May 19th from 6:30-7:30 pm on zoom. He added that there have not been any additional questions regarding the budget and some of the things that are currently included are compensation for student leadership stipends. Dr. Zrike is also developing a plan to allocate stimulus funds, which includes Pre-K expansion, academic, social and emotional intervention/support and examining the length of day at some of the schools. In addition, he informed the Committee that there will be a meeting regarding the City budget on Wednesday, June 2nd where he will be presenting the school

D R A F T

budget. Several Committee members voiced their concerns and also support regarding the student stipends. Ms. Nuncio brought forth the item of equalizing the pay for the Family Engagement Facilitators. Dr. Zrike responded that there will be additional conversation before the start of the next school year regarding all the items mentioned. The Mayor mentioned that a meeting will be scheduled to discuss the stipends.

Old Business

a. Deliberation and vote on the Proposed FY22 Salem Public Schools Budget
Mayor Driscoll requested a motion of the vote of the proposed FY22 Salem Public Schools budget in the amount of \$66,597,919, which represents a 3.6% increase. Mr. Fleming asked for the vote to be separated by personnel line and non-personnel line.

Mr. Fleming made a motion to approve the Personnel Line of the budget in the amount of \$52,753,911. Ms. Manning seconded. A roll call vote was taken.

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

Motion carries 6-0

Mr. Fleming made a motion to approve the Non-Personnel Line of the budget in the amount of \$13,844,007. Ms. Manning seconded, under discussion. Mr. Fleming asked if the non-personnel line of the budget included funding for current bus drivers and maintenance for the buses. Dr. Zrike responded that it did.

A roll call vote was taken.

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

Motion carries 6-0

Mayor Driscoll requested a motion of the approval of the entire proposed FY22 Salem Public Schools budget in the amount of \$66,597,919. Mr. Fleming motioned and Ms. Manning seconded. A roll call vote was taken.

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

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Mayor Driscoll Yes
Motion carries 6-0

New Business

- a. Deliberation and vote to allow Mary Manning to serve at interim capacity as a member of the Policy Subcommittee

Ms. Nuncio reported that Mr. Cruz will be taking some time off for paternity leave with the birth of his daughter. It has been requested that Ms. Manning serve in an interim capacity as a member of the Policy Subcommittee until Mr. Cruz returns.

Ms. Nuncio made a motion to allow Mary Manning to serve in an interim capacity as a member of the Policy Subcommittee. Ms. Campbell seconded the motion. A roll call vote was taken.

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

Finance Report

Mayor Driscoll requested the following budget transfers.

FY21 Budget Transfer Request 28 - The Salem High School requests the transfer from Fringe Stipends to Contract Services to fund the CTE Partnership After Dark Program at Essex North Shore Technical High School in the amount of \$30,000.

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

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

FY21 Budget Transfer Request 30 - The transfers requested are to offset projected deficits, address critical project needs and replenish instructional supplies and materials that were depleted during the current year in the amount of \$470,500.

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

Ms. Manning Yes

DRAFT

Mr. Fleming Yes
Dr. Pangallo Yes
Ms. Nuncio Yes
Ms. Campbell Yes
Mayor Driscoll Yes
Motion carries 6-0

Subcommittee Reports

Dr. Pangallo asked several questions regarding how an IEP and 504 Plan are affected by the two policies and additional questions regarding the enforcement of continuous attendance for students with housing issues. Ms. Manning offered to look at the policies again at the next Policy subcommittee meeting to answer some of Dr. Pangallo’s questions. Mayor Driscoll asked Dr. Pangallo if she was comfortable moving forward with first reading and to return with answers to her questions for the next meeting. Dr. Pangallo responded she was.

a. Policy Subcommittee

i. Policies for First Reading

5101 School Age and Attendance

5102.01 Enrollment of Non-Resident Students/School Choice

Ms. Nuncio made a motion for first reading of policy 5101 School Age and Attendance and 5102.01 Enrollment of Non-Resident Students/School Choice. Ms. Manning seconded the motion. A roll call vote was taken.

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

ii. Policies for Second Reading

4118 Cellular Phone Use by Employees

Ms. Nuncio made a motion for second reading of policy 4118 Cellular Phone Use by Employees. Ms. Manning seconded the motion. A roll call vote was taken.

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

DRAFT

Motion carries 6-0

School Committee Concerns and Resolutions

Mr. Fleming commended Ms. Connerty on a job well done with the Tier Focus Monitoring audit. Ms. Nuncio congratulated Ms. Marta Garcia for her nomination as semi-finalist for Massachusetts Teacher of the Year.

Adjournment

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

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

Motion carries 6-0. Meeting adjourned at 8:42 p.m.

Respectfully submitted by,

Nancy A. Weiss

Executive Assistant to the School Committee & Superintendent

Name	Location	Position
DEBORAH CONNERTY	ADMINISTRATION	EXECUTIVE DIRECTOR OF PPS
IRENE SYLVANOWICZ	BATES SCHOOL	INSTRUCTIONAL SPED PARAS
JEAN MARTIN	BATES SCHOOL	INTENSIVE INSTRUCTIONAL PARA
DAVID KEZAR	CARLTON SCHOOL	SR BLD CUST/SR GROUNDS
SUSAN REDFIELD	CARLTON SCHOOL	SPEECH THERAPIST
SHARON DUNCAN	CARLTON SCHOOL	INSTRUCTIONAL SPED PARA
CHERYL CASEY	COLLINS MIDDLE SCHOOL	INSTRUCTIONAL SPED PARA
PETRA NICHOLSON	COLLINS MIDDLE SCHOOL	SPECIAL ED TEACHER
SUSHILA DAY	COLLINS/SALEM HIGH	MUSIC TEACHER
CARMELLA COTE	DISTRICT WIDE	BUS DRIVER
SUSAN MARCHAND	DISTRICT WIDE	BUS DRIVER
CATHERINE CONNELLY	DISTRICT WIDE	ATTENDANCE OFFICER
LINDA PYDYNKOWSKI	DISTRICT WIDE	BUS MONITOR
NAOMA BOYSLTON	EARLY CHILDHOOD	INTENSIVE INSTRUCTIONAL PARA
JANET SCANLAN	EARLY CHILDHOOD	INTENSIVE INSTRUCTIONAL PARA
MARIANNA BARBRICK	HORACE MANN SCHOOL	INSTRUCTIONAL SPED PARA
ELISSA MANDELL	SALEM HIGH SCHOOL	INTENSIVE INSTRUCTIONAL PARA
JOHN ROBINSON	SALEM HIGH SCHOOL	SENIOR BUILDING CUSTODIAN @HS
DEIRDRE MORNEAU	SALEM HIGH SCHOOL	INSTRUCTIONAL SPED PARA
DEBORAH JEFFERS	SALEM HIGH SCHOOL	DIRECTOR SCHOOL NUTRITION SERV
KAREN ST. CLAIR	SALEM HIGH SCHOOL	INSTRUCTIONAL SPED PARA
ROBERT BABIKIAN	SALEM HIGH SCHOOL	VOCATIONAL TEACHER
ELLEN JOHNSON	SALEM HIGH SCHOOL	TEAM CHAIR
SUZANNE LANDRY	SALEM HIGH SCHOOL	INSTRUCTIONAL SPED PARA
RUSSELL SLAM	SALEM HIGH SCHOOL	PARAPROFESSIONAL
JOANNE OKEEFE	SALEM HIGH SCHOOL	LIBRARIAN
JANE HARRINGTON	SALTONSTALL SCHOOL	PHYSICAL EDUCATION TEACHER
ASUNCION HAMMOND	SALTONSTALL SCHOOL	FAMILY ENGAGEMENT FACILITATOR

LISA GRAY-DUFFY	SALTONSTALL SCHOOL	NURSE
HEIDI SMITH	SALTONSTALL SCHOOL	GRADE 3/4 LBLD TEACHER
SUSAN RAYNES	WITCHCRAFT HEIGHTS	GRADE 1 TEACHER



NEW LIBERTY
INNOVATION SCHOOL

Welcome all. Challenge yourself. Create a positive impact.

2021 Innovation Plan

Primary Applicant: Jennifer Winsor, Principal, New Liberty Innovation School

Contact Information: jenniferwinsor@newlibertysalem.com
978-825-3470 (phone)
978-825-3475 (fax)

Type of Innovation: Renewal of Innovation School
Date of Renewal: July 1st, 2021
Duration of plan: 5 years
Current Address: 2 East India Square, Suite 200
Number of Students: 55-65
Student Age: 14-22 years

Timeline for Innovation Plan Submission

Renewal Committee Meetings:	February-May 2021
NLIS Faculty Vote:	May 27, 2021
Salem School Committee Public Hearing:	June 7, 2021

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"In the old days at my former schools, I wouldn't go to class, I used to get kicked out of class and was in trouble all the time. Now I don't get in trouble. I can work at my own pace. This is better for me. I like the fact that teachers don't act like they are higher than us. They are like friends and work on building relationships with us. I feel like my old school was racist and homophobic. My old school seemed judgemental to me on the spot. Here I feel welcomed, appreciated and accounted for."

- Ciara M, current NLIS student

"My favorite part of NLIS is that we have the opportunities to use our own will power and personal decision making to take advantage of what is offered. They push us to be disciplined and to make choices but it's all up to us. We have support no matter what we decide, though. We have unconditional guidance and I truly value that. Our success is in our hands, and I appreciate that sense of voice in my education."

- Jade M, current NLIS student

"NLIS classes help you become a better person in all possible ways, from behaving professionally to adapting 5 incredible habits into your life. The 5 essential habits changed me and the way I used to look at the world. They are Organized, Mindful, Respectful, Sensible, and Healthy ~ habits that young teenagers coming out of school need to be a better person in their future. They help you emotionally to be ready for after school life."

- Carlos R, NLIS class of 2021

"I graduated in 2019, and with help from my career specialist at school and all my teachers at that moment, I became a dental assistant and I actually worked at a dental office. Being a single mom it was hard to keep moving but I learned how to be persistent...and finish all my goals."

- Skarleth P, NLIS graduate

"New Liberty is a gift to any student that chooses to accept it; my granddaughter was fortunate to attend NLIS...They provided her with an extensive amount of social/emotional support; in fact, they even provided me with social/emotional support to manage her. They were consistent and professional in their approach with her. They were knowledgeable about her family history and the impact it had on her ability to conform to a regular school setting; they made appropriate accommodations yet had realistic expectations. They accepted her despite how challenging she could make the school day for everyone."

- Cindy-Ann K, grandmother/caretaker of a former NLIS student

"One of our greatest accomplishments as community partners was when New Liberty staff worked hard to support one of their students that had been experiencing homelessness with their family for many years...Their team worked very closely with our team to help this student get all of her required information and documentation together and she was able to sign the lease for her own apartment. She was able to graduate from NLIS and move on to a meaningful wage job and now lives on her own."

- Felicia Pierce, Chief Program Officer, North Shore Community Development

I. Executive Summary

New Liberty Innovation School is a high school that responds to the desires and needs of students and families who are looking for an education experience different from the mainstream. It offers a program that is anchored in three pillars of service: (1) academics through competency-based learning practices, roadmaps to graduation, blended and project-based learning; (2) student supports through a trauma-informed counseling and social-emotional learning pedagogy (i.e. essential habits) and (3) college and career readiness through community-based internships, student-run businesses, and the creation of individual post-secondary plans. Since its founding as an innovation school in 2016, New Liberty has found success through an approach that is rigorous yet responsive, structured yet flexible, and committed to seeing students in the full context of complex lives, with strengths and interests that grow and deepen given the right support and experiences.

II. Strategic Change Chart

<i>Current school or district practice</i>	<i>Proposed change in practice</i>	<i>Expected impact on student achievement</i>
Limited in-school, non-academic student supports	Community School - with health, counseling, career, financial, transportation and other services for the students and families.	Holistic servicing supporting healthy families and more successful students.
Students 14-22 years old (grades 9-12)	NLIS will work in collaboration with the district to form an exploratory committee (maybe in Year 2 or 3) to explore the possibility of expanding grade levels to 6-12, including consideration of a larger downtown school location.	Catching students early with support to increase success and graduation rates Meeting a need for an alternative setting for middle school-aged students, which does not currently exist within the district.
In-house efforts to connect students with jobs and internships	Partner with Big Picture Learning and/or others to expand our Professional Readiness pathway to include mandatory internships that have students learning a wide variety of skills outside of the school setting.	Increased engagement, graduation rates, and solidified post-graduation plans for all students. Increase student interest in the school.
Non-unified curriculum	Anti-racism themes, shaped with student input, permeating and connecting all facets of curriculum and programming including core academics, professional readiness, essential habits, and arts.	Increased opportunities to connect across disciplines via thematic work, resulting in more engagement and learning. Students see the connection between learning and real life experiences. Thus, they will be much more engaged in learning as it is

	Something similar to our yearly Symposium, but expanded and deepened.	meaningful to them and can be applied.
Competencies, benchmarks and learning pathways at different stages of development across subject areas.	Finalize a new version of competencies, benchmarks, and learning pathways	Clarity for students resulting in increased motivation to progress along a pathway; transparency for educators within and outside of NLIS for improved opportunities for collaboration.
Positive Home Visits done when staff have time	Increase and systematize this practice such that staff who are willing have training and time to conduct visits strategically and thoughtfully.	Increase in student attendance, as well as parental attendance for school events; students feel more connected with school and the home.
No formal arts curriculum.	Arts woven into curricular themes, mental health, and career programming. Hire an arts-related teacher, consultant or artist-in-residence beginning 2023SY.	Enhancing hard and soft professional skills, increased opportunities for self-expression, and support student learning and project development skills
Individual teacher discretion over student portfolios.	Annual portfolio creation across all subjects.	Consistent opportunity for reflection on growth and preparation for capstone project.

III. Public Statement

New Liberty offers a competency-based education program and a robust range of support services that encourage students to gain knowledge and skills in three domains: academics, professional readiness, and essential habits (the core habits of stable adults). The target student population of New Liberty will continue to be students aged 14 and older who are behind in credits, have a history of struggle in mainstream school settings, and are at risk of dropping out. New Liberty is also interested in the possibility of expanding to middle grades in the upcoming 5 years. Students will come from Salem Public Schools as well as neighboring districts through Inter-District School Choice. Enrollment will remain targeted at 55-65 students unless an expansion is undertaken.

IV. Mission, vision, statement of need, and proposed partnerships

A. Mission Statement

The mission of NLIS is to engage all students in real-life learning about themselves and the world, to empower them to create a positive impact on their communities, and to ensure they have the tools to pursue their goals after graduation.

B. Vision Statement

Welcome all. Challenge yourself. Create a positive impact.

The above tagline, adopted by NLIS in 2017, captures the goals of New Liberty as it seeks to grow its capacity as a community educational hub that attracts and supports students from Salem and surrounding communities in a variety of ways. NLIS employs progressive educational practices such as blended and project-based learning, dual enrollment, social entrepreneurship, and competency-based curriculum in which students' life experience, in addition to academic output, can count towards their diplomas. In the coming five years NLIS envisions growing a Community School approach, featuring comprehensive wrap-around services in the areas of health, financial and career counseling, arts, childcare, and more.

With a trauma-informed approach anchored by a dynamic student support and counseling team and developed through whole-staff PD sessions throughout the year, staff act as "warm demanders",¹ developing connections with students and their families. Over time these learning partnerships,² along with a three-pillared program of academics, essential habits, and professional readiness, allow students to develop the independence, self-awareness, and confidence needed to re-engage with their education and prepare for the next step in their lives' journeys.

At its core, New Liberty seeks to foster *independent* learners who know what they are working on and how it relates to their learning plan.³ These learning plans are customized, yet all based on the following graduate profile:

Independent Learners & Globally Engaged Citizens					
Creative Problem Solving	Critical Thinking	Collaboration	Communication	Self-Awareness	Cultural Competence
Anytime, Anywhere		Real World & Project Based		Community Focused	

Throughout students' progress toward graduation, they are called upon to apply these skills to the decision-making process of the school, as well as projects in the school, workplace and community, addressing challenges in ways that draw on and deepen lessons from the classroom. As such, NLIS students are not always found within the school building - instead they are allowed and encouraged to grow their skills while involved in hands-on, real-world experiences with partner organizations.

In the upcoming five years, NLIS envisions itself growing into a full-fledged Community School, with the ability to connect students and families with a range of high quality academic, enrichment, and health/social service resources. While continuing to improve and refine the practices that have made us successful thus far, we are also open to expanding downward into the middle grades, in order to have a chance to make an earlier and more formative impact in the lives of students who are disengaging from school as adolescents.

C. Statement of Need

NLIS responds to a need in Salem and surrounding towns for a high school capable of not only reducing the number of students dropping out, but of truly engaging them in their education and their community.

The statistics on the economic cost of not investing in youth between the ages of 16-24 who are not in school and are not working are staggering. The Aspen Institute notes that there are currently 4.6 million “opportunity youth,” or about one in nine members of this age group in the United States. Jobs for the Future notes that “nearly 40 percent of our young people between the ages of 16 and 24 are weakly attached or unattached to school and work at some point during that formative stretch of their young lives.”⁴

These 40% of youth are at risk of not advancing in their education, with only one percent going on to earn an associate’s degree or higher. This is especially concerning as the vast majority of future work requires some kind of training or credential beyond a high school degree. In the COVID-19 era, in which health, economic and social stressors have upended countless teens’ lives, the flexible, trauma-informed programming offered by NLIS is more important than ever.

D. Primary partnerships

The following partners will contribute to the realization of the vision of NLIS:

Partner	Role/Area of support
Big Picture Learning	BPL is a student-centered learning design, where students are actively invested in their learning and are challenged to pursue their interests by a supportive community of educators, professionals, and family members.
Haven Project	This is a Lynn-based agency that empowers youth ages 17-24 who are struggling with housing to get employment or training and helps youth acquire housing options. They also have started a social entrepreneurship, through a coffee shop.
Justice Resource Institute/ Children, Friends and Family	Local mental health agency that provides therapy for many of our students. Also provides clinicians and program oversight to the PASS program.
Lahey Health Behavioral Services	This is a local mental health agency that provides us with many services: Crisis Team, Crisis Stabilization Unit, Intensive Wrap Around Services.
Leap for Education, Salem, MA	LEAP for Education is the first North Shore organization of its kind to empower first-generation-to-college and underserved youth to graduate from college and succeed in education and life regardless of ethnicity or gender. LEAP delivers a portfolio of innovative, academic, life skills, career and college success programs for middle school, high school and college students creating a lasting impact in our youth, their families and communities
Mass Hire North Shore Youth Career Center	The MassHire-North Shore Youth Career Center provides quality, comprehensive employment and career services to area youth ages 14 – 24.

Modern Classroom Project	MCP empowers educators to build classrooms that respond to every student's need. They provide teaching training and support for implementing a self-paced, mastery-based instruction that leverages technology to foster human connection, authentic learning and social-emotional growth.
nAGLY	Located below us in the Witch City Mall, North Shore Alliance for Gay and Lesbian Youth is an awesome local organization that has been created to support, honor and celebrate the LGBTQ youth community. They provide groups and activities to these youth and their families. They also have a closet full of donated clothes and musical instruments that our students like to explore.
Norman H. Read Charitable Trust	The Read Trust provides STEM-related grants to Salem Public Schools. NLIS has purchased numerous critical science supplies using their grant money.
North Shore CDC/YouthBuild	This agency provides affordable housing in the Point neighborhood. They also have started the Youthbuild program locally which we partnered with them to do when we were a charter school. Youthbuild offers students ages 16-24 with an opportunity to learn a trade or become a CNA while completing their Hi-Set (high school equivalency diploma). Students are paid a stipend and work together as a team to make a positive impact in the community volunteering as well as learning hard and soft employment skills.
North Shore Community Health Center and the Teen Health Center	Local Health Center which has helped to set up the Teen Health Center at Salem High School. The Teen Health Center provides our students with access to confidential medical services related to reproductive health. They also provide our students with medical care and physicals and through the pandemic now vaccines.
North Shore Medical Center	Offers a health care career exploration internship to learn about the many clinical and non-clinical careers the healthcare industry has to offer from leaders and staff across the Mass General Brigham system.
PASS Program/Beverly YMCA	This program has been created in the last few years to provide an alternative to suspension. Instead of students missing school they are referred to this program for structure and therapeutic support. We also use this program when students are struggling with engagement and mental health problems.
Peabody Essex Museum	Located across the street from us, this museum is a local treasure. We visit frequently, have partnered with some of their staff to make murals and screen films, and this year, the PEM will be hosting our graduation.
Plummer Youth Promise	Local agency that provides residential care for youth involved with DCF. They also provide a diversion program in the community called On Point. Our students have loved using the music studio there.
Root	Root offers A 14-week job training program that combines hands-on food service training with job and life skills. Trainees work with a professional chef, receive one-on-one job coaching, and gain personal finance and workforce readiness skills all while earning a weekly stipend!

Salem Education Foundation	SEF provides grants to teachers in Salem. We have received several small grants over the last five years that have allowed us to run unique programming like ProjectLiberty.
Salem YMCA	We have had a partnership with the Y since opening. Since we don't have a gym on-site, we have been able to access a gym through this Y which is down the street from our school.

V. How will autonomy and flexibility be used to improve school performance and student achievement?

A Note on School Culture and Philosophy

The staff at New Liberty stand on the following philosophical principles in order to best engage students, foster change and encourage growth.

- Kids do well if they can.⁵ It is not a problem of will but a lack of skill that creates barriers or deficits. Teaching students problem solving skills and collaborating with them to create change is how to approach difficulties.
- All people need second chances, we offer a clean slate and a chance to start over to all students entering our school.
- Families and students are strong and resilient. We are here to serve them. By building trusting relationships with parents, caretakers and students, we act as a bridge between home and school and this encourages a deeper connection to school that is non-judgmental and durable.
- We don't give up on students. We will persistently engage and offer outreach to see which intervention or relationship with students will pull the lever to create the environment for success.
- We strive to be culturally humble and responsive. When doing home visits to families, we work to send two staff members. A lead staff member who may share some of the culture or knowledge of the family along with another staff member who may not know as much about this culture or family. This is one small example of how we work to bridge cultural differences and make connections that are lasting and vibrant.
- We go by our first names. Our connection to students is personal and informal. This is deliberate. Staff act more as coaches than formal authoritarian figures. With professional boundaries held, we also speak about our own experiences and identities to create a school culture that is real and dynamic. We are mindful that it is not about us but that we carry ourselves into the work to model for students how to do this and to bring our hearts and minds with us in the work with students.
- We believe in restorative practices to build community and to offer ways to listen and speak with each other that are deep and meaningful. By holding restorative circles, we teach students how to put down their phones and to speak and listen from the heart. Restorative practices can also help create a way of healing when negative events take place. We try to stay away from typical, old school forms of discipline knowing that those practices have not worked for our students.
- We have high academic expectations of our students. Our educational structure (competency-based education, scheduling flexibility, and blended learning) allows us to personalize learning for individual students, and help them to learn in the formats that resonate with them.
- We are committed to being an anti-racist organization. We dedicate time with students and in PLC to reflecting on our systems, pedagogy and curriculum, and reforming them to make them equitable and inclusive.
- We strive to make school a fun place to be through group activities and relationships.

A. Curriculum, Instruction and Assessment

New Liberty is seeking to maintain the following curriculum, instruction and assessment autonomies in order to implement its vision and meet the unique needs of our specific population (*Exclusions from Article VI I.1. 11.7 in Salem Teacher's Union Collective Bargaining Agreement 2019-2020*):

- The autonomy to create and use unique curricular materials in the academic, social/emotional learning and professional readiness realms.
- The autonomy to use benchmarks, which derive from standards but are broader, and to remain a competency-based school rather than standards-based.
- The autonomy to choose which SPS-curated curriculum materials to use, if any.
- The autonomy to provide instruction through a blend of modalities and platforms including classroom instruction, individual tutoring, student-led investigations, offsite experiential education and both synchronous and asynchronous online instruction.
- The autonomy to assess students through growth portfolios and exhibitions of learning and full assessment autonomy.
- The autonomy to design student schedules in the ways that best meet their individual needs, including experiential learning both inside school via sheltered employment opportunities such as Project Liberty and work as lab assistants to the science teacher; and outside of school (including internships and required employment experiences), long blocks, symposium, advisory, adventure programming, field trips, etc., while still meeting the state-required 990 hours of time on learning per school year.

These autonomies will be used to maintain and grow the approach to instruction and assessment that has offered a pathway to graduation for many students. The following are the main components of our instructional model:

Competency Based Education

Competency based education (CBE) is a modular system of competencies and benchmarks that offers each student a personalized, self-paced route to high school graduation. In a competency-based educational system, educators must decide what the necessary knowledge, skills, attitudes, and behaviors are, decide how to deliver the curriculum to ensure competency in that particular content, and then design assessment tools that are able to determine whether the desired competency level was achieved. New Liberty staff used the Common Core, Massachusetts State Frameworks, Next Generation Science Standards along with other resources (Appendix E) to develop our competencies. Our competencies fall into three domains: academics, professional readiness, and essential habits (the core habits of stable adults). These competencies and their underlying benchmarks can be combined and recombined into traditional courses and a wide variety of innovative competency development opportunities (CDOs) to create individualized graduation progressions.

Culturally Responsive Teaching with Anti-Racist Curricular Themes

Staff at New Liberty believe in the mantra, "Reach before you teach." With each student we encounter, we seek to apply and deepen our awareness of the socio-political context of the classroom and the systemic and internalized biases that may be at play. As trust builds between staff and students, so does our ability to leverage that connection to raise expectations on students.

We are committed to creating units, lessons, and assessment tasks that are culturally congruent with students'

backgrounds, which at times means centering storytelling, gamifying, collective tasks, and oral displays of understanding.⁷ We are continuing to develop our school-wide anti-racist curricular themes, which will give learners repeated exposure to key standards as they look at race and equity issues through lenses of literature, history, mathematics, science, and arts. NLIS thematic curriculum will also prioritize next generation research, problem-solving, project-management and presentation skills. At present the primary model for cross-curricular instruction is via a biannual 3-4 week “symposium” structure, in which teachers from all subjects collaborate on a thematic unit, culminating with projects and presentations that weave together what students learned.

NLIS believes strongly in the value of building community not only at the classroom and whole-school level, but also among cross-sections of the school as evidenced by weekly Race Matters discussions, weekly gender affinity group meetings, and an advisory system with daily check-ins and weekly activities geared towards fostering relationships that connect students to the school and to each other.

Starting in July of 2020, two staff members and a group of students began having weekly opt-in meetings to discuss race. Called Race Matters Conversations, these discussions have led to students feeling more confident in their leadership abilities and have taught students how to begin to take steps towards social justice change. While we acknowledge that there is massive amounts of work to be done in this area, we already see an impact being made with our students and our staff. We see students developing ways to speak about a subject that has challenged our country for hundreds of years. Students report that they wish schools had been talking about this for all the years in which they have attended school, and as suggested by NLIS Panorama Survey results, they appreciate the efforts we are making in this area:

Fall 2020 Panorama Survey Question	Percent of NLIS students who responded favorably
How often do students learn about, discuss, and confront issues of race, ethnicity, and culture in school?	71%
How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?	87%
How confident are you that students at your school can have honest conversations with each other about race?	73%
When there are major news events related to race, how often do adults at your school talk about them with students?	80%
How well does your school help students speak out against racism?	80%

Our staff strive to foster open, courageous communication with students when it comes to painful historical and current conditions in society. We plan to embed the Learning for Justice “Social Justice Standards” into our work with students across disciplines. And we are also planning a partnership with a K-8 school in the district.

We are developing this plan now and hope that some of our students will act as mentors for middle grade students who want to discuss race as “book buddies” with younger students, reading books together that focus on social justice themes. Our students are eager to discuss issues of race, but ultimately also want to find ways of acting on their insights and making a positive impact in the larger community.

Modern Classroom Project⁶

During the COVID-impacted 2020-21 school year, NLIS launched a partnership with Modern Classroom Project, a blended learning mastery based model well-suited to the learning needs of New Liberty’s students. This research-backed model has transformed the teaching approach at New Liberty. Teachers use instructional videos and online assignments to create self-paced, mastery-based units, thereby freeing live class time up for small group intervention work, allowing others to accelerate towards graduation by demonstrating mastery quickly, and removing the stigma or confusion associated with students being engaged in different steps of a unit, or even different units altogether.

Assessment

New Liberty staff strive to design assessments that allow students to demonstrate their competence in multiple ways, whether through projects, presentations, performances or portfolios. Every piece of work students complete (both inside and outside of school) is assessed against the benchmarks for that course. A student is given a grade of an IP (In Progress, no credit yet, almost no work done), E (Emerging, some benchmarks completed, but no credit yet), BC (Basic Competent), C (Competent), or HC (Highly Competent). After a student has demonstrated a variety of learning targets under a benchmark *at least three times*, they are given a final grade for the entire benchmark. If a student earns anything less than an HC, they may continue to work on that benchmark to improve their score. However, once they have demonstrated it at at least a BC level, they are considered competent. Students must demonstrate competencies at at least a BC level to graduate.

ELL and Special Education

English Language Learners (ELLs) at New Liberty receive support from our licensed ESL Teacher. Our teacher pushes in and pulls students out of class to provide them with the particular language support they need. All of our ELs made gains in their English Language Development based on the ACCESS test administered last year.

Our Special Education teacher co-teaches classes with our general education teachers and teaches one sub-separate class for students who need additional one-on-one support. Our Special Education Teacher makes sure the goals in students’ IEPs (Individual Education Plans) are being met. Our teacher works closely with a Salem Public School’s Team Chair, a person who organizes and facilitates the IEP meetings, to make sure parents/guardians are invited, a translator is present, etc.

Our Coordinator of Counseling Services oversees support for our students on 504 Plans and provides counseling to students who require it per their Plan or IEP.

Trauma Informed School Practices

Most of our students have struggled with multiple risk factors that can impede learning or connection to school. The majority of our students have also experienced at least one traumatic event or multiple adverse childhood experiences (ACES). Training our staff on how to offer trauma sensitive classrooms has been an integral part of our success with students.

We know from science and evidence-based treatments that trauma experiences take a measurable toll on academic achievement and impact brain functioning. Our school is here for students to learn how to calm their brain and body so they can then focus on learning. Often our students come to us feeling overwhelmed and hopeless about school. Most of our students have at least one of the following symptoms: a sense of a lack of control, poor self-concept, fear of reprisal, avoidance of important tasks, difficulty trusting others, rigid thinking, difficulty solving problems, sadness or anxiety.

By building a caring, fun and trusting environment, students recovering from trauma or school failure can relax and begin to learn again. Our teachers are trained to build classrooms that are calm, caring and have spaces for students to take breaks or complete mindful activities.

Professional Readiness

The Professional Readiness (PR) at NLIS helps prepare students for life after graduation. Our goal is for students to be able to go out into the world of work/college with the knowledge, skills and tools to be successful and achieve their goals. NLIS students are required to participate in at least one work, internship or other related experience while in school. NLIS is working to increase the real-world experiences our students participate in to build their skills and professional networks. Students also build their professional toolkit by learning to write and update their resume, cover letter and references, interview and conduct a job search.

We work closely with each student to understand their strengths, interests and aspirations as we collaborate with them to develop an individualized postgraduate plan whether that leads directly to work, college, trade/technical school or other opportunity. Students receive guidance throughout the planning process to include assistance with college/trade school applications, financial aid, scholarships, employment applications, and so much more.

Essential Habits

We believe success derives from successful habits, which is why staff at New Liberty focus on supporting students in creating the habits that will push them toward their full growth potential. Each of our students receives an education in 21st century learning skills they will take with them into the working world and beyond to become productive in both personal and professional settings. Our *Essential Habits* include social-emotional skills like being an active listener and responsible decision-maker, executive functioning skills like being organized, planful and mindful, and 21st century skills such as collaboration and leadership.

Graduation Requirements

NLIS has the following requirements for graduation:

Graduation Requirements:

1. Demonstrate Basic Competence (BC) or higher for required humanities and math classes and/or competencies and the equivalent of three years of science.
2. Demonstrate BC or higher for Technology, Essential Habits, and Professional Readiness Competencies (not all will be done in classes).
3. Demonstrate BC or higher for 4 additional Extension Competencies or Student-Led Conferences

4. Pass all required MCAS tests (ELA, math, science).
5. Apply to at least one college or career training program.
6. Complete eight weeks of internship or employment.

*Some competencies will be covered in advisory, blended learning, adventures, internships, etc.

B. Schedule and calendar

School Year

In order to maintain the anchoring relationships that will keep students on a path to graduation, NLIS will be open for a minimum of 180 school days. Students will have flexibility to access competency development opportunities (CDOs) outside of these regularly scheduled school days through online platforms and offsite employment CDO's. Teachers will not be required to support student activities without compensation.

(Exclusions from Article VI F.1 & G.3 &4 in Salem Teacher's Union Collective Bargaining Agreement 2019-2020)

NLIS coordinators, like other coordinators in the district, will work a slightly longer day and more days each year and they will receive the coordinator stipend for these extra hours. NLIS coordinators will work an extra 30 minutes every day. Their day will be 8:45-4:15 Monday-Friday. They will not work a shorter day on Fridays as other SPS Coordinators do. They will also work the hourly equivalent of four extra days per year, which will be scheduled annually by the principal in consultation with the Leadership Team. For these additional hours, New Liberty Coordinators will receive the stipend that other SPS coordinators receive.

School Day

The school day for union teachers and students will be seven hours each day, anticipated to be from 8:45-3:45pm. Some adjustments in this schedule may be necessary in order to provide adequate instruction and supervision at peak attendance times. Within the regular school week, staff will have opportunities for preparation, professional development and/or common planning as well as the clinical and academic review of individual student cases. *(Exclusions from Article VI G.3 in Salem Teacher's Union Collective Bargaining Agreement 2019-2020)*

C. Staffing

New Liberty is seeking the following staffing autonomies in order to innovate and meet the unique academic and stabilization needs of our specific population:

- The autonomy to create new job descriptions and titles and hire and keep the right candidates for positions at the school. Pay for these positions will be commensurate with district salary scales for staff in comparable roles.
- The autonomy to stagger staff schedules in a mutually agreeable way during each day and across the school calendar. *(Exclusions from Article VI B.3a, B.3b, B.3c in Salem Teacher's Union Collective Bargaining Agreement 2019-2020)* Teacher schedules to adhere to the following percentages:
 - Teaching load will not exceed 65% of work load, which includes advisory time

- Planning time will not be less than 25% of work load
- Other admin time, neither teaching nor planning, will make up no more than 10% of workload
- The autonomy for teachers to teach up to 4 courses at a time, plus advisory, and to design individualized projects as needed to meet student needs. (*Exclusions from Article VI.B.3 a-g Salem Teacher's Union Collective Bargaining Agreement 2019-2020*)
- The autonomy from hiring a science lab assistant (section VI B 3 g).
- The autonomy to create work year calendars that differ across the staff and differ from other SPS schools, i.e., start and end dates for staff may vary and additional hours will be stipended. (*Exclusions from Article VI F.2a, F.2c in Salem Teacher's Union Collective Bargaining Agreement 2019-2020*)
- The autonomy to schedule staff to work with students in an online or blended learning environment outside of the regularly scheduled school day upon mutual agreement. (*Exclusions from Article VI B.3a, B.3b, B.3c in Salem Teacher's Union Collective Bargaining Agreement 2019-2020*)
- The autonomy to use NLIS staff to provide substitute coverage as long as it does not interfere with planning time. Teachers will be reimbursed at the hourly rate (per STU bargaining agreement) when they must miss a prep to cover a class. (*Exclusions from Article III M in Salem Teacher's Union Collective Bargaining Agreement 2019-2020*)
- The autonomy to access professional development opportunities that all other SPS schools have. (*Exclusions from Article VI F.2b in Salem Teacher's Union Collective Bargaining Agreement 2019-2020*) or to develop professional development specifically for New Liberty staff.
- The autonomy to review staff working conditions on an annual basis. (*Exclusions from Article VI. B, H 2,4,6, in Salem Teacher's Union Collective Bargaining Agreement 2019-2020*)
- The autonomy to cap in-person class size at 15:1. A small class size is critical to re-engage, stabilize and accelerate the academic progress of the NLIS student population. This allows teachers to provide personalized and direct support to students and address their complex academic and social-emotional needs. (*Exclusions from Article VI A.1 – A.4 in Salem Teacher's Union Collective Bargaining Agreement 2019-2020*)
- The autonomy to hire an art or music instructor, consultant or artist-in-residence to begin the 2023 School Year to respond to student interest and need.

NLIS Students and the Arts

In recent student surveys, group reflections, and during spring 2021 renewal committee meetings, NLIS students have expressed a repeated and resounding demand for an in-house arts program. Our students currently have the ability to cross-register for courses at Salem High School, but scheduling, transportation and challenges associated with school community and connectedness have interfered with most students' attempts to take advantage of these offerings. As we look to the five years ahead, our vision is to collaborate with community artists and arts educators to infuse visual, dramatic and musical arts into every subject, to use the arts as an extension of the therapeutic offerings of our school, and to tap into students' creative talents and interests as they explore potential career paths.

NLIS Roles and Job Descriptions

Brenda Perez Goodrum, Science Teacher

- Teaches Biology-related classes and physics
- Recipient of PLTW, MASS STEM Hub, One 8, and MIT grants

- Coordinating the establishment of new biomedical and biotechnology pathways at NLIS with a connection to North Shore Medical Center
- Uses standardized tests/benchmark completion data to make instructional decisions
- Works with Academic Facilitator to develop online classes and incorporate blended learning into classroom
- Actively seeks out various grant to support the science and technology needs for students
- Yearbook Advisor
- Member of the ILT
- Co-Advisor to students
- Uses Think: Kids CPS Model (“Plan B” meetings)
- Responsible for the development, facilitation, implementation, Medical Assisting summer program
- College professor at two community colleges

Carolyn Curwen, Employment and Postgraduate Planning Specialist

- Oversees all aspects of the Professional Readiness pillar.
- Instructs, supports and guides students throughout the job/internship search and hiring process.
- Works closely with students towards the completion of the Professional Readiness Competencies.
- Trains students in the use of career and college exploration software, such as Naviance, RoadTrip Nation, and other online career development resources.
- Works one-on-one and in small groups with students to increase their knowledge and awareness in the following areas: career interests, career exploration (job shadow, informational interviews, etc), basic employability skills, resume writing, cover letters, interview skills, college search, college application process, college testing requirements, financial aid, scholarships, etc.
- Educates students to be lifelong career self-advocates, understanding where and how to find employment resources and assistance.
- Coordinates with students to obtain hours and evaluations from internship employers.
- Collaborates with local organizations and businesses to develop opportunities for NLIS students within the realm of employment and the exploration of career options.
- Coordinates PSAT and SAT testing/information.
- Assists students in applying and registering for Dual Enrollment classes at Salem State University and North Shore Community College.
- Co-created Project Liberty - NLIS Social Enterprise
- Engages students in the building of their post-graduate plan to include continuing education opportunities, financial supports, community resources, etc., tailored to the student’s individual needs and interests.

Hadee Benoit, Bilingual Senior Administrative Specialist

- Oversees operations (fire drills, ordering supplies, maintenance, places orders for repairs, substitutes, staff attendance, food services, security system, phones, etc.)
- Maintains updated inventory of supplies, purchases instructional supplies for staff
- Oversees storage in the building
- Helps with logistical planning for all school events (Family Night, graduation, large staff meetings/PD)

- Provides bilingual support for SST, mailings home, etc.
- Registrar (tracks and maintains all student records)
- Oversees Aspen management; supports Front Desk Receptionist with projects
- Provides budget support (management of accounts receivable and payable)
- Informally manages Front Desk Receptionist
- Uses Think: Kids CPS Model (“Plan B” meetings)
- Chaperones breaks
- Cultural leader; mentors staff and students
- Member of Family Engagement Leadership Team (FELT)

Holly O’Leary, Academic Facilitator (Leadership Team member)

- Oversees student scheduling and tracking student ILP progression
- Helps coordinate the development and implementation of the Graduation Roadmap
- Develops and runs new project-based learning models for students who are over-age and under-credit
- Provides direct coaching and support to students on their pathway to graduation
- Supports and trains teachers in incorporating Blended Learning practices into their classes
- District-trained Coach
- Assists the Principal in the development and facilitation of meetings and professional development sessions related to blended learning and other academic topics
- NLIS technology coordinator; manages Google Domain and Google Workspace for Education, NLIS website and all technology equipment (computers, iPads, Chromebooks)
- Oversees administration of assessments; ensures new students receive baseline assessments upon joining the school
- Reviews and responds to student academic data reports with teachers
- Assists in developing and running progress reports and report cards
- Co-teaches Capstone class
- Co-created Project Liberty - NLIS Social Enterprise
- Uses Think: Kids CPS Model (“Plan B” meetings)
- Member of School Site Council, FELT, & ILT
- Co-Advisor to students

Instructional Paraprofessional

- Assists teachers with meeting student IEP accommodations and goals in the classroom
- Works closely with our Special Education teacher
- May assist with gathering evidence/data for a student on an IEP
- Uses Think: Kids CPS Model (“Plan B” meetings)
- Is a co-advisor

Jenni Clock, ESL Teacher

- Push-in, pull-out direct support of all ELs at New Liberty
- Oversees all aspects of ACCESS assessment and W-APT
- Provides specific supports and interventions based on students’ language needs

- Assists other teachers in modifying/making accommodations to content and instruction to meet the needs of ELs
- Uses benchmark completion and ACCESS data to make instructional decisions
- Works with Academic Facilitator to develop online classes and incorporate blended learning into classroom
- Develops and runs new project-based learning models for students who are over-age and under-credit
- Member of School Culture Team; helps to run morning community meetings
- Runs Professional Learning Community meetings for teachers
- Uses Think: Kids CPS Model (“Plan B” meetings)
- Co-Advisor to students

Jennifer Thomas, Coordinator of Counseling Services (Leadership Team member)

- Co-manages all Student Support Team (SST) members with the Principal
- Supervises SST meetings to address any attendance or behavioral struggles. Works with the team to develop interventions and track these to see which work best based for each student
- Leads and supports activities to develop and build a positive school culture including Adventures
- Organizes and provides training for staff professional development related to student social-emotional wellness and adolescent development
- Supports staff in upholding a “trauma sensitive” learning environment for our students.
- Refers students to appropriate outside resources (for such needs as substance use, mental illness, homelessness, etc.)
- Supervises all student counseling services
- Provides student counseling
- Lead staff person to assist students in crisis
- Develops along with a team of teachers the Advisory program at NLIS
- Teaches, mentors, and models the use of circles and other restorative justice work for staff and students at NLIS
- Develops partnerships to benefit the social-emotional wellbeing of our students
- Works closely with families to promote students’ social-emotional health
- Coordinates development and updates all 504 Plans
- Writes and oversees progress of students’ social-emotional IEP goals
- Assists the Wellness Teacher in assessing and assisting students as they work to earn Essential Habits (EH) competencies
- Assists teachers in working with students’ challenging classroom behaviors
- Clinical/counseling representative at IEP meetings
- Field Instructor for Clinical Interns

Jennifer Winsor, Principal

- Sets goals and priorities for the school based on data and in collaboration with the Leadership Team and all staff
- Instructional leader (coordinates teacher professional development and instructional coaching; sets instructional priorities for school)

- Fosters a professional environment that values collaboration, data use, and continual improvement where staff work together to collect and analyze data to sustain cycles of inquiry and improvement
- Operational leader and manager (ensures school is compliant with all applicable laws and ensures smooth management of day-to-day activities)
- Fosters teacher and staff leadership
- Evaluates staff
- Promotes consistent communication to staff, students, and families
- Acts as a liaison between New Liberty and the school district
- Makes and manages the school budget
- Heads our marketing and public relations efforts
- Oversees hiring of new staff, creates Hiring Committees
- Handles student discipline (searches, suspensions, behavior contracts, etc.)
- Uses Think: Kids CPS Model (“Plan B” meetings)
- Keeps abreast and responds to student attendance, academic, behavioral, and social emotional data
- Creates Graduation Roadmaps for students upon transferring into NLIS
- Works to increase and deepen student leadership, voice, and ownership at NLIS
- Oversees all student discipline in the building
- Member of School Site Council & ILT
- Works with FELT and Family Engagement Facilitator to increase parent/family engagement
- Works to establish and deepen outside partnerships to promote student internships/jobs, training programs, elective classes, and adventure-type opportunities

Melissa Rodriguez, Front Desk Receptionist

- Monitors comings and goings of New Liberty and Salem Prep (neighboring school) staff and students, as well as visitors to both schools
- Monitors students leaving the building during school hours to ensure they have appropriate authorization
- Assists with monitoring and inputting of attendance in Aspen
- Calls home when students are absent
- Keeps a pulse on parent/family concerns; asks families “What do you need from the school?” when talking to them
- Collects student excused absence notes (takes parent phone calls) and retroactively makes absences excused
- Assists with clerical work including photocopying, creating and hanging signs, data entry, answering the phone and taking messages, managing a student database in Google Spreadsheets, and checking voice mail daily
- Updates NLIS social media per request of Principal or Leadership Team
- Assists with mailings
- Assists with school beautification
- Runs Aspen & Edwin reports for staff
- Assists with teacher and staff needs as able (photocopying, etc.); takes initiative for other needs in building

Nora Davis, Special Education Teacher

- Instructional support for all students on IEPs
- Teaches explicit academic and organization skills
- Writes, updates, and monitors student IEP goals with input from other teachers
- Administers special education-related assessments and evaluates and monitors progress based on test results
- Special education representative at all IEP meetings
- Collaborates with school and district personnel, parents/families, and various community agencies for the purpose of improving the quality of student outcomes
- Provides 688/transition support and planning for students as they get closer to graduating (with support from the district Transition Coordinator)
- Creates opportunities for students to practice independent learning and decision making as they transition into adulthood
- Supports teachers in differentiation and modification of work; promotes universal design for learning and inclusion
- Uses standardized tests/benchmark completion data to make instructional decisions
- Works with Academic Facilitator to develop online classes and incorporate blended learning into classroom
- Member of the FELT & ILT
- Co-Advisor to students

Pierce Woodward, Humanities Teacher

- Teaches ELA-related subjects (such as Literature and Creative Writing) and history-related classes
- Integrates art-based projects into classes; can teach art classes
- Oversees all aspects of our NLIS Library
- Uses standardized tests/benchmark completion data to make instructional decisions
- Works with Academic Facilitator to develop online classes and incorporate blended learning into classroom
- Uses Think: Kids CPS Model (“Plan B” meetings)
- Co-Advisor to students

Robin LoConte, Wellness Teacher/Counselor

- Teaches health and wellness classes, such as Sensible and other Essential Habits
- Co-teaches Capstone class
- Co-teaches a project block with Holly
- Provides counseling to students
- Assists students in earning their Essential Habits competencies
- Assists staff in helping students earn their EH competencies
- Works with Academic Facilitator to develop online classes and incorporate blended learning into classroom

- Member of Student Support Team and School Climate Team
- Uses Think: Kids CPS Model (“Plan B” meetings)
- Co-Advisor to students

Ross Garrity, Math Teacher

- Teaches a variety of math classes, including Algebra, MCAS Prep, Geometry, Financial Literacy, Advanced Math, and related electives
- Uses standardized tests/benchmark completion data to make instructional decisions
- Works with Academic Facilitator to develop online classes and incorporate blended learning into classroom
- Uses Think: Kids CPS Model (“Plan B” meetings)
- Co-Advisor to students

Shannon Thorpe, School Nurse

- Works for NLIS and the Salem Prep
- Assesses student need and determines course of action
- Assists with referrals for outside care
- Supports SST when a student is in crisis
- Can give out some common meds with parental consent like Tylenol
- Can administer prescription medications for students with parental consent
- Trains school staff on youth medical needs
- Teaches staff about HIPPA laws on confidentiality and medical records
- Assists school in connecting with outside organizations to promote student health
- Coordinates medical care with other staff when not in the building

Terrell Greene, Recruitment and Intake Specialist

- Conducts outreach to other schools/programs to recruit students to NLIS
- Oversees all aspects of student transfers into New Liberty; works closely with PIC; assists with many aspects of student intake
- Works with Academic Facilitator Strategist to develop online classes and incorporate blended learning into their classroom
- Does an initial interview with all new students and provides staff with information on them
- Assists with Brothers for Success Program (Leap/SSU)
- Subs for classes from time-to-time when other teachers are out
- Family Engagement Facilitator
- Assists with student discipline (such as searches)
- Available to work with students in crisis or for those who need some time out of class
- Uses Think: Kids CPS Model (“Plan B” meetings)
- MCAS Coordinator (oversees all aspects of MCAS testing at NL)
- Member of Student Support Team (SST) & FELT
- Co-Advisor to students

Pay and Benefits for Teachers

NLIS teaching and coordinating staff will maintain their relationship with the current Salem Teacher's Union. Pay and collective bargaining will be set at the same rate as Salem Public Schools. There is an understanding that if staff members are asked to complete required duties that are above and beyond their individual job descriptions, they will be compensated either by stipend or by the STU contracted hourly rate, as agreed to by the parties involved.

Pay and Benefits for Non-Teaching Staff

Non-union NLIS staff members will maintain the same benefits as currently offered by the Salem Public Schools District for staff existing outside of the Union. This allows for the creation of new job descriptions and titles and hiring the right candidates for positions at the school.

One such role, for example, is that of the Recruitment and Intake Specialist, who conducts outreach to other schools/programs to recruit students to NLIS, oversees all aspects of student transfers into New Liberty, works closely with PIC and assists with many aspects of student intake.

Staff will be eligible to receive stipends for extra work above and beyond their job descriptions if they choose to take on additional projects and if funding is available through the annual budget. Additional specialized roles will be created, based on need and financial ability, to provide professional growth opportunities for staff.

Preparatory Period

Unless emergency circumstances arise that dictate to the contrary, teachers will normally have a minimum of 25% of the teacher workday for preparation time. Additionally, teachers will have a duty-free lunch break each day.

Hiring, Evaluation and Termination of NLIS Employees

Every effort will be made to recruit and hire capable staff dedicated to this innovative model. All hires will be given this Innovation Plan as part of the interview process, to ensure that they are in agreement with the direction of the school. A team of administrators, staff, and students will be part of the hiring committee to ensure the best fit for the school.

Except as may be otherwise agreed through collective bargaining, employees of NLIS shall be evaluated, hired and terminated in accordance with M.G.L. c. 71 § 41, and in the manner required by the collective bargaining agreements that pertain to their employment. The Principal of the NLIS shall be the primary evaluator of most NLIS personnel; in-put evaluators may include the Salem Public Schools' Assistant Superintendent and the Director of Pupil Personnel Services.

Transfer of Staff

An employee of New Liberty who seeks to transfer to a position in a school operated by the Salem Public Schools shall proceed in the manner set forth in that employee's collective bargaining agreement for seeking a change in assignment, consistent with M.G.L. c. 71 § 59B, any other applicable statutes or regulations, and pertinent existing case law on the subject.

D. Professional Development

New Liberty is seeking the following professional development autonomies in order to meet the unique needs of our staff in this alternative learning environment:

- Autonomy to select professional development related to our target population and curricular requirements of NLIS. This may include options offered free of charge through SPS or those created specifically for NLIS by outside vendors.
- Autonomy to budget funds for conferences and staff travel to visit other programs.
- Autonomy to act as consultants for other developing programs, and retain funds and revenue generated by NLIS outside the regular workday.

NLIS will utilize increased autonomy to create professional development plans aimed at supporting the further growth of the staff based on our School Improvement Plan and DESE requirements. NLIS is committed to fostering an environment where more in-house peer-to-peer, annual initiatives and peer classroom visits take place, and significant time will be allocated to these priorities each year. Additionally, peer observations and instructional rounds will be fully utilized by staff to create a stable, homogeneous set of practices that will benefit students throughout their tenure as well as inspire teachers to continuously grow and develop their practices in an environment conducive to teacher excellence. NLIS will continue to grow in this area by fostering a community willing to explore each other's and student work, to have a hands-on approach, and to work collaboratively to improve student growth. These peer observations and instructional round results will be non-evaluative.

E. District Policies and Procedures

New Liberty is seeking the following policy and procedure autonomies in order to continue the innovation process and meet the unique needs of our population:

- The autonomy for NLIS students to participate in SHS sports, events and programs.
- The autonomy to retain a student who is close to graduation until the end of the school year in which he/she turns 22 years old.
- The autonomy to have our own enrollment process in addition to the one required by Salem Public Schools including the mandate that all prospective students must attend an information session at New Liberty that gives each student and their parent/guardian an understanding of how our school operates.
- The autonomy to enroll students from outside of Salem through Inter-District School Choice.
- The autonomy to collect data in a way that works best for our school.
- The autonomy to develop and form community partnerships to provide onsite educational, employment, health, social service and youth development programs.
- The autonomy to conduct positive family home visits during or outside of the school day
- The autonomy to include students and student voice into critical decision making of the school, such as school policies, disciplinary proceedings, and schedule
- The autonomy to use our own newlibertysalem.com domain through Google Workspace for Education (in addition to those provided by SPS)
- The autonomy to align with SPS or purchase and own our own LMS and SIS in addition to those required by the district (like Aspen)
- The autonomy to have administrative access to user and school management of LMS and SIS.

NLIS Decision-Making Procedures and Groups

All high-impact decisions made at New Liberty are made through a democratic process with the goal of fully involving all constituents in the process whenever possible. We strive for clear communication and consensus on all key decisions that impact the entire school community. All community members have access to the information necessary to make decisions. During scheduled meeting times the entire staff will assemble together, and present the arguments in favor and opposed to the issue at hand. This will provide opportunity for all staff to reach the fullest understanding of particular issues. Lastly, the issue will come to a public decision that all community members may participate in. If consensus is not reached, the community will move to a majority decision-making process. Issues must reach a 2/3 majority vote in order to be considered viable. Issues that reach consensus or a 2/3 majority vote will be submitted to the principal for final decision and implementation.

Transparency

When appropriate, and without violating any confidentiality rights, NLIS will operate as transparently as possible. NLIS staff is committed to:

- Understanding confidentiality as it pertains to student information.
- Sharing student information that does not violate confidentiality, but that would affect practice.
- Sharing information that is relevant to each group in order to make appropriate, good decisions.
- Budgetary information regarding the welfare of the school will remain public information and will be available to all who are interested.

NLIS Decision Making Groups

School Site Council

- Advises Principal on school's policies and resources
- Helps evaluate New Liberty Innovation School programming
- Advocates for the needs of the students and the school
- Represents the perspectives and communicates on behalf of the students, families and staff.

Principal

- Ensures fidelity to school's Mission and Vision
- Oversight of all school programs
- Hires and evaluates staff
- Leads Leadership Team (LT)
- Participates in the School Site Council
- Supervised and evaluated by Salem Superintendent or Assistant Superintendent

Leadership Team (LT)

(Principal, Academic Facilitator, Clinical Services Coordinator and other positions to be determined upon implementation of the Innovation School)

- Supports and empowers staff to make decisions about curriculum, school structure, climate and culture that advance the mission of the school
- Ensures efficient flow of communication and ideas for the continuous improvement of the school between all constituencies
- Develops, reviews and revises school annual goals
- Plans professional development in support of annual goals

- Evaluates progress toward achieving goals
- Manages the school culture and models shared decision-making
- Maintains equity and professionalism in all programs and across all school constituencies

Instructional Leadership Team (ILT)

(school-based team made up of the principal, teacher-leaders, and student representatives)

- Work to improve teaching and learning through setting goals and a vision for the year
- Informal teacher mentoring and coaching
- Participate in and organize instructional rounds
- Develop, plan and facilitate our Professional Learning Community (PLC) sessions
- Contribute to curriculum development work
- Meetings to include student representatives beginning in SY 2021-22.

Family Engagement Leadership Team (FELT)

- A liaison between NLIS and families to promote positive engagement and promote home visits.
- Oversees culturally responsive, anti-racist professional development.
- Additional role providing resources and referrals under a future Community School model.

Student Leadership

- Develop individual leadership skills
- Contribute new ideas for improving school culture and climate to staff, ILT and the principal
- Represent the school as ambassadors during school visits, in student recruitment and orientations, and at conferences

Student Support Team (SST)

- Assist students, parents and teachers with services that foster a healthy and positive school community.
- Promote positive mental, emotional and social relationships in the school community by providing interventions, prevention, advocacy, and education and by strengthening community.
- Alleviate as much as possible the personal, social, and emotional challenges that are impediments to academic and personal success.
- Made up of our Coordinator of Counseling Services, our Wellness Teacher/School Adjustment Counselor, our Clinical Interns, the School Nurse, and our Recruitment and Intake Specialist.
- meets weekly to discuss the academic and clinical needs of all students and to plan and follow up on interventions to help them succeed at school.
- Frequently brings students' families in to discuss student progress and well-being. Lastly, most members of the SST receive yearly Safety Care Training from the school district.

F. Budget

At New Liberty, staffing is the main budget component. In order to build strong anchor relationships with our students and help them find academic achievement, it is essential for New Liberty to first, recruit and retain a stable staff. Next, it is imperative to maintain our low student-to-teacher and student-to-counselor ratios. Both of these priorities have budget and staffing autonomy implications for New Liberty. However, we understand and agree to conform with district policies when we seek to make changes to the budget. For example, if we want to transfer funds from personnel to non-personnel or vice versa we would need either school committee or the business office approval depending on the amount.

As an Innovation School, NLIS will exercise the following Budget Autonomies in order to continue the innovation process and meet the unique academic and stabilization needs of our specific population:

- The autonomy to use the annual budget allotment for New Liberty to create the staffing and programs that best meet the needs of the students at NLIS. NLIS budget decisions will be made in consultation with Salem Public Schools Central Office administrators and will be reviewed annually as part of the budgeting process.
- The autonomy to use our budget to purchase curriculum and technology materials that we deem necessary to meet student needs.
- The autonomy to raise and spend funds from grants, private fundraising, and third-party sources by our non-profit, The New Liberty Innovation Fund.
- The autonomy to retain and spend a portion of the money received through Inter-District School Choice. The exact amount will be based on school need from year-to-year.

VI. Capacity of Applicant Group

The New Liberty Innovation Planning Team was formed according to state guidelines and includes a diverse group of current New Liberty staff, students, parents, community and district partners who represent the key constituencies we aim to collaborate with and to serve. Additionally, all current staff members were engaged in co-creating key pieces of the plan concurrently with the Innovation Planning Team.

Hadee Benoit	<i>Bilingual Senior Administrative Assistant, NLIS (Interpreter)</i>
Yohanni Camacho	<i>Parent of a current student at NLIS*</i>
Amanda Campbell	<i>Salem School Committee*</i>
Jenni Clock	<i>ELL teacher, NLIS and Salem Teachers Union rep*</i>
Carolyn Curwen	<i>Employment & Postgraduate Planning Specialist, NLIS*</i>
Brenda Perez Goodrum	<i>Science teacher, NLIS</i>
Terrell Greene	<i>Recruitment and Intake Specialist/Family Engagement Facilitator, NLIS*</i>
Robin LoConte	<i>Teacher/counselor, NLIS*</i>
Ciara Mia Mulvaney	<i>Student, NLIS*</i>
Felicia Pierce	<i>Chief Program Officer, North Shore Community Development*</i>
Michael Rodriguez	<i>Student, NLIS</i>
Kim Talbot	<i>Director of Teacher and Leader Development, SPS*</i>
Jennifer Winsor	<i>Principal, NLIS*</i>
Kianna Womack	<i>Student, NLIS*</i>
Pierce Woodward	<i>Humanities teacher, NLIS*</i>

* Voting members

VII. Timetable for Development and Establishment

If approved for renewal, NLIS plans to continue operating without interruption.

VIII. Measurable Annual Goals

Student Enrollment Goal:

NLIS will maintain a stable enrollment of 55-65 students according to the annual October and March SIMS reporting from Sept 2021 - Sept 2026. Students who come to NLIS through Inter-District School Choice will be included in the total enrollment of NLIS and count towards this goal.

Attendance Goal (required):

The aggregate school-wide goal is 70% average daily attendance. It should be noted that most alternative-type high schools like New Liberty struggle mightily with student attendance and that our average from 2018-2021 is 66%, very close to our goal of 70% average daily attendance.

Student Graduation Goal (required):

NLIS will graduate annually at least 50% of eligible 12th grade students included in the combined four and five year graduation cohorts according to the cohort data posted on the Department of Elementary and Secondary Education (DESE) website. This DESE data does not currently include students who have surpassed their five-year graduation cohort. NLIS staff will track and report on the graduation of these students separately. However, NLIS will make a separate and additional reporting category specific to the school that includes all graduates regardless of how long it took them to complete their high school credential.

Student Safety and Disciplinary Goal (required):

NLIS will invest in staff professional development and develop intervention strategies to keep our disciplinary suspension rate at less than 10% every year.

Student Academic Growth Goals (required)

Please note, given the unique student population of NLIS, these goals are the same for students in all subgroups (ELL, Special Education, low-income, etc).

At least 75% of NLIS students who are taking the MCAS tests (ELA, Math, STE) for the first time will achieve "Partially Met," "Met," or "Exceeded" scores on each test.

At least 50% of NLIS students who have scored a "Not Met" on one or more MCAS tests on a previous MCAS administration will achieve a score of "Partially Met," "Met," or "Exceeded" on the subsequent administration of the MCAS test at NLIS.

50% of students will receive a "BC" or higher in 75% of their classes each marking period. 75% will receive at least an "E" in 100% of their classes.

75% of students will show growth in one or more benchmarks (academic, essential habits, and/or professional readiness) each marking period.

Students will complete and present a portfolio of their work at the end of each term with the following targets:

- Year 1: 50%
- Year 2: 60%
- Year 3: 70%
- Year 4: 75%
- Year 5: 80%

Student employment goal

60% of students will participate in internships and/or employment opportunities each year.

Family Engagement goals

100% of families will receive positive contact from the school each month.

70% of students have a family member or other ally attend Student Led Conferences each year.

IX. Notes

1. Hammond, Zaretta L. *Culturally Responsive Teaching and the Brain*. Corwin Press, 2015, 97-98.
2. Ibid., 71-108
3. Ibid., 98-101
4. "Who Are Opportunity Youth?" *The Aspen Institute Forum for Community Solutions*, 8 July 2018, aspencommunitysolutions.org/who-are-opportunity-youth/.
5. "What is CPS?" *What is CPS?* 21 May 2021, thinkkids.org/cps-overview.
6. Moore, Kristen. "Empowering Students as Authors of Their Own Education." *NGLC*, 26 Apr. 2021, www.nextgenlearning.org/articles/empowering-students-as-authors-of-their-own-education.
7. Hammond, 122-141

X. Attachments

Appendix A - Sample NLIS Graduation Roadmap

STUDENT NAME

Initials of Transcriber: jw

Date updated: 03/16/21

New Liberty Innovation School Graduation Roadmap (2020-2021SY)

E=Emerging, BC=Basic Competent, C=Competent, HC=Highly Competent (* at least a BC is needed to complete a course/ competency)

EXEMPT=Transfer Credit, N/A=Not Applicable

REQUIRED COURSES FOR GRADUATION

Each pathway's requirements are in white blocks, courses are a semester-long; grayed out courses are **OPTIONAL**, but encouraged for those seeking to go to a 4-year college

HUMANITIES (History + ELA)

Humanities Requirements:	Humanities 1 A (American Studies + ELA 9)	Humanities 1 B (American Studies + ELA 9)	Humanities 2 A (American Studies + ELA 10)	Humanities 2 B (American Studies + ELA 10)	Humanities 3 A (World Hist + ELA 11)	Humanities 3 B (World Hist + ELA 11)
		EXEMPT (Transfer)	C (SY19)	C (SY20)	E (SY20)	E (Transfer)

Humanities Requirements continued:	Humanities 4 A (Citizenship + ELA 12)	Humanities 4 B (Citizenship + ELA 12)	Global Spanish II	Sculpture	Extension/ Advanced Humanities Course	Extension/ Advanced Humanities Course
				EXEMPT (Transfer)	EXEMPT (Transfer)	

MATH

Math Requirements:	Integrated Math 1 A (Alg/Geo 9)	Integrated Math 1 B (Alg/Geo 9)	Integrated Math 2 A (Alg/Geo 10)	Integrated Math 2 B (Alg/Geo 10)	Financial Literacy I	Financial Literacy II	Intro to Statistics	M.A.T.H. (Independent Project)	Extension/ Advanced Math Course
		EXEMPT (Transfer)	EXEMPT (Transfer)	HC (SY21)	E (SY20)				

Appendix A - Sample Graduation Roadmap (pg. 2)

STUDENT NAME

Initials of Transcriber: jw

Date updated: 03/16/21

SCIENCE/STEM**

Science Requirements:	Biology 1*	Biology 2*	Intro to Physics	STEM Choice Class	Extension/ Advanced STEM Course	Extension/ Advanced STEM Course
	EXEMPT (Transfer)	EXEMPT (Transfer)				

Science Requirements Continued:	Principles of BioMedical Science 1 (PLTW)	Principles of BioMedical Science 2 (PLTW)	Medical Interventions 1 (PLTW)	Medical Interventions 2 (PLTW)	Human Body Systems I (PLTW)	Human Body Systems 2 (PLTW)	Biomedical Innovations (Independent Research Project, PLTW)
	HC (SY20)	C (SY20)	E (SY21)		EXEMPT (Bio MCAS)		

*Students will be exempted out of Bio 1 & 2 by passing the Biology MCAS and/or passing PBS 1 & 2

**Students who pass the Bio MCAS at a P or A *and* pass a full-year Bio I course (from a previous school) will be exempted out of Bio 1 & 2 *and* PBS 1 & 2, but must still complete 2 more science courses at NLIS

***Students who complete the ROOT Program will be exempted from the STEM Choice Class

Students must complete one of the following pathways to satisfy their Science requirements (equivalent to 3 years of science):

- Bio Pathway:** Bio 1 & 2/PBS/MCAS or Chem, MI (must be a full yr) and HBS (or A&P from prior school)

Non-Life Science Pathway: Bio 1 & 2/PBS/MCAS or Chem, Physics (½ yr), STEM Choice (topics will vary) (½ yr) and PLTW Capstone (Biomedical Innovations)

REQUIRED COMPETENCIES FOR GRADUATION

These competencies may or may not be stand-alone courses

TECHNOLOGY INTEGRATION

Technology Integration Requirements:	Intro to Technology	Digital Citizenship	Research & Information Tech Literacy	Extension / Technology	Extension / Technology

Appendix A - Sample Graduation Roadmap (pg. 3)

STUDENT NAME

Initials of Transcriber: jw

Date updated: 03/16/21

ESSENTIAL HABITS

Essential Habits Requirements:	Intro to Essential Habits	Organized	Respectful	Healthy	Mindful	Sensible	Persistent	Reflective	Advocate
	BC (SY20)		C (SY21)	E (SY20)	HC (SY21)	C (SY21)		HC (SY21)	

PROFESSIONAL READINESS

Professional Readiness Requirements:	Career Exploration	Professional Soft Skills	Professional Hard Skills	Post Graduate Planning	Work Related Experience	Capstone

EXTENSION COMPETENCIES/COURSES: at least one SLC / year of attendance

MCAS	Score	Status
ELA		
Math		
Science	256	P

Ext #1 / Student Led Conf.	Ext #2 / Student Led Conf.	Ext #3 / Student Led Conf.	Ext #4 / Student Led Conf.	Ext #5 / Student Led Conf.
Entrepreneurship	Bio MCAS Prep	Healthy-Mindful	Project Liberty	SLC
EXEMPT (Transfer)	BC (SY19)	HC (SY19)	C (SY20)	(SY20)

Transcription Notes:

Earned a C for Prof Readiness in Advisory Q1-2 SY20
 Went from a C (2020SY) for Math 3A to a HC (S1, 2021SY)
 SLC - S1 SY21



Official Report Card for Semester 1

October 5, 2020 - February 12, 2021

Student Name:

Average Daily Attendance Semester 1: 85.42%

*This year students must be marked present in **at least half of their classes each day in order to be marked “present” for the entire school day.** A student is marked present for a class when they do ANY of the following within a 24-hour period: attend a zoom class, attend an in-person class, attend a 1-on-1 office hour meeting with a teacher (on Zoom, phone, etc.), converse with their teacher online, via text, etc., or complete any work in Schoology for the class. Advisory counts as a class.*

Grading Scale:

	Letter	Level	What the Level Means	Numerical Grade
Competent (Earned Credit)	HC	Highly Competent	Consistently and independently demonstrates the ability to analyze and synthesize essential content, knowledge, and skills	4
	C	Competent	Consistently and independently demonstrates the ability to apply and transfer essential content, knowledge, and skills	3
	BC	Basic Competent	Demonstrates the ability to comprehend and apply essential content, knowledge, and skills with some teacher support	2
Not Competent (No credit yet)	E	Emerging	Not yet competent in application and transfer of essential content, knowledge, and skills; needs teacher support	1
	IP	In Progress	Limited engagement in course work.	0
	NA	Not Available	Not able to evaluate, as the student has not completed any work in this area or not covered in course yet	0

Advisory Teachers: Jenni Clock, Robin LoConte

All NLIS students belong to an Advisory group made up of 10-12 students and two staff as Co-Advisors. Advisory meets once per week for an extended period of time and is designed to support multiple goals: building community and socializing, working on lifeskills (Essential Habits), regular academic check ins, emotional support, and general problem-solving. This advisory time is especially important this year as we navigate this new learning environment. Below you will see evidence grades for benchmarks in the competencies of Organized and Respectful. This evidence is based off of the bi-weekly progress reports that have been sent to you over the semester.

NOTE: Grades reported here count as evidence toward that competency, not as a final grade for it.

HC	Student Led Conference (SLC) on Thursday, Feb. 11, 2021	SLC Extension
HC	Manages time efficiently	Organized 1

HC	Manages materials effectively	Organized 2
C	Sets and prioritizes tasks in order to achieve goals	Organized 3
HC	Listens, speaks and acts to foster respect and positivity in the school community	Respectful 1
HC	Demonstrates self control - works well with others ('good teammate')	Respectful 2
HC	Recognizes impact on others	Respectful 3
<p>Despite the difficulty of a pandemic and the challenges of online learning, ----- did quite well this semester. She clearly has excellent organizational skills, demonstrating real strength in the Essential Habits, but has also made strides in her academics and professional readiness pathways simultaneously. -----'s attendance, engagement and growth in one semester has been remarkable. Her first Student Led Conference revealed how well she knows herself as a learner, how willing she is to step outside her comfort zone, and that she is in the driver's seat of her Graduation Roadmap, independently managing her tasks. We are all looking forward to her continued growth and progress!</p>		

Course: Principles of Biomedical (PBS)		Course Grade: E
Teachers: Brenda Perez Goodrum		
<p><i>Principles of Biomedical Science asks students to play the role of a forensic scientist, investigating the mysterious death of a character. Collecting evidence from the crime scenes, students gather an understanding of DNA fingerprinting, blood typing, hair and fingerprinting analysis, all of which opens career options for consideration. Each unit is designed to build knowledge and skills that support Biology MCAS success.</i></p>		
HC	Experimental Design - systematic approach to investigate	SCI 1
HC	Technical Knowledge & Skills - laboratory & research practices: Laboratory Practice, techniques, and technology to solve a problem	SCI 3
<p>----- has performed independent work with confidence and professionalism with little 1-1 teacher support every now and then. She is an enthusiastic learner who enjoys science while learning how to apply the scientific method in investigations. Her laboratory skills are amazing and I look forward to working with her on adding more research skills while increasing her knowledge in science. ----- is consistently improving and I look forward to working with her in semester 2.</p> <p>Not enough material was covered semester 1 for her to earn the full course credit. She will be able to make this up in MI.</p>		

Course: Humanities 2A		Course Grade: C
Teachers: Pierce Woodward		
<p><i>Humanities covers both literature and history at New Liberty. For Semester 1 students engaged in three 8-9 week-long units: My Part of the Story with a focus on American identity and narrative writing, an independent reading workshop unit, and Native America: Reality vs. Mythology. The course asked students to engage with a mix of poetry, fiction, nonfiction and video, and to respond in writing to help them process and extend their thinking.</i></p>		
C	Evaluate main ideas and themes	R1/2
C	Choose and apply reading strategies	R10

C	Write paragraphs and essays with effective evidence, organization and analysis.	W1/2
C	Write narratives with appropriate structure, pacing and style	W3
BC	Strengthen writing through revision	W5
<p>----- had an excellent semester in humanities. She completed assignments with care, fulfilling the requirements and often adding insights that showed true engagement with the ideas at hand. She showed an ability to carefully analyze texts and argue her point of view in writing, and she also wrote a strong narrative piece at the end of unit 1. She can improve as a writer by strengthening her revision skills - using a rubric and the rereading process to make adjustments and improvements to her drafts.</p>		

Course: Math 1A/2A		Course Grade: C
Teachers: Ross Garrity, Nora Davis		
<p><i>Math 1 covers a mix of Algebra and Geometry. For Semester 1, students recognized and represented linear functions like income over time or mileage rates. They then recognized and represented exponential functions such as compound interest and virus growth. Students also learned how to solve equations and inequalities for a variable. and how to apply equations and inequalities scenarios outside of the classroom.</i></p>		
BC	Recognize and compare linear and exponential functions from various scenarios	LE 1/2
C	Solve equations and inequalities	REI 3
BC	Solve equations as a process and explain the reasoning	REI 1
<p>----- was a pleasure to have in my class this past semester. She demonstrated a variety of analytical concrete and abstract problem solving skills throughout the school year and has been moved to the next level of math due to this. ----- is happy to participate and engage in the work as well as being helpful with her peers when they need it. I look forward to working more with ----- this semester, helping to strengthen her abilities in math, prepare her for the MCAS, and figuring out what she may be interested in following high school.</p>		

Course: Sensible/Mindful		Competency Grades:	<i>SENSIBLE:</i> C	<i>MINDFUL:</i> C
Teachers: Robin LoConte				
<p><i>Sensible and Mindful are two required Essential Habits competencies combined in one class designed to help students grow in managing their emotions (Mindful) while improving their skills of responsible decision-making, conflict resolution and healthy relationships (Sensible). Interactive lessons for content knowledge were online (Schoology) and supported with twice weekly Zoom classes for skill building, support and assessments. Earning the competencies requires both gaining knowledge, demonstrating skills, and collecting evidence of using the skills.</i></p>				
C	Communicates effectively to stay safe, to reduce or avoid health risks			Sensible 2
C	Develops positive relationships, sets personal boundaries, resolves conflict			Sensible 3
C	Makes thoughtful, responsible decisions			Sensible 4
HC	Connects thoughts, feelings, and actions and how they influence each other			Mindful 1

C	Has at least 3 healthy coping (calming) skills for a variety of stressful situations	Mindful 2
C	Maintains focus 'in the moment'	Mindful 3
<p>----- earned both competencies this semester; Mindful early on, by demonstrating a good deal of evidence of her skills in managing emotions, and most recently, Sensible, by demonstrating her skills in communication, conflict resolution, and responsible decision making, supported by significant evidence using them. She is moving on to create an Advocate project to share what she knows about emotion management, which will earn her another Essential Habit competency. Clearly, these life skills are a strength for ----- . She is a pleasure to have in class!</p>		

Course: Introduction to Technology		Course Grade: N/A
Teacher: Holly O'Leary		
<p><i>In this course students were introduced to a variety of technology used at NLIS. They demonstrated an understanding and compliance with the NLIS responsible use of technology expectations. Students deepened their knowledge and skills in the usage of Schoology and Google Workspace applications: Drive, Docs, Gmail, Slides, Sheets. This semester the focus was on the first two benchmarks in the course, in order to successfully navigate their online learning. Students are required to complete all three benchmarks to finish this course.</i></p> <p><i>NOTE: Students were encouraged to prioritize their morning classes; this afternoon class will be offered again going forward with higher expectations to attend as we return to full-time, in-person instruction.</i></p>		
E	Responsible Use of Technology and the Understanding of Ethics and Safety	IT 1
E	Use of computers and applications	IT 2
NOT COVERED	Empowered Learner leveraging technology in learning	IT 3
<p>----- has completed 92% of the lessons in Schoology for the Google Workspace unit. Currently she has E's in the benchmarks only because she needs to do the final summative. I am confident that she will complete it with ease and the upcoming unit to complete the whole course. ----- is a delightful student who is a joy to work with and I am looking forward to supporting her to finish this course semester 2!</p>		

Course: Professional Readiness		Course Grade: E
Teachers: Carolyn Curwen		
<p><i>This semester Professional Readiness covered the basic tools needed in a job search. The primary focus for each student was to write their resume, a cover letter and reference page in order to be prepared for job and internship opportunities. NOTE: Students were encouraged to prioritize their morning classes; this afternoon class will be offered again going forward with higher expectations to attend as we return to full-time, in-person instruction. NOTE: Grades reported here count as <u>evidence</u> toward that competency, not as a final grade for it.</i></p>		
E	I can write essential job search documents.	PR 3.2
NA	I can obtain references and prepare a reference page.	PR 3.3
<p>----- has started to work on her resume and with some more work she'll have a solid resume soon. She showed interest in and applied for an internship at NSMC. It's an exciting first step in exploring potential career options beyond high school. Looking forward to watching ----- grow through the internship and working with her to develop her professional readiness skills and postgraduate plan.</p>		

Appendix C - Selected NLIS Curriculum Resources

Subject	Resources
Humanities	<ul style="list-style-type: none"> - <i>Book Love</i> (Kittle) - BuildingWhatMatters.org - <i>Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy</i> (Muhammad) - Facinghistory.org - <i>Indigenous Peoples’ History of the US</i> (Dunbar-Ortiz) - Learning for Justice (formerly Teaching Tolerance) - Zinn Education Project - Rethinking Schools: <ul style="list-style-type: none"> - <i>Teaching For Black Lives</i> - <i>Rethinking Globalization</i> - <i>A People’s Curriculum for the Earth</i> - <i>Reviving the Essay</i> (Bernabei)
Math	<ul style="list-style-type: none"> - MA Math Common Core standards - Delta Math (online math practice) - MVP (Math Visions Project) - Khan Academy - Next Gen Personal Finance
Science	<ul style="list-style-type: none"> - MA Science & STEM Frameworks DESE - Next Gen Science: NGSS - Project Lead the Way PLTW - GIZMO (online lab tool)
Technology	<ul style="list-style-type: none"> - Digital Literacy and Computer Science Guide Curriculum for MA districts (<i>within this document DESE has several outside resources linked as well</i>) - MA Frameworks - Digital Literacy and Computer Science - The International Society for Technology in Education (ISTE) (<i>student standards</i>) - Common Sense Media
Essential Habits	<ul style="list-style-type: none"> - CASEL’s 5 Social-Emotional Learning Competencies - MA Health Frameworks - Khan Academy - Medlineplus.gov - Youth Empowerment and Experiences Videos <p>Books/Articles/Excerpts chosen based on student interest and personal relevance to them</p> <ul style="list-style-type: none"> - <i>Don’t Let your Emotions Ruin Your Life: DBT for Teens</i> by <i>Marsha Linehan</i> - Lifeskills for Adult Children - <i>Get Out of Your Own Way</i> - <i>Power Source: Taking Charge of Your Life</i> by <i>Robin Casajarian</i>

	<ul style="list-style-type: none"> - Driven to Distraction by <i>Ned Hallowell, MD</i> <p>Websites:</p> <ul style="list-style-type: none"> - Student at the Center Hub - drugabuse.gov - edutopia.org - mass.gov
Professional Readiness	<ul style="list-style-type: none"> - Comprehensive Career Exploration to College Search Tools: <ul style="list-style-type: none"> - MEFA Pathways - Naviance - Employment, Training & Occupational Information Websites: <ul style="list-style-type: none"> - MassHire - Unemployment and Career Services - US Bureau of Labor Statistics Occupational Outlook Handbook - College/Financial Aid Resources: <ul style="list-style-type: none"> - FAFSA - College Board - Federal Student Aid - Mass Transfer - FastWeb
Clinical Resources	<ul style="list-style-type: none"> - Cognitive-Behavioral Intervention--CBITS-- Center for Trauma Care in Schools-- - Circle Forward-- Building A Restorative School Community-- Pranis - Culturally Responsive Teaching & The BRAIN- Zaretta Hammond - Lost At School- Ross W. Greene - Think: Kids Collaborative Problem Solving

Appendix D - NLIS Benchmark Examples

<p style="text-align: center;">NLIS Benchmark Examples <i>*this is an example NOT a comprehensive list of benchmarks</i></p>		
Content Area	Benchmark	Standard Correlation(s)
Science	PBS 1. Molecular Biology	<p>Next Gen Science Standards HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.</p>
Science	MI 1. Microbiology	<p>Next Gen Science Standards HLS4-2 HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. HS-LS3-A; HS-LS3-B;</p>
Science	PBS 2. Cell Biology	<p>Next Gen Science Standards HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* HS-LS2-8. Evaluate the evidence for the role of individual and species' chances to survive and reproduce</p>
Math	Personal Budgeting	<p>Mass Curriculum Frameworks Standards: HSS.PFL.T2.6. Formulate a savings or financial investment plan for a future goal (e.g., college or retirement).</p>
Math	Solve multi-step linear equations	<p>Mass Curriculum Frameworks Standards: HSA.REI.3: Solve one variable multi-step linear equations involving the distributive property (including absolute value) using inverse operations</p>
Math	Angles and Line Theorems	<p>Mass Curriculum Frameworks Standards: HSG.CO.9: Prove theorems about lines and angles, including adjacent, vertical, supplementary, complementary, transversals, bisection, etc...</p>
Humanities	<p>Conduct Research</p> <ul style="list-style-type: none"> - Construct a research question - Identify and select credible, diverse 	<p>Mass Curriculum Frameworks Standards:</p> <ul style="list-style-type: none"> - Conduct short as well as more sustained research projects to answer a question (including a self

	<p>sources to gather evidence</p> <ul style="list-style-type: none"> - Use systems to organize information gathered - Synthesize multiple sources 	<p>generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> - When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. - Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed. For example, students read and
Humanities	<p>Collaborative discussion</p> <ul style="list-style-type: none"> - Demonstrate preparedness and responsibility - Pose and respond to questions - Reflect on new learning 	<p>MCF SL standards:</p> <ul style="list-style-type: none"> - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. - Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Humanities	<p>Analyze Historical Events</p> <ul style="list-style-type: none"> - Evaluate historical outcomes in context - Analyze multiple perspectives - Analyze historical sources - Evaluate the importance of people's actions in shaping outcomes - Analyze causes, effects, and continuity and change 	<p>MCF SL standards:</p> <ol style="list-style-type: none"> 1. Analyze the economic, intellectual, and cultural forces that contributed to the American Revolution. 2. Explain the reasons for the French and Indian War (1754–1763), the North American component of the global Seven Years’ War between Great Britain and France (1756–1763), and analyze how the war affected colonists and Native Peoples. 3. Explain Britain’s policies in the North American colonies (e.g., the Proclamation of 1763, the Sugar Act, the Stamp Act, the Townsend Duties, the Tea Act, and the Intolerable Acts) and compare the perspectives of the British Parliament, British colonists, and Native Peoples in North America on

		<p>these policies.</p> <p>4. Describe Patriots’ responses to increased British taxation (e.g., the slogan, “no taxation without representation,” the actions of the Stamp Act Congress, the Sons of Liberty, the Boston Tea Party, the Suffolk Resolves) and the role of Massachusetts people (e.g., Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Otis Warren, Judith Sargent Murray, Phillis Wheatley, Peter Salem, Prince Estabrook).</p> <p>5. Explain the main argument of the Declaration of Independence, the rationale for seeking independence, and its key ideas on equality, liberty, natural rights, and the rule of law.</p> <p>6. Describe the key battles of the Revolution (e.g., Lexington, Concord, Bunker Hill, Trenton, Saratoga, Yorktown); the winter encampment at Valley Forge; and key leaders and participants of the Continental Army.</p> <p>7. Explain the reasons for the adoption of the Articles of Confederation in 1781 and evaluate the weaknesses of the Articles as a plan for government, the reasons for their failure and how events such as Shays’ Rebellion of 1786-1787 led to the Constitutional Convention.</p> <p>8. Describe the Constitutional Convention, the roles of specific individuals (e.g. Benjamin Franklin, Alexander Hamilton, James Madison, George Washington, Roger Sherman, Edmund Randolph), and the conflicts and compromises (e.g., compromises over representation, slavery, the executive branch, and ratification).</p>
<p>Technology</p>	<p>IT 1. Responsible Use of Technology and the Understanding of Ethics and Safety</p>	<p>MA Frameworks: Digital Literacy & Computer Science</p> <p>Ethics and Laws (9-12.CAS.b) 1. Model mastery of the school’s Acceptable Use Policy (AUP). 2. Identify computer-related laws and analyze their impact on digital privacy, security, intellectual property, network access, contracts, and consequences of sexting and harassment. 3. Discuss the legal and ethical implications associated with malicious hacking and software piracy. 4. Interpret software license agreements and application permissions.</p>
<p>Essential Habits</p>	<p>Competency: Sensible</p> <p><i>Benchmarks:</i></p> <ol style="list-style-type: none"> 1. Know and use valid health resources 2. Communicate effectively to reduce risks to well being 	<p>Massachusetts Comprehensive Health Curriculum Framework October, 1999 (currently undergoing revision process)</p> <p>Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive</p>

	<p>3. Develop positive, healthy relationships, (set boundaries, resolve conflict, communicate well)</p> <p>4. Make thoughtful, responsible decisions</p>	<p>health.</p> <p>Students will acquire the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and well being for themselves, their family, and the community.</p> <p>Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances, and in communicating about substance use/abuse prevention</p> <p>Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.</p> <p>Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.</p> <p>Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence</p> <p>Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.</p>
<p>Professional Readiness</p>	<p>Research, analyze and evaluate careers of interest.</p>	<p>MA Career Development Education Benchmarks W-1: Knowledge and skills in the planning and decision-making process W-2: An Exploratory attitude toward self, life and the world of work</p>
<p>Professional Readiness</p>	<p>Understands, analyzes and articulates differences between a job and a career.</p>	<p>MA Career Development Education Benchmarks W-3: Knowledge and skills for employment and advancement. W-4: Awareness of social and cultural conditions that affect career decision-making and workplace</p>

		success. W-5: Knowledge of all aspects of an industry, service, trade or occupation.
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Appendix E - Full Testimonials

Skarleth Ponce

40 Park st,Salem Ma 01970
7814179702

May - 20th -2021

Dear Ms. Reader,

As a graduate student from NLIS and the excellent preparation that I received from this school to be prepared to continue with my education, I can tell that this is the place where a kid's life can be changed . Where we were not just students learning academically, we were a big family. This school shows you what love,respect, support and trust is. And that when we are together, we are stronger.

My growth at this school was significant, being a student whose English language was a challenge for me to learn, having the most wonderful teachers through a couple years ,the transition was a lot easier. and I can tell that this school is the reason why I can be writing this short paragraph that is not enough to express all my gratitude with all the staff.

I graduated in 2019, and with help from my Carrier specialist at school and all my teachers at that moment, I became a Dental assistant and I actually worked at a dental office, being a single mom it was hard to keep moving but I learned how to be persistent from my Behavior class to finish all my goals. At NLIS most of the students have a new opportunity to have a better future. This institution makes sure that all the students receive all support, love and hope that they need to have success in their lives.

In addition I was lucky to know this school and to have the chance of having my high school diploma that I can use to move on into my Dental career. This upcoming year I'm trying to get into Dental school to become a dentist. All that I can say it's thank you for being my family when I need it the most and I will always have every single one of you in my heart, I can not wait to see you all on my Next graduation day !

Thank you Jenni that I couldn't make it without you. Thanks Robbin,Brenda,J Windsor, J Tomas, Terrel, Holly, David, all your hard work changed my life. Thank you so much. I hope that all of you can keep helping to change another kid's life.

Att Skarleth Ponce.

Jade Michaud (current student):

NLIS has encouraged me to be my greatest self. I am developing skills from the Essential Habits.

Who I am now is very serene. I do not have the emotional distress that I came in here with. NLIS taught me how to evaluate how I really feel. I used to project anger and negativity and then I learned that truly, it was not anger. Using the skills of Mindful [an Essential Habits competency] to stay calm allows me to evaluate my emotions and explain why I feel what I feel, then I can backtrack what made me feel like that. I have explored new ways to react, and have new ways to deal with what I have going on and keep me and everyone around me safe. I can make safe and positive decisions that impact my future.

NLIS also highlighted my attributes such as my organizational skills. I can express them here - choosing how to manage myself and my time.

In addition, my creativity is celebrated here. I can use it in math like when we are making graphs, and in Humanities through a variety of projects that I get to choose to write about. I am currently doing a piece on a cartoon that other schools would be hesitant about. I get to show my competence in my way.

NLIS really aims to support our professional growth, in becoming a successful adult. We are required to work as part of our graduation requirements. We have opportunities like different internships and a 'job board' and a ton of support from a career coach who shares scholarship opportunities or offers different career presentations to introduce us to the world of work.

The sense of community and feeling of 'my home away from home' is something that I never felt at another school. This school, even through a pandemic, has still managed to cater to us and encourage us to stay connected and feel supported.

My favorite part of NLIS is that we have the opportunities to use our own will power and personal decision making to take advantage of what is offered. They push us to be disciplined and to make choices but it's all up to us. We have support no matter what we decide, though. We have unconditional guidance and I truly value that. Our success is in our hands, and I appreciate that sense of voice in my education.

Ciara Mia (current student):

This school got me future orientated. I didn't want to do anything with my life prior to being a student here. Now since this school requires work in order to graduate, I plan on working and it's money. I am thinking about working in a prison as a guard or therapist and considering working as a support person or teacher to children with special needs.

In the old days at my former schools, I wouldn't go to class, I used to get kicked out of class and was in trouble all the time. Now I don't get in trouble. I can work at my own pace. This is better for me. I like the fact that teachers don't act like they are higher than us. They are like friends and work on building relationships with us. I feel like my old school was racist and homophobic. My old school seemed judgemental to me on the spot. Here I feel welcomed, appreciated and accounted for.

Carlos Reynoso (NLIS class of 2021):

Reasons why I feel NLIS should stay open and my biggest positive impact after attending this school for almost 2 years:

NLIS classes help you become a better person in all possible ways, from behaving professionally to adapting 5 incredible habits into your life. The 5 essential habits changed me and the way I used to look at the world. They are Organized, Mindful, Respectful, Sensible, and Healthy ~ habits that young teenagers coming out of school need to be a better person in their future. They help you emotionally to be ready for after school life.

NLIS being a little school makes it better for students and teachers to have a better connection and it feels more comfortable. Teachers truly care for their students, and they help students in and outside of school. Students aren't stressed with extra useless homework like other schools give you. They also teach financial literacy, a subject I have never seen in other schools and should be taught to every young person in the world.

I feel like this school has been the best school for me, and the first school I'm really proud I attended. I would recommend NLIS to any person who really wants a helpful school and is ready to change into the best version of themselves.

Cindy Kelly (grandparent and caretaker of a former student):

New Liberty is a gift to any student that chooses to accept it; my granddaughter was fortunate to attend NLIS.

We toured NLIS and met with a student that had successfully graduated. I work in the Mental Health field and left there so impressed I thought I want to work there!

The ease of transferring there without a bunch of red tape certainly lessened the strain on me as a grandparent.

They provided her with an extensive amount of social/emotional support; in fact, they even provided me with social/emotional support to manage her.

They were consistent and professional in their approach with her. They were knowledgeable about her family history and the impact it had on her ability to conform to a regular school setting; they made appropriate accommodations yet had realistic expectations.

They accepted her despite how challenging she could make the school day for everyone.

For her the punching bag is most memorable – for me – it was that they were sincere in their approach, they cared about her future and encouraged her to be her best.

Christine Carr (mother of two former & one current NLIS student):

Some of the most successful people choose to think “outside of the box”, realizing that every person is not a round peg. Thankfully, our school system has also come to recognize this – take innovation schools for example, these schools are cognizant of the differences in each student, as evidenced by their curriculum; this is a curriculum with softer edges, more flexibility, learning inspired by creativity. These schools adapt to the student, the student does not adapt to the school; this approach has been proven to be successful as evidenced by those students who have considered “dropping out of high school” but instead, chose to attend an innovation school with a happy and successful ending.

As a parent, I cannot begin to tell you how very grateful I am for New Liberty Innovation School. They were able to motivate and inspire my children to learn, despite their challenges. At this particular school, each and every staff member is kind, compassionate, creative and they care deeply for the overall well-being of each student. They are amazing people who strive daily to prove that life is not all about what's in the box, rather it's about what's outside of it as well.

Felicia Pierce (NLIS community partner)

North Shore CDC is so grateful for the contribution that NLIS has made to the community of Salem. We admire their commitment to working with alternative learners and helping them thrive to be prepared to enter into the workforce, present and beyond. We have been able to partner with them on many initiatives including our YouthBuild workforce development program and our supportive youth housing program. One of our greatest accomplishments as community partners was when New Liberty staff worked hard to support one of their students that had been experiencing homelessness with their family for many years. As an affordable housing developer they provided us with everything we needed to help this student find success in her journey to stability and success. Their team worked very closely with our team to help this student get all of her required information and documentation together and she was able to sign the lease for her own apartment. She was able to graduate from NLIS and move on to a meaningful wage job and now lives on her own and her family was able to be successful because her mom was able to focus on the younger children in her family. It is great to see that NLIS looks beyond the academic requirement and goes above and beyond to make sure every student has what they need to reach their goals.



What is “competency-based” education? (CBE)

Competency-based education is an approach to learning that requires students to master the skills and knowledge at one level before they can advance to the next level. Why? Because we want to make sure every student has a strong foundation of knowledge and skills to build on as they progress through school and prepare for life after graduation.

The primary--and the crucial--difference between a competency-based system of teaching and assessment and a traditional model, is that students progress based on assessed skill level in each content area, and not on some arbitrary placement based on grade or age.

Each content area (i.e. Humanities, Math, Science, Essential Habits, Professional Readiness, Technology Literacy & Integration) is divided into pathways, each block on the pathway corresponds to an academic semester (see their **ROADMAP**). After being assessed for their knowledge and/or skill in each content area, students are placed into the class which puts them at their "learning edge" i.e. challenging, but not overwhelming. Students progress based on their ability to demonstrate mastery for set benchmarks in each class, at which point, they move on. If they finish a semester without demonstrating competence in an area, they repeat that class--and that class only--while moving ahead in other content areas. If a student comes close to demonstrating competence for a class, they may work to complete targeted assignments with the teacher individually. Students are “graded” based by the following scores at the end of a semester (**IP = In Progress, E = Emerging, BC = Basic Competent, C = Competent, HC = Highly Competent**). Students need to demonstrate Basic Competent (BC) to move on to the next class in the content area pathway. On the back side of this sheet is the **New Liberty Innovation School Grading Scale** please use this as a reference to help understand competency based grading.

	Letter	Level	What the Level Means	Numerical Grade
Competent (Earned Credit)	HC	Highly Competent	Consistently and independently demonstrates the ability to analyze and synthesize essential content, knowledge, and skills	4
	C	Competent	Consistently and independently demonstrates the ability to apply and transfer essential content, knowledge, and skills	3
	BC	Basic Competent	Demonstrates the ability to comprehend and apply essential content, knowledge, and skills with some teacher support	2
Not Competent (No credit yet)	E	Emerging	Not yet competent in application and transfer of essential content, knowledge, and skills; needs teacher support	1
	IP	In Progress	Limited engagement in course work.	0
	NA	Not Available	Not able to evaluate, as the student has not completed any work in this area or not covered in course yet	0

Competency vs. Traditional Models of Education: A Quick Reference	
COMPETENCY BASED EDUCATION (CBE)	TRADITIONAL EDUCATION
Students graduate after they demonstrate mastery of a comprehensive list of competencies and benchmarks.	Students graduate upon completion of a mandated number of hours in a required set of courses.
Courses are designed around a set of competencies and benchmarks that are aligned with MA Frameworks and the National Common Core standards.	Courses are designed to align with MA Frameworks and the National Common Core standards.
Course “credit” is received by mastering the competencies/benchmarks associated with the course	Course credit is received by meeting seat time requirements and assignment completion
Each competency is assessed on a mastery rating scale, such as “Highly Competent,” “Competent,” “Basic Competent,” “Emerging,” or “Not Assessed.” Students cannot fail and can go back to improve upon past mastery levels.	Course completion is assessed with grades composed of completed assignments (such as tests, homework, quizzes, labs), effort, attendance, attitude, and timeliness.
Students progress at their own pace.	Students complete coursework together.
Students are placed in courses based on data from a variety of assessments.	Students are placed in courses based on their age, grade-level and/or prior performance.
Assessments are aligned with competencies, and may be taken whenever a student is ready to demonstrate mastery.	Assessments are aligned with course calendars, and are taken when units of study are complete.

Appendix G - Statements of Commitment



June 1, 2021

To Whom It May Concern:

Please consider this my letter of commitment to the New Liberty Innovation Plan. I believe this plan reflects the interests of the students, families and community as a whole, and I support its implementation.

Sincerely,

A handwritten signature in black ink, appearing to read "Felicia S. Pierce", written on a white rectangular background.

Felicia S. Pierce
Chief Program Officer
felicia@northshorecdc.org

96 Lafayette St, 2nd Floor
Salem MA 01970
978-743-8071
@northshorecdc
@urbanart.museum
northshorecdc.org
pun@urbanartmuseum.org



North Shore Community Development Coalition invests in neighborhoods to create thriving communities.

Carolyn Curwen
96B Magnolia Ave
Gloucester, MA 01930

June 2, 2021

To Whom It May Concern:

Please consider this my letter of commitment to the New Liberty Innovation Plan. I believe this plan reflects the interests of the students, families and community as a whole, and I support its implementation.

Sincerely,

Carolyn Curwen

Jennifer Winsor
21 Boardman St.
Salem, MA 01970

May 29, 2021

To Whom It May Concern:

Please consider this my letter of **commitment** to the New Liberty Innovation Plan. I believe this plan reflects the interests of the students, families and community as a whole, and I support its implementation.

Sincerely,

Jennifer Winsor

Pierce Woodward
24 Mt Pleasant Ave
Ipswich, MA 01938

May 29, 2021

To Whom It May Concern:

Please consider this my letter of commitment to the New Liberty Innovation Plan. I believe this plan reflects the interests of the students, families and community as a whole, and I support its implementation.

Sincerely,

Pierce Woodward

June 2, 2021

To Whom It May Concern:

Please consider this my letter of commitment to the New Liberty Innovation Plan. I believe this plan reflects the interests of the students, families and community as a whole, and I support its implementation.

Sincerely,

A handwritten signature in blue ink that reads "Robert DiCorte". The signature is written in a cursive style with a large initial 'R'.

June 2, 2021

To Whom It May Concern:

Please consider this my letter of commitment to the New Liberty Innovation Plan. I believe this plan reflects the interests of the students, families and community as a whole, and I support its implementation.

Sincerely,

Jenni Clock

June 2, 2021

To Whom It May Concern:

Please consider this my letter of commitment to the New Liberty Innovation Plan. I believe this plan reflects the interests of the students, families and community as a whole, and I support its implementation.

Sincerely,

T. Greene

June 2, 2021

To Whom It May Concern:

Please consider this my letter of commitment to the New Liberty Innovation Plan. I believe this plan reflects the interests of the students, families and community as a whole, and I support its implementation.

Sincerely, *Michael Rodriguez-Castillo*

June 2, 2021

To Whom It May Concern:

Please consider this my letter of commitment to the New Liberty Innovation Plan. I believe this plan reflects the interests of the students, families and community as a whole, and I support its implementation.

Sincerely,

Hadee Benoit

Hadee Benoit

June 2, 2021

To Whom It May Concern:

Please consider this my letter of commitment to the New Liberty Innovation Plan. I believe this plan reflects the interests of the students, families and community as a whole, and I support its implementation.

Sincerely,

Dr. Kimberly Talbot (she/her/hers)
Director of Teacher and Leader Development
29 Highland Ave.
Salem, MA 01970
978-360-0087 (cell)

↑

FELICIA S. PIERCE

41 Anchor Road • Lynn, MA 01904 • (845)323-5017 • fpierce117@gmail.com

EDUCATION HISTORY

MSW in Social Work emphasizing Community Organization, Planning and Development	June 2008
Hunter College School of Social Work – City University of New York	New York, NY
B.A. in Sociology	May 2006
College of Old Westbury – State University of New York	Old Westbury, NY

SUMMARY OF QUALIFICATIONS

- Visionary, goal driven, and creative community based executive level manager with extensive experience in community program planning development and design
- Passionate about community engagement, program designing, event planning and working with young adults
- Exemplary facilitation and coordination skills for trainings, retreats, community and senior level meetings
- Trained trainer in Youth Development and Workforce Development strategy and program implementation
- Extensive experience in team building, quality supervision and building inter-agency collaborative leadership
- Highly skilled leader with interagency resource and cross community development and capacity building skills
- Extremely organized and goal oriented ensuring quality service and execution to meet deadlines

EMPLOYMENT HISTORY

Chief Program Officer May 2018 – Present
North Shore Community Development Coalition Salem, MA

- Serve as the programmatic leader of the organization which includes identifying opportunities for programmatic efficiency, organization and community wide collaborations
- Lead program sustainability and feasibility through collaborative grant writing, relationship building and stakeholder engagement
- Direct oversight of the Community Engagement Department, YouthBuild program and diverse initiatives
- Manage and execute federal, state and private grants, partnerships and relationships
- Cultivate and maintain executive and senior-level relationships with relevant sponsoring, community and academic partners
- Develop a cohesive analysis of NSCDC's impact in the community using outcome data and community engagement
- Work closely with the CEO around strategic planning, advocacy & community planning initiatives in target communities
- Identify and build new relationships with community organizations, state and federal agencies, and businesses to foster new opportunities for the program

Director of YouthBuild August 2015 – May 2018
North Shore Community Development Coalition Salem, MA

- Produced and managed program design and structure for successful program service delivery
- Managed and submitted required reports for DOL, AmeriCorps, and YouthBuild USA
- Ensured successful performance outcomes related to job placement, retention, academic gains, and occupation skill development
- Assisted in grant writing and fundraising events for YouthBuild program
- Monitored and assisted in the development of the annual program budget
- Analyzed program data and trends for evaluation and to identify new areas of opportunity
- Ensured that all components of YouthBuild (construction, education, community service, case management, and graduate placement) were in place to sustain a strong YouthBuild culture

- *Managed and lead the day-to-day operations of construction and case management, team meetings, staff evaluations, professional development, and new hiring*
- *Overview partnerships with educational, post-secondary educational opportunities, and workforce partners, including regularly scheduling of partnership meetings*
- *Served as a Liaison between the North Shore Workforce Investment Board and agency*

Program Manager

April 2013 – July 2015

Workforce Development – Abyssinian Development Corporation

New York, NY

- *Supervised day to day operations of workforce development programs and initiatives*
- *Managed a team of diverse professionals that provide diverse education and enrichment driven activities*
- *Facilitated professional development workshops concerning best quality service delivery*
- *Developed guidelines to monitor services and identify opportunities for more effective delivery of care*
- *Determined staffing needs to ensure adequate availability of services*
- *Managed and operate department budget and track expenditures and expense reports*
- *Facilitated and coordinate career development and college readiness workshops and events for youth*
- *Ensured contractual compliance of all programs through regularly scheduled quality assurance review*
- *Expedited the completion and submission of all required program reports on funded activities, community outreach marketing efforts, and other reports as needed*
- *Created and sustain partnerships with potential employers and youth and educational community based organizations and stakeholders*

Project Manager

November 2010 – April 2013

Workforce Development – Abyssinian Development Corporation

New York, NY

- *Managed the AmeriCorps & Mentoring grant and the Office of Temporary Disability Assistance*
- *Fatherhood Initiative grant assuring compliance and service delivery*
- *Directly supervised both the Youth Counselor and Mentoring/Community Service Coordinator positions*
- *Co-wrote grants in support of the Director of Workforce Development*
- *Conducted staff evaluations and professional development sessions*
- *Coordinated and planned Professional Development Trainings for staff*
- *Organized employment, career and college fairs for young adults*

Activities & Affiliations:

Essex County Community Foundation Racial Equity Committee (2021- Present), Massachusetts YouthBuild Coalition (Current President 2015-Present), Root North Shore, Inc. (Current Vice Chair, Board Director 2018- Present), New Liberty Innovation School (Plan Renewal Committee 2021), Salem Academy Charter School (Development Committee 2020- Present Board Trustee 2018-2020), Career Counselors Consortium (Board Member, Marketing Committee Co-Chair 2016-2018)

Training/ Certifications/ Skills:

Certificate in Non-Profit Management (Institute for Non-Profit Practice completed may 2020), Social Work Supervision in Field Instruction Certification (SIFI), Proficient with computers, with advanced skills in Microsoft Excel, Outlook, Word, and Power Point, Experience with Social Media and Website Management and Marketing Systems (Canva, Weebly, Facebook, Twitter, Instagram, etc.), Working Knowledge of Data and Management Information Systems, Cornell Cooperative Extension Youth Development Training, Continuing Education in Human Resource Management Course, Undoing Racism® Training, Multicultural Training, Leadership and Conflict Resolution Training, Mandated Reporter Training Certificate, Administration for Child Service Working with LGBTQ Youth Best Practices Training

Awards & Recognitions:

Leader of the Year – Strong Women in Action, Inc. (March 2021)

Wonder Women of Salem Community Leader Recognition – Peabody Essex Museum (September 2020)

Director of the Year – YouthBuild USA Affiliated Network (May 2019)

CAROLYN S. CURWEN

96B Magnolia Ave ◊ Gloucester, MA 01930 ◊ 508.423.2457 ◊ carolyn.curwen1@gmail.com

HIGHLIGHTS OF QUALIFICATIONS

- ◆ Over twenty years experience in career services and education.
- ◆ Creative and innovative educator who possesses excellent organizational, communication and interpersonal skills.
- ◆ Skillfully coordinate, construct and manage all aspects of complex projects.
- ◆ Enthusiastic, committed and resourceful; can be counted on to get the job done and done well.

EDUCATION & CERTIFICATIONS

M.Ed. – Human Resource Education – Boston University
B.S. – Family and Community Services – Syracuse University
Health/Family & Consumer Sciences (All Levels) Certification (Provisional) – Massachusetts
Career & Technical Education Certification (Provisional) – Arizona

EXPERIENCE

Career, College, & Placement Services

- Guide and assist high school students throughout all aspects of the job search process.
- Teach high school students how to research, explore and find jobs, write a resume/application and cover letter, interview skills, work permits, etc....
- Identify and coordinate work-based learning opportunities for New Liberty Innovation School (NLIS) students.
- Work with students to complete the Work Based Learning Plan (WBLP) to ensure successful completion for the NLIS required employment competencies.
- Develop partnerships with local employers, organizations and business networks to cultivate job/internship opportunities for NLIS students.
- Assist and guide students through the college/trade program admissions process to include; research, visits, application, essay, financial aid, transcripts, scholarships, portfolios, etc.
- Collaborate with NLIS staff/faculty for integration of career readiness activities across the four-year course of study.
- Collaborate with Salem High School internship coordinator, transition specialist, CTE Director and the College and Career Readiness Center expanding resources and opportunities for students across the district.
- Develop and maintain career/college student resource center.
- Manage all career related software used by NLIS.
- Train students and teachers in the use of career and college software, such as: Naviance, RoadTrip Nation, etc.
- Provided comprehensive career, college and transfer counseling to high school through PhD students in all stages of their education and career development at multiple institutions.
- Facilitated college and on-campus employer recruiting.
- Assisted student veterans with specialized workshops and appointments to ease transition to the civilian sector and improve marketability through mastering job search techniques.
- Supervised pre-doctoral interns at UCSB; implemented and facilitated all aspects of the program, to include scheduling, advising, mentoring, initial training and professional development.
- Administered and interpreted instruments including: Strong Interest Inventory, Campbell Interest and Skill Survey, Myers-Briggs Type Indicator & John Holland's Self-Directed Search.
- Directed and implemented all operations of the Daniel Webster College Career Center. Primary occupational focus: Aviation and Business.
- Organize and facilitate career speakers and panels at NLIS and CHS.
- Planned, organized and implemented all aspects of large scale annual career and transfer events, including: STEM Fair (NLIS), Chelmsford High School's (CHS) Options Fair and Reverse College Day, Daniel Webster College's (DWC) Aviation Career Day and P/T Job Expo, Paul Smith's College Job Fair, North Country Community College (NCCC) CareerDays and College Transfer Fair.
- Worked collaboratively with the New Hampshire College & University Council (NHCUC) – a consortium of 13 New Hampshire Colleges – Career Advisors in hosting the annual statewide college job fair.
- Coordinated closely with University of Massachusetts at Lowell on the Engineering, Business & Technical Career Fair.

Teaching/Education

- Teach Professional Readiness, a comprehensive career readiness class, at NLIS.
- Developed and co-teach Project Liberty, a social enterprise class (NLIS).
- Developed, collaborated, coordinated and co-taught intense 3-week symposium career exploration course – CEO's (Career Exploration on Steroids) – at New Liberty Innovation School (NLIS).
- Conducted classes for teachers in the areas of interest inventories and occupational and college research.
- Coordinate and facilitate student participation in dual enrollment classes and early college programs.
- Instructor for ED 164, Intro to Educational & Vocational Guidance, a credit bearing career development class at UCSB.
- Developed and implemented the curriculum for the Human Relations and On Your Own Classes at Nashua High South (NHS).
- Taught nutrition, life skills, human relations and child development to high school students in the NHS.
- Developed and implemented library skills and reading enrichment curriculum for kindergarten through fifth grade at Grand Canyon Unified School District (GCUSD).
- Taught full course schedule in the library for kindergarten – fifth grade.
- Taught a six week "Senior Experience" Seminar Series for soon-to-be college graduates (DWC); topics included: resumes, cover letters, interviewing skills, personal finance/budgeting, basic cooking, and etiquette.
- Taught "First Year Seminar," a college success course (DWC).

Library

- Spearheaded large scale efforts to update and improve library operations, the collection, equipment and facilities.
- Managed library budget, obtained grant funding and community donations to purchase new books and equipment.
- Developed and implemented library skills and reading enrichment curriculum for kindergarten through fifth grade.
- Taught full course schedule in the library for kindergarten – fifth grade.
- Undertook facility improvements to increase appeal and use of library across all grades (K-12).
- Assessed and weeded collection, arranged materials for maximum accessibility and continually inventoried, classified and catalogued educational material/media.
- Utilized the Follett School Library System to manage circulation, produce reports and overdue notices.
- Collaborated with teachers to align library instruction with classroom learning.
- Provided instruction for students and staff in the use of print and electronic materials and information literacy skills.

WORK HISTORY - EDUCATION

2017-Present	EMPLOYMENT & POSTGRADUATE PLANNING SPECIALIST , New Liberty Innovation School, Salem, MA
2015-2017	TEACHER LIBRARIAN (K-12) , Grand Canyon Unified School District, Grand Canyon, AZ
2014-2015	SPECIAL EDUCATION PARAPROFESSIONAL , Grand Canyon Unified School District, Grand Canyon, AZ
2011-2012	EDUCATION VOLUNTEER , Sweetwater Organic Farm, Tampa, FL
2007-2010	CAREER COUNSELOR/INSTRUCTOR , UC Santa Barbara, Santa Barbara, CA
2006-2007	CAREER CENTER FACILITATOR , Chelmsford High School, Chelmsford, MA
2003-2005	FAMILY & CONSUMER SCIENCE TEACHER , Nashua High South, Nashua, NH
2000-2003	CAREER CENTER FACILITATOR , Chelmsford High School, Chelmsford, MA
1997-2000	DIRECTOR OF CAREER SERVICES , Daniel Webster College, Nashua, NH
1993-1997	CAREER/PERSONAL COUNSELOR , North Country Community College, Malone, NY
1991-1993	CAREER/TRANSFER COUNSELOR/INSTRUCTOR , Paul Smith's College, Paul Smiths, NY

WORK HISTORY - OTHER

2012-2013	EXECUTIVE ASSISTANT , McKinsey & Company, St. Petersburg, FL
2011-2013	FIBER ARTS SALES ASSISTANT , Knit 'N Knibble, Tampa, FL
2010-2011	MILITARY FAMILY PROGRAM VOLUNTEER , US Army War College, Carlisle, PA
2004-2006	FAMILY READINESS GROUP LEADER , 2/304 TH , Saco, ME & 98 TH DIV (IT), Rochester, NY
1989-1990	PROGRAM MANAGER , Army Community of Excellence/US Army, Schweinfurt, Germany
1988-1989	OUTREACH PROGRAM COORDINATOR , Army Community Service, Schweinfurt, Germany

Jennifer R. Clock

34 Cedar Street, Marblehead, MA 01945 email: jrclock@comcast.net mobile: 206-650-7140

SUMMARY Deep thinker committed to the development of healthy relationships, classrooms, and schools that work for all members of the community, especially students. Diverse experience facilitating the on-going development of life long critical thinkers and collaborators across all ages, pre-K – adult. Track record of innovative thinking, flexibility, self-reflection and growth.

CERTIFICATIONS

Commonwealth of Massachusetts, #317936, Elementary 1-6, ESL 5-12
State of Washington, #341832B, Elementary K-8

EDUCATION

Boston University, Boston, MA	<i>Bachelor of Science, Elementary Education, cum laude</i>
University of Washington, Seattle, WA	<i>Master of Education, Curriculum and Instruction</i>
Salem State University, Salem, MA	<i>ELL License</i>

EXPERIENCE

2012- Present *ELL Teacher, New Liberty Innovation High School of Salem*

- Analyze the learning needs of a diverse student population to develop a program of education that addresses social emotional, academic, and career and college readiness needs.
- Develop a graduation roadmap to meet the individualized needs of students who are over-age and under-credited.
- Co-teach, plan and assess across a variety of disciplines to meet the needs of multi-level English learners.
- Collaborate with leadership team to facilitate Professional Learning Community focused on deepening teacher understanding of competency- based education, collaboration among co-teachers, and creative thinking and problem solving towards providing an education fit for the 21st century.

2011 -Present *Coach/Organizer/Co-founder, Fit Girls Run Club, Marblehead MA*

- Create, manage and lead 6-week training program for girls 4th-6th grade with a focus on developing healthy bodies, minds, and hearts.
- Organize curriculum for as many as 125 participants.
- Collaboratively plan and host 5k race, 6 successful years

2005-2008 *Trainer, University of Washington Extension*

- Collaborated with professors and other teachers to plan and implement Developing Mathematical Ideas workshops for school district groups.
- Developed positive trusting rapport quickly to insure optimal learning environment.

2002-2006 *Math Coach/Math Specialist, Seattle School District*

John Rogers Elementary K-5, Catherine Blaine K-8, Madrona K-8,

- Supported the development of building-wide professional development experiences focused on examining student work.
- Facilitated Developing Mathematical Ideas workshops.
- Supported K-5 teachers in the use of the TERC investigations curriculum.
- Shifted teacher habits from working as individuals, to working in grade level teams.
- Modeled instruction across all grade levels

Jennifer R. Clock

34 Cedar Street, Marblehead, MA 01945 email: jrclock@comcast.net mobile: 206-650-7140

- 1997-2002** **Teacher, 5th Grade, John Rogers Elementary, Seattle School District**
- Created an inquiry- based classroom in Science, Math (Investigations curriculum), and Social Studies
 - Utilized cooperative learning principles to develop an engaged learning community.
 - Collaborated with other 5th grade teacher to plan effective instruction. Incorporated students into parent/teacher conferences.

- 1997-1999** **Teacher, 4th and 5th grades mullage, Gatewood Elementary, Seattle School District**
- Utilized cooperative learning strategies to foster active participation and a positive classroom community. Planned and attended 5th grade camp.
 - Implemented TERC mathematics curriculum to meet district frameworks.
 - Collaborated in a team-teaching setting.
 - Participated in rigorous professional development opportunities.

- 1997** **Substitute Teacher, Seattle, Renton and Snoqualmie School Districts**
- Created relationships for regular re-assignment and long-term positions

- 1996** **Head Child Care Teacher/Family Advocate /Site Supervisor
High Point YMCA, Seattle, WA**
- Assisted in the development of a grant funded licensed child care program based in a Seattle Housing Project. Created a warm, functional, and engaging environment.

- 1994-1995** **Teacher, Kindergarten, English as a Second Language,
Colegio Los Nogales, Bogotá Colombia**

- Fall 1993** **Student Teacher, 6th Grade, Williams School, Chelsea, MA**

HIGHLIGHTS/SKILLS

- Patient, student centered
- Strong relationships
- Creative problem solver
- Engaged thought partner
- Competency-based Learning/Assessment
- Bilingual Spanish/English
- Integrate Social/Emotional Learning
- Manage Standardized Testing (ACCESS)
- Teacher Union Contract team member

Jennifer J. Winsor

21 Boardman St. ■ Salem, MA 01970 ■ Phone: 978.806.7799 ■ E-mail: jenniferjwinsor@gmail.com

Summary ■ ■

Experienced and successful urban school administrator.

Career Highlights ■ ■

- Instructional leader skilled in the use of data and evidence-based best practices
- Anti-racist school leader who prioritizes finding, supporting, and raising staff of color
- Leading school district in rethinking and reforming student discipline K-12
- Oversaw all aspects of a large Boston high school teacher evaluation process
- Project Director for a \$20 million Harvard education research grant

Skills & Abilities ■ ■

Curriculum & Instruction

- Committed to student-centered teaching and learning that prioritizes cultural responsiveness
- Instructional Leadership Team member and PLC leader since 2002
- Skilled at leading and finding exceptional teacher professional development
- Over the last five years at NLIS:
 - Created a new Graduation Roadmap
 - Oversaw re-write of all standards-aligned benchmarks; increased rigor and expanded program of study
 - Supported establishment of school-wide Modern Classroom (blended learning) model

Leadership

- Over the last five years at NLIS:
 - Increased graduation and attendance rates,
 - Decreased dropout rate,
 - Increased number of students applying to and attending college,
 - Established critical school-wide systems,
 - Grew STEM program from scratch; school has received over \$100,000 in grants
 - Made NLIS a landmark school within the district after a history of failure
- Spearheaded and ran anti-racist initiatives at Charlestown High School (CHS), NLIS, and the Salem Public Schools
- Developed partnerships with community organizations and families at CHS and NLIS
- Advocate of student voice, ran Student Government in Boston Public Schools and NLIS
- Led NEASC and School Quality Review Teams

Resource Management

- Broad responsibility for hiring, training, supervising, and mentoring 20+ Research Assistants at Harvard Graduate School of Education research project
- Oversee all aspects of NLIS budget and annual budget development
- Proficient in a wide variety of technology include LMS platforms, Aspen, and Google G Suite

Leadership Experience ■ ■

NEW LIBERTY INNOVATION SCHOOL (NLIS)-Salem, MA

6/2016-Present

Principal

NLIS is a small "second chance" public high school for students who have not succeeded in a traditional school setting. We provide students with a competency-based personalized curriculum, real-world, project-based lessons, and social and emotional development and support. Over 50% of students are on IEPs or 504 Plans primarily for social-emotional disabilities. Staff are trained and proficient in trauma-informed practices.

- Established Project Month where students just engage in an interdisciplinary project of their choice
- Built a college and career department from scratch; we now partner with many local organizations to offer student internships and training programs
- Partnered with 1647 to bring positive home visits to the school
- Established a now-popular mid-year graduation option
- Brought restorative justice practices to the school
- Overseeing several staff-initiated Equity Improvement Cycles (Harvard RIDES Project)

CHARLESTOWN HIGH SCHOOL- Boston MA

10/2013-6/2016

Director of Supervision, Evaluation, and Communication

- Organized anti-racist/culturally responsive teaching professional development for the Administrative Team
- Increased and improved quality of teacher observations and feedback
- Developed and facilitated evaluation-related professional development for the school's teacher leaders
- Collaborated with the Director of Instruction to construct and communicate an instructional vision for the school
- Oversaw and established Family Outreach Coordinators and the CHS Parents Association

STRATEGIC EDUCATION RESEARCH PARTNERSHIP INSTITUTE- Cambridge MA

9/2010-11/2014

HARVARD GRADUATE SCHOOL OF EDUCATION

Catalyzing Comprehension Through Discussion and Debate Study (CCDD)

Assistant Project Director (9/2010-11/2014)

Scheduled, coordinated, and oversaw multiple spring and fall reading comprehension assessments, with broad responsibility for hiring, training, supervising, and mentoring 20+ Research Assistants. Worked in concert with professors and served as a liaison between schools and researchers.

- Coordinated the 2011 teacher professional development Summer Institute
- Planned and managed a bi-annual assessment of 4,000 students in Massachusetts
- Developed and presented assessment data reports for partner schools

Social Studies Writer / Team Leader (9/2010-4/2012)

Lead Social Studies Curriculum Writer for a new middle school literacy curriculum, Word Generation-Enhanced.

Word Generation (traditional) is a free, downloadable curriculum used widely in the United States and Internationally. Recruited Boston teachers to participate with Harvard professors and met regularly to brainstorm and design new curriculum, which aligns with Common Core Standards.

Interim Project Director (6/2011-12/2011)

Oversaw all operations for a \$20 million Reading for Understanding grant and served as a bridge between the researchers and other members of the project. Supervised 10+ personnel and hired key members of the grant team, including a data coordinator and teacher coaches.

History Content Team Leader & History Teacher

Planned and directed weekly meetings for the history teachers and coordinated professional development in a variety of disciplines, including writing. In addition to teaching U.S. History I and II, taught an English language inclusion class and modeled teaching ELLs for other staff.

- Selected to serve as History Content Team Leader concurrent with teaching responsibilities
- Led a four-month professional development inquiry cycle (*Accelerating Instruction through Inquiry, AI2*) for all history and foreign language teachers as part of the Boston Plan for Excellence program
- Lesson published in the Boston Debate League's Evidence Based Learning Teacher Manual
- Pioneered the Boston Debate League's Debate Across the Curriculum program

MONUMENT HIGH SCHOOL- Boston MA
Administrative Intern (9/2007-4/2009)

9/2001-6/2009

Provided strategic support to the Principal and other school administrators in all aspects of school management, including leading professional development for teachers, analyzing student MCAS data, and attending off-site meetings.

- Co-Chaired the 2007-2008 NEASC initial accreditation self-study
- Evaluated and closely assisted several teachers with curriculum and instruction development
- Created a drop-in, after-school instructional support group for new teachers
- Designed an after-school tutoring program for students who were struggling to succeed on the MCAS

Teacher Leader (9/2001 to 6/2009)

Selected by the principal to provide leadership in the launch of a student government for the school. Additional contributions included the following:

- Trained and supported student leaders as part of work with Youth on Board, a nonprofit organization for leadership training; students presented at two national education conferences
- Created and oversaw all-aspects of several Monument Community Days to promote a positive school culture; created a School Climate Committee with the Principal
- Oversaw a professional learning community of other 11th grade teachers
- Provided strategic support in the development of the Whole School Improvement Plan (WSIP)
- Worked with the Center for Collaborative Education's school change coach

Teaching Experience ■ ■

MONUMENT HIGH SCHOOL- Boston MA
Social Studies Teacher

9/2001-6/2009

- Taught World History, U.S. History I and II, and Psychology
- Mentor teacher to Harvard and Boston College graduate students
- Lesson published by Primary Source
- Served on district committees

FENWAY PILOT HIGH SCHOOL- Boston MA
Humanities Teaching Intern/Senior Position Paper Coordinator

9/2000-5/2001

Education / Credentials ■ ■

- Massachusetts Administrators Sheltered English Immersion Endorsement
- Massachusetts Principal/Assistant Principal License Grades 5-8 & 9-12
- Master of Arts & Teaching (MAT), Tufts University, Medford, MA
- BA in Social Studies, Bard College, Annandale-On-Hudson, NY

Kimberly Lawless Talbot
18 South Mountain Ave.
Melrose, MA 02176
(781) 640-7352 talbot.kimberly.001@gmail.com

EDUCATION

Ed.D., Leadership in Urban Schools, University of Massachusetts, Boston, MA, 2014.

M.A., Spanish Language, Middlebury College, Middlebury, VT, 1997.

B.A., Secondary Education and Spanish Language and Literature, Syracuse University, Syracuse, NY 1993.

EMPLOYMENT

Salem Public Schools, Director of Teacher and Leader Development, 2019-present.

Melrose Public Schools, Director of Global Education K-12, July 2016 – 2019.

- Manage all aspects of Global Language, Performing Arts, and Visual Arts programs, K-12.
- Oversee Global Education in Melrose (GEM) program.

Melrose Public Schools, Director of Global Languages 6-12, July 2011- 2016.

University of Massachusetts, Boston, Adjunct Professor, 2015-present.

Revere High School, Foreign Language Educator, October 1995 to June 2011.

Technology Professional Development Specialist, Revere High School, 2000 to 2001.

Xaverian Brothers High School, Spanish and French Teacher, 1993 to 1995.

PROFESSIONAL DEVELOPMENT PRESENTATIONS

Foreign Language

- **Authentic Resources and Interpretive Tasks**, Norwood Public Schools, October 2017.
- **Building an Inclusive World Language Experience**, MaFLA Immersion Institute, 2017.
- **Ten Steps to the Seal of Biliteracy**, MaFLA Diversity Day and Summer Institute, 2017.
- **Designing Tasks for Authentic Resources**, Melrose Public Schools, 2017.
- **Supporting the Seal of Biliteracy**, ACTFL, 2016; MABE, 2017.
- **To Proficiency and Beyond**, Melrose Public Schools, 2016.
- **MaFLA Proficiency Academy: Facilitator**, 2016.
- **Promoting Proficiency in Global Language Classrooms**, Melrose Public Schools, 2015.
- **Supporting Spontaneous Speaking**, Melrose Public Schools, 2014.
- **Vertical Articulation Strategies That Support Rigor**, Melrose Public Schools, 2013.
- **MaFLA Educator Evaluation Webinar**, 2014.
- **Promoting Vertical Alignment**, EMFLA Conference, 2014.
- **Including Students with Disabilities in Foreign Language Instruction**, Melrose Public Schools, 2011-2012.
- **Using DCAP to support all students in Foreign Language Instruction**, Melrose Public Schools, 2013-2014.
- **Aligning World Language Curriculum to the Frameworks**, Revere High School, 1999.

English Language Learners

- **The Role of Culture in Supporting ELL Students**, Melrose Public Schools, 2016.
- **Supporting ELL Students Through Cultural Diversity**, Melrose Public Schools, 2015.
- **Cultural Proficiency**, Melrose Public Schools, 2015.

Special Education

- **Building an Inclusive World Language Experience**, MaFLA Immersion Institute, 2017
- **Inclusive Practices Swap Shop**, Melrose Public Schools, 2017.
- **Including Students with Disabilities in Foreign Language Instruction**, Melrose Public Schools, 2011-2012.
- **Using DCAP to support all students in Foreign Language Instruction**, Melrose Public Schools, 2013-2014.

- Proficiency Round Table, MaFLA Fall Conference, 2017.
- Data: An Unlikely Partner in Celebration and Advocacy, MaFLA Fall Conference, 2017.
- Save Our Sanity: A practical guide to setting meaningful student learning goals, MaFLA Fall Conference, 2017.
- Creating Competency-Based Standards in the Arts, Melrose Public Schools, 2016-2017.
- Data Makeover: From 4 letter word to 4 star practice, MaFLA Fall Conference, 2015.
- Teacher Action Research, Melrose Public Schools, 2014-2015; 2015-2016, 2016-2017.
- Understanding by Design: Stage 1 in Global Languages, Melrose Public Schools, 2014.
- Understanding by Design: Stage 1 in Global Languages, Melrose Public Schools, 2014.
- Understanding by Design: Stage 2 in Global Languages, Melrose Public Schools, 2014.
- Supporting Second Year Teachers: Planning with Understanding by Design, Melrose Public Schools, 2013-present.
- Two-Column Note Taking, Melrose Public Schools, 2014.
- Notebooks: Foster Independent Learning, Melrose Public Schools, 2014.
- Seating for Motivation, Melrose Public Schools, 2013.
- Teaching Text Structures, Melrose Public Schools, 2013.
- Enhancing Comprehension Using Graphic Organizers, Melrose Public Schools, 2013.
- Framing the Lesson, 2013.
- Strategies to Support Reading, 2013.
- New Teacher Orientation, Revere Public Schools, 1998 to 2011.

Technology

- Integrating Technology for Teacher Professional Learning, MassCUE, 2016.
- Powerschool Instructional Training Video, 2010.
- Integrating Technology in the Foreign Language Classroom, Revere High School, 2003.
- Technology in the Classroom, Revere Public Schools, 2001.
- Sharing the Magic of IgPRO, Teachers Teaching Teachers, Revere High School, 1999, 2000, 2001.
- Technology Monday Instructor, Revere High School, 1999 to 2000.
- Brining the Wild, Wild Web into your Classroom, Teachers Teaching Teachers, Revere High School, 2001.
- What IgPro Can Do, Superintendent's Conference, Spring 2001.
- Mastering Digital Imaging, Revere Public Schools, 1999.
- Learning PowerPoint, Revere Public Schools, 1999.

ADDITIONAL PROFESSIONAL LEADERSHIP

- Massachusetts Foreign Language Association (MaFLA) Board Member, 2016-present.
- Reviewer of Education Preparation Programs (DESE), 2016-present.
- English Language Learner Program Review Team, 2016.
- Seal of Biliteracy Pilot and Working Group Steering Committee, 2014-present.
- MTEL Contributor, Spanish, 1998.

MASSACHUSETTS CERTIFICATIONS (# 312786).

- Spanish Language Teacher (5-12).
- English as a Second Language Teacher(5-12).
- Foreign Language Supervisor (5-12).
- Assistant Principal/Principal (9-12)
- Assistant Superintendent/Superintendent.

Terrell Greene

9 Hodges Ct. Salem, MA 01970

978-406-1067

t89greene@gmail.com

Highlights of Qualifications

- Community figure working with adolescent youth in the North Shore area for 6+ years
- Enthusiastic, committed and resourceful
- Leads by example and exceeds expectations
- Often engages in new experiences, practices, and ways of thinking
- Skillfully coordinates, constructs, and manages all aspects of complex projects
- Innovative thinker who possesses excellent communication and interpersonal skills

Education:

Salem State University, Salem, MA Bachelors of Arts in World Cultures & Languages, focus Spanish, Minor: General Education	2018
Universidad Latina, Heredia, Costa Rica SOL Education Abroad Program	2015
Universidad Oviedo, Oviedo, Spain Salem State University Education Abroad Program	2013
North Shore Community College, Danvers, MA Associates of Arts in Liberal Arts	2011

Experience:

New Liberty Innovation School, Salem, MA **2016-Present**

Recruitment and Intake Specialist and Family Engagement

- Serve as point of contact for newly incoming students and families of New Liberty
- Meet and give tours to prospective families and students
- Obtain student records from previous schools
- Maintain a database of up-to-date student information
- Oversee intake process and monitor retention
- Work collaboratively with Registrar's Office
- Conduct outreach to approximately 50 students and families previously dropped within the district
- Recruit rising 8th grade students from within the district through presentations and school tours
- Conducted a quarterly new student orientation where they learn about Essential Habits, Competency-based education, and school rules/expectations
- Facilitate family events and communication
- Coordinate home visits and maintain data of home visits, and positive contacts made to families
- Co-advise a group of 12-15 weekly
- Run weekly young men's group
- Mentor and counsel students; caseload of 12 students
- Active member on the Student Support Team (SST) in coordinating strategies to further support students who are at risk of dropping out or who are showing signs of trauma
- Informs families of English Language Learners (ELL) of practices being utilized to enhance students fluency
- Family Engagement Leadership Team (FELT) member that intentionally plans different opportunities and ways to increase family involvement in school and in support of their student

New Liberty Charter School, Salem, MA **2015-2016**

Special Education Paraprofessional

- Provided academic support to students
- Co-facilitated classes with subject teacher and student-parent-teacher IEP meetings
- Provided 1 on 1 support to students on an IEP
- Organized paperwork dealing with student IEP's
- Obtained parental/guardian signatures necessary for student IEP documents

Terrell Greene

2

BAYADA Home Health Care, Danvers, MA **2015**
Personal Care Assistant/Homemaker

- Assisted elderly and handicap individuals with a variety of personalized cleaning tasks
- Provided companionship
- Maintained flexibility, reliability, strong interpersonal skills, and client confidentiality, as required by HIPAA.

Salem Council on Aging, Salem, MA **2013**
Spanish Translator and Interpreter

- Translated Adolescent and Transitional Planning survey for an inner city high school
- Collaborated with a team of Salem State University scholars
- Translated documents, flyers, and applications for members of the Spanish speaking community.
- Interoperate conversations between both Spanish speakers and English speakers
- Co-teach English language class to English Language Learners in collaboration with the Salem Council on Aging

Volunteer Experience:

Brothers For Success, Salem, MA **2018-Present**
Mentor and Co-Facilitator

- Meet with young men of color in weekly group sessions
- Facilitate the successful transition from high school to college for males of color
- Establish trust and build cohesion within the group
- Explore issues, challenges and opportunities that are specific to young men of color

North Shore Community College, Lynn, MA **2019-Present**
M.A.L.E.S Mentor/Life Coach

- Discuss topics of sense of belonging, purpose, and what it means to be a minority male in college
- Practices personal and career goal setting
- Coaches in leadership development

Express Yourself, Beverly, MA **2016-2019**
Volunteer/Mentor

- Provided additional support as a mentor in learning choreography with adolescence
- Demonstrated leadership skills
- Served as a point person for adolescence to seek help from

Educator, Heredia, Costa Rica **2015**

- Co-taught English language in two Costa Rican elementary schools

Tutor, Salem, MA **2015**

- Tutored a young adult from the Plummer Home (an all boys group home) in beginning Spanish

Hadee Benoit

9 ½ Meadow Street

Salem MA 01970

978-407-6473

e-mail: hbenoit05@hotmail.com

PROFESSIONAL EXPERIENCE

Salem Public Schools, Salem MA

2011 – Present

Bi-lingual Senior Administrative Specialist

Oversee day-to-day operation of busy front office. Answer phones, manage principal's calendar, oversee para-professionals, coordinate substitute teacher coverage, serve as parent liaison for Spanish speaking parents and staff, translate documents, interpret for parents and staff, enter, analyze and report student attendance. Compile and submit reporting to the state, manage and oversee three school wide student data bases, register students, manage and maintain student scheduling, process billing, maintain accurate accounting of school budget as well as grants. Facilitate workshops and teach RAD classes.

Salem Public Schools, Salem MA

2011- 2012

ELL Bi-lingual Parent Liaison

Provide bi-lingual support for parents, students, teachers and administration at two elementary schools. Provide written and oral translations as well as support for office personnel.

Salem Public Schools, Salem MA

2009-2012

Consultant/Grant Co-Coordinator

Implement and oversee the Coordinated Family and Community Engagement grant, plan and coordinate parent activities as well as Early Childhood Council meetings, and other meetings as required by the grant. Complete all reporting requirements as requested by the Department of Early Education and Care, provide parental resources and referral services including but not limited to childcare, education and social services.

Salem Public Schools, Salem, MA

1998-2009

Community Partnership Coordinator

Coordinated, monitored and oversaw the implementation of the Community Partnerships Program, recruited, selected and enrolled families who were income eligible for child care, collected, verified and maintained family income records, planned staff and parent trainings, ran and kept minutes of monthly Early Childhood Council and subcommittee meetings, served as liaison between parents, preschools and public schools, provided outreach services to parents, prepared monthly reports for the Department of Education and Early Childhood Council, monitored all contracted centers for compliance of National Association for the Education of Young Children (NAEYC) and Child Development Associate (CDA) credentials, conducted needs assessments and program evaluations, reviewed and processed billing, oversaw and maintained all financial records, wrote grant, received training in various aspect of early childhood.

EDUCATION

Bachelor of Science – Administration - **Salem State College**
Concentration: Accounting-Management

**SALEM SCHOOL COMMITTEE
REGULAR MEETING SCHEDULE
July, 2021 - June, 2022
D R A F T**

Monday, July 19, 2021 – 7:00 p.m. (*tentative*)

Monday, August 16, 2021 - 7:00 p.m. (*tentative*)

Monday, September 13, 2021 – 7:00 p.m. (*Monday, Sept. 6 is Labor Day &
Tuesday, Sept. 7 is Rosh Hashanah*)

Monday, September 20, 2021 – 7:00 p.m.

Monday, October 4, 2021 – 7:00 p.m.

Monday, October 18, 2021 – 7:00 p.m.

Monday, November 1, 2021 – 7:00 p.m.

Monday, November 15, 2021 – 7:00 p.m.

Monday, December 6, 2021 – 7:00 p.m.

Monday, December 20, 2021 – 7:00 p.m.

Monday, January 3, 2022 – 7:00 p.m.

Tuesday, January 18, 2022 – 7:00 p.m. (*Monday, Jan. 17 is Martin Luther King Day*)

Monday, February 7, 2022 – 7:00 p.m.

Monday, February 28, 2022 – 7:00 p.m. (*Monday, Feb. 21 is President's Day*)

Monday, March 7, 2022 – 7:00 p.m.

Monday, March 21, 2022 – 7:00 p.m.

Monday, April 4, 2022 – 7:00 p.m.

Monday, April 25, 2022 – 7:00 p.m. (*Monday, April 18 is Patriot's Day*)

Monday, May 2, 2022 – 7:00 p.m.

Monday, May 16, 2022 – 7:00 p.m.

Monday, June 6, 2022 – 7:00 p.m.

Monday, June 20, 2022 – 7:00 p.m.



PO Box 268 Salem MA, 01970

To: Salem School Committee

From: Ron Miano

Date: 5/22/2021

Subject: Salem Youth Football & Cheer

Dear School Committee Members,

On behalf of Salem Youth Football & Cheering, inc. I would like to request the use of Bertram field for our upcoming Fall 2021 Football season. We are asking that we continue with the previous arrangement, waiving usage fees, however we will be responsible for custodial fees. We have also had access to use of the PA system, concession stand and score board, as well as Team rooms.

We hope we are able to continue this long-standing arrangement. Salem Youth Football & Cheering accommodates and strives to develop over two hundred players, cheerleaders while supporting their families each year. We accomplish this with the help and support of Ryan Monks office and custodial staff, Salem High A.D. Scott Connolly, Salem High Football Coach Bouchard and of course the School Committee and Mayor Kim Driscoll.

We appreciate your consideration and your support.

Regards,

Ron Miano

Senior Commissioner



THE SALEM PUBLIC SCHOOLS

Request for Use of School Facilities

Date: 3-16-21

FACILITY: Bertram Field
EVENT DATE: Sundays in Sept, Oct, Nov RENTAL TIME: 8-4 PM
PERFORMANCE TIME: Games thru-out Day HEAT REQUIRED A/C REQUIRED
PROGRAM DESCRIPTION: Salem Youth Football & Cheer, Inc
APPROXIMATE AUDIENCE SIZE: Unknown ADMISSION CHARGE: _____
SUBMITTED BY: Ron Miano (Contact Person)
TELEPHONE: 978-265-5991 (Day/Evening)
REPRESENTING: Salem Youth Football & Cheer (Agency/Group)
ADDRESS: 12 Buena Vista Ave
CITY: Salem STATE: MA ZIP CODE: 01970
FAX NO.: 741-6476 CELL PHONE NO.: 978-265-5991
EMAIL: Coachmiano@gmail.com

EQUIPMENT OR SPECIAL NEEDS REQUIRED:

Bleachers, seating, allow ample time between events for set-up/break-down. All requests for the use of school department equipment must be listed on this rental application form, example: sound system, chairs, etc. (Additional charges may apply.)

USAGE FEES:

FACILITY FEE:

Base Charge (4 Hour Minimum): _____
Hourly Charge (\$30.00 Per Hour): _____
Additional Hours Required: _____
Total Rental Fee: _____

CUSTODIAL FEE:

Number of Custodians Required: _____
Hourly Rate Each Custodian: \$47.65
Total Approximate Man Hours: _____
Total Custodial Fee: _____

Please issue a payment check made payable to the Salem School Department Facility Rental.

1. Facility Usage Fee: \$ _____
2. Custodial Service Fee: \$ _____
3. Total Amount Due: \$ _____

NOTE: Due to unforeseen circumstances, the rescheduling of non-school rental activities may be necessary. School sponsored activities shall take precedence over any and all non-school functions.

I affirm that the group I represent will abide by the letter and spirit of the rules and regulations governing the use of school facilities including all vehicle parking and traffic regulations at each facility.

Signature of Applicant: R Miano
Approval of Building Principal: _____
Approval Building Services: _____

Date: _____

Date: _____

Cc: Principal: _____
Sr. Custodian: _____
Originator: _____
File: _____

Please email request form to Ryan Monks, Director Building Services at: rmonks@salemk12.org

THE SALEM PUBLIC SCHOOLS

Request for Use of School Facilities

Date: 3-16-21

FACILITY: Lowry Field at SPS
EVENT DATE: August through November RENTAL TIME: 5:30-7:30 pm
PERFORMANCE TIME: Football & cheer practice HEAT REQUIRED A/C REQUIRED
PROGRAM DESCRIPTION: Football & cheer practice 4 teams each (8 teams)
APPROXIMATE AUDIENCE SIZE: Players coaches ADMISSION CHARGE: _____
SUBMITTED BY: Ron Miano (Contact Person)
TELEPHONE: 978-265-5991 (Day/Evening)
REPRESENTING: Salem Youth Football & cheer (Agency/Group)
ADDRESS: 12 Buena Vista Av
CITY: Salem STATE: MA ZIP CODE: 01970
FAX NO.: 978-265-6476 CELL PHONE NO.: 978-265-5991
EMAIL: CoachMiano@gmail.com

EQUIPMENT OR SPECIAL NEEDS REQUIRED:

Bleachers, seating, allow ample time between events for set-up/break-down. All requests for the use of school department equipment must be listed on this rental application form, example: sound system, chairs, etc. (Additional charges may apply.)

USAGE FEES:

FACILITY FEE:

Base Charge (4 Hour Minimum): _____
Hourly Charge (\$30.00 Per Hour): _____
Additional Hours Required: _____
Total Rental Fee: _____

CUSTODIAL FEE:

Number of Custodians Required: _____
Hourly Rate Each Custodian: \$47.65
Total Approximate Man Hours: _____
Total Custodial Fee: _____

Please issue a payment check made payable to the Salem School Department Facility Rental.

1. Facility Usage Fee: \$ _____
2. Custodial Service Fee: \$ _____
3. Total Amount Due: \$ _____

NOTE: Due to unforeseen circumstances, the rescheduling of non-school rental activities may be necessary. School sponsored activities shall take precedence over any and all non-school functions.

I affirm that the group I represent will abide by the letter and spirit of the rules and regulations governing the use of school facilities including all vehicle parking and traffic regulations at each facility.

Signature of Applicant: R Miano
Approval of Building Principal: _____
Approval Building Services: _____

Date: _____
Date: _____

Cc: Principal: _____
Sr. Custodian: _____
Originator: _____
File: _____

Please email request form to Ryan Monks, Director Building Services at: rmonks@salemk12.org

1. SCHOOL COMMITTEE POLICY ON THE USE OF SCHOOL FACILITIES BY NON-SCHOOL GROUPS

All applications for the use of school facilities must be filed (10) days prior to the event at the Building Services Office, Salem High School, 77 Willson Street, Salem, MA 01970. Telephone: 978-740-1143.

It is the policy of the Salem School Committee to encourage the use of School Department property by Salem community groups for worthwhile purposes, when such uses do not conflict or interfere with school programs or with the activities of school sponsored organizations.

Fees are assessed to groups using school facilities to substantially meet the related custodial, utility, and maintenance costs. Every effort is made by the school department to keep costs as low as possible.

Use of school facilities shall be limited to public gatherings which promote the general welfare. The School Committee is the final authority and judge as to whether the activity promotes the general welfare or is harmful to property.

The committee reserves the right to reject any or all requests for the use of school property.

2. FEES

User rental fees are comprised of the following:

1. Custodial Fee
2. Facility Rental Fee
3. Other fees as may be required

2.1 CUSTODIAL FEES

The number of custodians required at each event shall be determined by the granting authority.

Custodial fees are charged at a rate of 1.8 times the average current hourly custodial rate in accordance with the wage provisions of the current working agreement between the Salem School Committee and AFSCME Local Union 294.

School Year	2019/2020	\$46.48
School Year	2020/2021	\$47.65

2.2 FACILITY FEES

All school facility rental fees are per day (4 hours) minimum. Additional hours are charged at \$30.00 per hour. Bertram Field facility rental fees are per day (4 hours) minimum. Additional hours are charged at \$75.00 per hour. Bertram Field stadium lighting usage fee is an additional \$75.00 per hour for each hour of the facility rental period.

SALEM HIGH SCHOOL	BASE	COLLINS MIDDLE SCHOOL	BASE	ELEMENTARY SCHOOLS	BASE
Auditorium	\$450	Auditorium	\$225	Gymnasiums at:	
½ Auditorium	\$225	Gymnasium	\$225	Bates, Bentley, Carlton, Saltonstall	\$225
Field House	\$500	Cafeteria	\$125	Gymnasiums at: Horace Mann, Witchcraft	\$275
Gymnasium	\$225				
Cafeteria	\$225			Cafetoriums at:	
Library/IMC	\$100			Bates, Carlton, Horace Mann, Witchcraft	\$275
Classroom	\$50			Cafetorium at Bentley	\$150
				Cafeteria at Saltonstall	\$100
				Auditorium at Saltonstall	\$225
BERTRAM FIELD FACILITY USAGE FEES:					
Base Fee (4 Hours)	\$500			IMC/Library	\$150
Additional Hour	\$75 Per Hour			Computer Lab	\$150
Stadium Lighting	\$75 Per Hour				

2.3 OTHER FEES

As directed by the School Committee, a number of cafeteria workers, police officers and other personnel may be required. A school department administrator shall be required at all events which utilize multiple areas within a facility and are expected to have large or multiple groups or audiences. This individual will be responsible for insuring full compliance with all School Committee facility rental policies and guidelines and building security. The administrative fee will be paid by the agency utilizing the facility. The fee will be charged at the current administrator’s salary on a per hour basis.

2.3.1 CAFETERIA WORKERS

The number of cafeteria workers required at each event shall be determined by the Director of Food Services.

Cafeteria worker fees shall be charged at a rate of 1.8 times the average current hourly pay rate in accordance with the wage provisions of the current working agreement between the Salem School Committee and AFSCME Local Union 294.

2.3.2 SPECIAL LIGHTING/AUDIO PERSONNEL

Use of any lighting (other than the house lights such as stage lighting or special lighting) and/or the use of audio equipment shall require the hiring of a qualified operator as determined by the School Committee.

Operator fees are charged at a rate of \$8.00 per hour with a minimum of (3) hours.

2.3.3 EQUIPMENT USE

<u>HIGH SCHOOL</u>	<u>EACH</u>
GRAND PIANO	\$25.00
OTHER MUSICAL INSTRUMENT	\$ 5.00
PORTABLE STAGE PLATFORMS	\$10.00
CHORAL RISERS	\$10.00

2.3.4 POLICE OFFICERS

All activities not listed in section 2.4, with an expected attendance in excess of 700 persons are required to engage the services of a number of Police Officers as determined by the School Committee. Some activities with an expected attendance of less than 700 persons may be required to engage police services. The applicant will engage and pay the assigned police detail officers directly.

Police Detail Contact Information:

Salem Police Department Paid Detail
 Assignment Officer
 978-744-0171 Ext. 127

2.4 ASSESSMENT OF FEES

All organizations shall be assessed fees as determined by the granting authority in this policy, with the following exceptions ONLY:

No fees or charges shall be assessed to the following groups unless otherwise noted:

Alumni Meetings	Parent Teacher Organizations – Meetings & Activities
Booster Clubs	Saturday Mornings Cartoon League *
Boy Scouts of America	Salem Philharmonic Orchestra **
Brownies of America	Salem Recreation Department *
Camp Fire Girls	Salem Youth Basketball Program *
City of Salem Community Meetings Required by Law	Salem Youth Soccer
Cub Scouts of America	Student Activities
Girl Scouts of America	Student Organizations

* No facility fee, custodial fees shall apply whenever custodial overtime is required.

** No facility fee, custodial fees limited to 2 performances per year.
 Custodial fees shall apply whenever custodial overtime is required.

2.5 COLLECTION OF FEES

2.5.1 SECURITY DEPOSIT

A security deposit of \$250 shall be rendered 48 hours in advance, from groups except those listed in Section 2.4

The Director of FAPA, Athletic Director, Building Principal, or designee shall conduct a pre and post inspection of the rental facility to determine the nature of any damages incurred. The user agrees that the cost of any damages shall be deducted for the security deposit with the balance returned following the post inspection. Any damages in excess of \$250 shall be borne by the individual or organization renting the facilities.

2.5.2 PAYMENT OF FEES

All fees are payable 48 hours in advance of the event except where the School Committee designates later billing.

Make checks payable as follows:

“SALEM SCHOOL DEPARTMENT FACILITY RENTAL”

OTHER FEES: MAKE PAYMENT DIRECTLY TO PERSON OR ORGANIZATION

2.5.3 DISTRIBUTION OF FUNDS

The School Department serves as the collection agency for user fees to pay for the incurred custodial, cafeteria, and/or facility costs, expenses, and maintenance items, as determined by the School Committee.

3. OTHER REQUIREMENTS

3.1 CERTIFICATE OF LIABILITY INSURANCE

As determined by the granting authority, users are required to obtain a Certificate of General Liability Insurance with a minimum limit of \$1,000,000.00. This policy is to protect all athletic participants and spectators using any school building or field, inclusive of affirmative coverage for the City of Salem, its servants, employees and agents. There are to be no exceptions to this policy.

4. REQUEST FOR EXCEPTION TO POLICY

Exceptions to the School Committee Policy on the Use of School Facilities by Non-School Groups must be approved by the School Committee, and recorded as an addendum to this policy, two weeks prior to the event. It is recommended that any requests for an exception be submitted for School Committee consideration at least one month prior to the event.

Salem High School
77 Willson St., Salem, MA 01970

IN REPLY REFER TO:

Mission: Marine Instructor and Cadets will report to the National Drill Camp in Kerrville, Texas from July 11 - 17, 2021

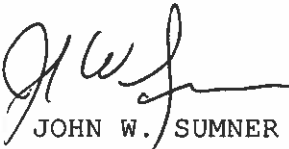
All expensed will be taken care of by the Marine Corps.

Covid protocol will be in place the entire duration of the course.

The cadets that volunteered to attend are noted below:

1. Jordan Sweeney
2. Trevor Theriault

Any questions you can contact me by phone 978-223-8202 or email jsumner@salemk12.org



JOHN W. SUMNER

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information

Name of School	Salem High School	Date of Request	Date of Field Trip	
Coordinator	John W. Sumner, SgtMaj (ret)	May 10 2021	July 11 – 17, 2021	
Coordinator Contact Info	Phone: 978-223-8202 Email: jsumner@salemk12.org	Total Number of Students	Departur e Time	Return Time
Grade Level(s)	Grade 9 – 12	2	TBD	TBD
Destination <i>Please identify that place AND the specific location and address for the trip.</i>	Schreiner University 2100 Memorial Blvd, Kerrville, TX 78028	Location and Duration		
		<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state – within MA <input checked="" type="checkbox"/> Out of state – travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip		

II. Learning and Accessibility

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

III. School Nurse Review and Approval (School Nurse Signature Required)

Has the school nurse been notified of this field trip?	Has the roster of students been shared and any medical concerns reviewed?	Will an on-site nurse be needed for this field trip?
X Yes <input type="checkbox"/> No	X Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes X No
School Nurse Signature:		Date:

IV. Food Services

Has the school's cafeteria manager been notified of this field trip?	Will the students be eating lunch at the school on the date(s) of the trip?	Are you requesting any bag lunches or other food for this trip?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
<i>Comments: All meals will be provided</i>		

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

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

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

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

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

School Principal Signature: 	Date: 5/13/21
---	-------------------------

Salem High School
77 Willson St., Salem, MA 01970

IN REPLY REFER TO:
SGTMAJ
20210510

From: Marine Instructor, Marine Corps Junior ROTC, Salem High School
To: Salem School Board

Subj: NATIONAL DRILL CAMP

1. Situation. The purpose of this Letter of Instruction is to outline the requirements and coordinating instructions for the National Drill Camp (NDC) being held at Kerrville, Texas.

2. Mission. From 11 July to 17 July 2021 this week-long total emersion into all things drill includes classes and practical instruction within: inspection, regulation, color guard, and either armed or unarmed exhibition drill in team and solo/dual formats. Throughout every class, leadership skills and command presence is stressed, along with dozens of other tangible and intangible lessons that will help then become a better driller, a better teacher, and a better leader.

3. Execution.

a. Commanders intent: To provide an opportunity to grow the leader within during a week-long training event which will challenge cadets both mentally and physically to develop a better leader. The intent is to gain valuable knowledge and return to train fellow cadets in drill movements.

4. Administration and Logistics.

a. Administration: All consent forms and waivers must be completed and turned in NLT Tuesday 1 July 2021. Cadet Chain of Command will be used and followed by all Cadets. Marine Instructor, Sergeant Major Sumner, will be the point of contact and will be there the entire time.

b. Logistics:

(1) **Transportation:** Instructor and Cadets will travel from Boston Logan Airport to Houston Airport Texas. From there, a shuttle bus will be used from the airport to the campus.

(2) **Medical:** Medical and first aid will be provided by on-hand staff.

(3) **Uniform of the Day:** Appropriate civilian attire. Collar shirt, kaiki pants, shoes. PT gear with running shoes.

Salem High School
77 Willson St., Salem, MA 01970

IN REPLY REFER TO:

- (4) **Chow:** All meals will be provided. Cadets should bring a water bottle to stay hydrated.
- (5) **Funding:** All expenses will be taken care of by the Marine Corps. Cadets are encouraged to bring spending money for souvenirs.
5. **Command and Signal.** Cell phones will be the primary means of communication for staff. Points of contact SgtMaj Sumner 978-223-8202.


JOHN W. SUMNER

PERSONNEL 4000

ALL EMPLOYEES 4100

HARASSMENT AND VIOLENCE 4110

Salem Public Schools is committed to maintaining an educational and work environment free from all forms of harassment and violence ~~Harassment~~ based on race, color, ethnicity, national origin, ancestry, religion, disability, ~~national origin, ancestry, age, genetic information, active military or veteran status, marital status, pregnancy, or pregnancy-related condition, gender, gender identity, sex, sexual identity, or sexual orientation, physical appearance, or housing status.~~ basis of race, color, national origin, ethnicity, ancestry, religion, age, disability, genetic information, veteran status, marital status, sex, gender, gender identity, sexual orientation, pregnancy, or pregnancy-related condition or any other protected category as defined by state and/or federal law. is unlawful and prohibited in the Salem Public Schools. Salem Public Schools has a commitment to maintaining an educational environment and workplace where bigotry and intolerance, or discrimination are not tolerated and where any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

It shall be a violation of this policy for any individual to inflict, threaten to inflict, or attempt to inflict violence or otherwise harass or interfere with a student's education or an employee's work through conduct or any other form of communications.

This policy applies to all school employees, students, volunteers, contracted vendors, and other members of the school community. Each member of the school community has a responsibility to ensure that harassment and violence does not occur in the schools or at school sponsored activities. The Superintendent shall insure that all members of the school community are informed of this policy.



Harassment is unwanted or unwelcome physical or verbal behavior relating to an individual's actual or perceived race, color, ethnicity, national origin, ancestry, religion, disability, national origin, ancestry, age, genetic information, active military or veteran status, marital status, pregnancy, or pregnancy-related condition, gender, gender identity, sex, sexual identity, disability or sexual orientation, physical appearance, or housing status ~~race, color, religion, disability, national origin, ancestry, age, genetic information, active military or veteran status, sex, sexual identity, or sexual orientation or any other protected category as defined by state and/or federal law~~ race, religion, national origin, sex, disability, or sexual orientation, which negatively impacts the educational or work environment. This includes, but is not limited to, unsolicited remarks, gestures, physical contact, and the display or circulation of ¶ written or illustrated derogatory material either physically or electronically.

In addition, sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when any of the following occur:

~~Sexual harassment refers to sexually motivated behavior that is unwelcome and personally offensive, and interferes with a student's education or an employee's work environment. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature.~~

~~¶~~

~~Examples of behavior that may be considered sexual harassment include without limitation:~~

~~Whistling, catcalls or offensive noises; Stares or obscene gestures;~~

~~Suggestive remarks, jokes about a person's appearance, or derogatory sexual terms;~~

~~Displaying offensive photographs, illustrations, or sex-related objects; Blocking a person's movements;~~

~~Touching, brushing, pinching or patting; Pulling or lifting of clothing;~~

~~Pressure for dates, sex, or information about personal sexual experiences.~~

1. Submission to such conduct or communication is made a term or condition either explicitly or implicitly to obtain or maintain employment or an educational opportunity.

2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such ~~individuals~~ individual.

3. Such conduct or communication whether intended or not, is unwelcome and has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive work or educational environment.

4. The conduct creates an intimidating, hostile, or offensive work or school environment.

~~See Cambridge language~~

~~¶~~

“While all forms of harassment are prohibited, state and federal law requires school districts pay particular attention to Sexual Harassment. Pursuant to Title IX of the Education Amendments of 1972 (“Title IX”), Salem Public Schools has a specific procedure to address sexual harassment as contemplated by Title IX.”

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school or work environment that is hostile, offensive, intimidating, or humiliating to either male, female or non-binary students or workers also may constitute discrimination, harassment and/or sexual harassment.

Any individuals who believe they have been harassed or who have witnessed or learned about the harassment of another person in the school environment, should inform the Principal as soon as possible. Staff who witness or have knowledge of actual or possible harassment or violence are required to report the incident to a Principal, even if the victim does not express disapproval or wish to file a complaint. If the individual does not wish to discuss the issue with the Principal, the individual should inform the Superintendent via the Title IX Coordinator: at [phone #/address] or the Title IX Coordinator [name] at [address, and phone]. ~~Staff who witness or have knowledge of actual or possible~~

~~harassment or violence are required to report the incident to a building administrator, even if the victim does not express disapproval or wish to file a complaint.~~

TITLE IX COORDINATOR

The Title IX Coordinator is responsible for ensuring Salem Public School District’s compliance with Title IX and this Grievance Process. Salem Public School District’s student Title IX Coordinator is Adam Colantuoni. The Title IX Coordinator for staff is Alicia Palmer. Their contact information is provided below.

Adam Colantuoni

Executive Director of Student Services and Family Supports

Salem Public Schools

Phone: (978) 740-

Email: AColantuoni@salemk12.org

Executive Director of Employee Engagement

Salem Public Schools

Phone: (978) 740-1115

Email: APalmer@salemk12.org

All verbal and written complaints will be ~~investigated promptly~~investigated promptly and in as ~~impartial and~~impartial and confidential a manner as possible, to ~~ensure prompt~~ensure prompt and appropriate action.

Any student, employee or other member of the school community found to have engaged in harassment shall be subject to disciplinary action, including, but not limited to, warning, suspension, expulsion or termination, subject to applicable procedural requirements. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school administration, or who has cooperated in an investigation of a complaint under this policy, is unlawful and will not be tolerated by the Salem Public Schools. Retaliation may also result in disciplinary action, including, but not limited to, warning, suspension, expulsion or termination, subject to applicable procedural requirements.

Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts law (Chapter 119, sec. 51A). The Salem Public Schools shall comply with Massachusetts laws in reporting suspected cases of child abuse to the Department of Social Services.

Certain circumstances may violate state or federal Civil Rights, Hate Crimes, or Harassment statutes. The Salem Public Schools will comply with its Memorandum of Understanding and report appropriate incidents to the Salem Police Department.

Complaints may also be made at the following state and federal agencies:

The state agency responsible for enforcing laws prohibiting harassment in employment is the Massachusetts Commission Against Discrimination (MCAD), located at 1 Ashburton Place, Boston, MA.

The federal agency responsible for enforcing federal laws prohibiting harassment in the employment context is the Equal Employment Opportunity Commission (EEOC) located at the John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203

The state agency responsible for enforcing laws prohibiting harassment in education it is the Bureau of Equal Education Opportunity, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, **Malden**, MA 02148-4906.

The federal agency responsible for enforcing the federal laws regarding discrimination and harassment in relation to education is the Office for Civil Rights within the U.S. Department of Education located at 5 Post Office Square, Boston, MA (617 289-0111) OCR. Boston@ed.gov

Annually, each administrator will provide a written copy of this policy to all staff and provide new employees with a copy at the time of their employment.

See Complaint Form
Internal Procedure Document

References:

Title VII of the Civil Rights Act of 1964, § 703; 42 USC 2000e et seq.

Title IX of the Education Amendments of 1972; 20 USC 1681 et seq.

Title II, Americans with Disabilities Act; 42 USC 12131-12134

The Rehabilitation Act of 1973, §504; 29 USC 794

MGL 151B

MGL 151C

MGL 119:51A

MGL 76:5

~~In certain circumstances, sexual harassment may constitute child abuse under Massachusetts General Laws Chapter 119, Section 51 A. The Salem Public Schools will comply with Massachusetts law in reporting suspected cases of child abuse to the Department of Social Services.~~

PERSONNEL	4000
ALL EMPLOYEES	4100
HARASSMENT AND VIOLENCE	4110
Certain circumstances may violate state or federal Civil Rights, Hate Crimes, or Harassment	

~~statutes. The Salem Public Schools will comply with its Memorandum of Understanding and report appropriate incidents to the Salem Police Department.~~

~~Any individuals who believe that they have been the subject of any form of harassment or violence should report the conduct to a teacher or administrator. Staff will forward the complaint to a building administrator who will initiate an investigation.~~

~~Complaints may also be filed with Julie A. Doherty, Civil Rights Compliance Officer, Title IX Coordinator, Salem Public Schools, 29 Highland Avenue, Salem. Telephone: 978-740-1126.~~

~~Anyone filing a complaint may pursue her/his rights under the law and file a complaint with the appropriate state and federal agencies at anytime.~~

~~COMMONWEALTH OF MASSACHUSETTS: MASSACHUSETTS COMMISSION AGAINST DISCRIMINATION~~

~~1 Ashburton Place, Boston
Information and Complaints: 617-994-6000
Complaints must be filed within 6 months.~~

~~FEDERAL GOVERNMENT: EDUCATION DEPARTMENT, OFFICE FOR CIVIL RIGHTS~~

~~33 Arch Street, Boston
Information and Complaints: 617-289-0111
Complaints must be filed within 180 days.~~

~~FEDERAL GOVERNMENT: EQUAL EMPLOYMENT OPPORTUNITY COMMISSION~~

~~J.W. McCormack Post Office & Courthouse, Boston
Information and Complaints: 617-565-3200
Complaints must be filed within 300 days.~~

~~Staff who witness or have knowledge of actual or possible harassment or violence are required to report the incident to a building administrator, even if the victim does not express disapproval or wish to file a complaint.~~

~~All verbal and written complaints will be investigated promptly and in as impartial and confidential a manner as possible, to ensure prompt and appropriate action.~~

HARASSMENT AND VIOLENCE

4110

~~Any individual, who after an appropriate investigation is found to have engaged in any form of harassment, will be subjected to disciplinary action up to and including student expulsion or staff termination.~~

~~No individual will be subject to any form of coercion, intimidation, retaliation, interference, or discrimination for filing a complaint or cooperating in an investigation. Retaliation is unlawful and the Salem Public Schools will take the appropriate disciplinary action against any individuals involved. All staff members are required to participate in a school department investigation.~~

~~¶~~

~~Violations of this policy will be cause for disciplinary action up to and including expulsion from school, termination of employment, or revocation of school department or city contracts.~~

~~¶~~

~~Annually, each administrator will provide a written copy of this policy to all staff, and provide new employees with a copy at the time of their employment.~~

~~¶~~

~~¶~~

~~¶~~

~~See Complaint Form~~

~~¶~~

~~Legal Reference: Title VII of the Civil Rights Act~~

~~Title IX of the Civil Rights Act~~

~~42 U.S.C. Section 1983~~

~~United States Constitution Amendment XIV MGL~~

~~76:5~~

~~MGL 119:51A MGL~~

~~151C~~

~~¶~~

~~¶~~

~~Approved: 2/ 7/05~~

~~Approved: 9/12/05~~

~~¶~~

~~¶~~

Reviewed and referred by Policy Subcommittee on 6/1/21

1st Reading on 6/7/21

PERSONNEL 4000

ALL EMPLOYEES 4100

NEPOTISM 4117

Family relationships will at no time be a factor in the employment, assignment, evaluation, supervision or promotion of personnel. For the purposes of this policy, a “relative” is defined as a parent, child, spouse, domestic partner, sibling, parent-in-law, sibling-inlaw, child-in-law or stepchild.

~~No employees from the same family shall be assigned to a position involving an immediate supervisor-supervisee relationship between them.~~ Upon employment, ~~Full-time employees~~ from the same family shall be assigned to different schools. No substitute teachers, aides, custodians, clerks, or cafeteria employees shall replace members of their own families.

The Salem School Committee shall not employ ~~or pay any teacher or other School Committee employee from public funds (federal, state, or local)~~ a person if such ~~teacher or other~~ employee is the immediate family ~~father, mother, brother, sister, wife, husband, son, daughter, son-in-law, daughter-in-law, sister-in-law, or brother-in-law~~ of the superintendent, central office administrators or any member of the School Committee, unless written notice is given to the school committee two weeks prior to employment.

~~These provisions~~ shall not apply to any person within such relationship or relationships who has been regularly employed by the School Committee prior to the taking of office of any member of the committee or the superintendent of schools, or who has been regularly employed by the School Committee prior to the inception of such relationship or relationships.

These guidelines shall in no way affect present assignment; they shall be used in determining future assignments only.

Permanent (building and/or long-term) substitutes will be considered full-time teachers under the policy.

Legal Reference: MGL 71:67

Reviewed and referred for 1st reading on 5/25/21

1st reading 6/7/21

PERSONNEL 4000

ALL EMPLOYEES 4100

~~ACCEPTABLE~~ RESPONSIBLE USE OF TECHNOLOGY 4120

See also Policy 5501 Responsible Use of Technology and Media (for students)

The Salem Public School District provides access to technology devices, Internet, data systems, and other applications to support teaching, enhance learning, and improve productivity. The Committee recognizes, however, that the power of this technology brings with it certain responsibilities and risks for those who use it. The Committee therefore establishes that any use of the Salem Public Schools' technology and electronic media be permitted only after the prospective user, whether the user is a student or an employee, has read and signed a Responsible Use Agreement for the use of the District's technology and electronic media.

Any person signing a Salem Public Schools Responsible Use Agreement shall ensure that the uses to which that individual puts the district's electronic technology, including Internet access in school facilities, shall be consistent with the mission of the Salem Public Schools. Further, this policy governs the electronic activity of all employees and students when using and accessing the district's technology and data systems regardless of the user's physical location.

The Superintendent of Schools shall see to the drafting of a Responsible Use Agreement appropriate to the age and role of the technology and electronic media user. The School Committee shall review and approve the Responsible Use Agreements that are utilized in the Salem Public Schools. All materials produced and communications recorded in any fashion using Salem Public Schools technology are covered by the Massachusetts Public Records Law (MGL c. 4 § 7, c. 66 § 10), and may be subject to production pursuant to the provisions of the Public Records Law.

Guiding Principles for Responsible Use Agreements

The Superintendent shall ensure that the Responsible Use Agreement(s) developed align with the following guiding principles:

- Online tools, including social media, should be used in our classrooms, schools, and central offices to increase community engagement, staff and student learning, and core operational efficiency.
- SPS has a legal and moral obligation to protect the personal data of our students, families, and staff.
- SPS should provide a baseline set of policies and structures to allow schools to implement technology in ways that meet the needs of their students.
All students, families, and staff must know their rights and responsibilities outlined in the Responsible Use Policy and government regulations.
- Nothing in this policy shall be read to limit an individual's constitutional rights to freedom of speech or expression or to restrict an employee's ability to engage in concerted, protected activity with fellow employees regarding the terms and conditions of their employment.

Annual Agreement and Review

The Superintendent shall ensure that the Responsible Use Policy is available to staff and students at the beginning of each year. Technology users are required to verify that they have read and will abide by the Responsible Use Policy annually.

~~This policy governs all electronic activity of staff and students using and accessing the district's technology and data systems regardless of the user's physical location. is intended to delineate the roles and responsibilities of all technology users in the school district. All Salem Public Schools employees and students are required to comply with the provisions herein.~~

~~•~~

~~The use of Salem Public School District technology is a privilege, not a right. Staff must supervise student use of technology at all times. Staff is responsible for their conduct when using Salem Public Schools technology.~~

~~Definitions~~

~~As defined in this policy, the term technology includes, but is not limited to: all computers, printers, scanners, peripheral equipment, networks, Internet resources, including production of Web content, all forms of Web-based synchronous and asynchronous communication including electronic mail, and file transfer protocol; multimedia, video, laser, cable, TV, telephone, and fax equipment; language lab equipment; all software and files, including all user files generated from the use of the resources listed herein; as well as the supplies used to maintain technology.~~

~~The term "staff" includes teachers, paraprofessionals, administrators, permanent substitutes and any adult responsible for supervising students. The term "user" includes staff members and anyone who makes use of Salem Public School's technology. Substitutes hired on a per diem basis are not eligible for Internet use privileges.~~

~~Technology Use~~

~~All users must sign and return an Acceptable Use Policy Statement before being allowed to use any of the district's technology. The Acceptable Use Statement will stay in effect as long as the staff member is employed in the Salem School District. When a staff person moves from one school or department to another within the Salem School district, the Acceptable Use Statement must be signed and submitted again.~~

~~Users are not allowed to utilize Salem Public Schools technology if a signed Acceptable Use Policy Statement has not been submitted to their school. Users may not login under a generic or shared password.~~

~~Internet Use~~

~~The Internet contains a rich collection of educational resources which can enrich and extend instruction. Because it is an unregulated, worldwide medium that is always growing and changing, it is the responsibility of Salem Public School employees to ensure that students can make use of this resource safely and responsibly.~~

~~Salem Public Schools uses an Internet content filter that is compliant with the Child Internet Protection Act (CIPA), in that it blocks material that is obscene, pornographic, and in any way harmful to minors. All use of the Internet is monitored.~~

~~Beyond this, each technology user must take responsibility for his/her actions online. Any attempt to:~~

- ~~• visit inappropriate web content~~
- ~~• download inappropriate files with or to Salem Public Schools equipment~~

- ~~upload files to any site not approved by the Salem Public Schools,¶¶~~
- ~~communicate with anyone in an inappropriate, harassing or threatening manner,¶¶~~
~~or¶¶~~
- ~~upload information such as pictures and personal information of any staff or student¶¶~~

~~will result in immediate revocation of computer privileges as well as possible disciplinary and/or legal action. Internet filters are not a substitute for staff diligently monitoring students' computer¶¶ and Internet use. Students must be appropriately monitored at all times to ensure that they are visiting acceptable sites and complying with the Acceptable Use Policy and all school rules.¶¶ Staff is responsible for ensuring student use of web sites is age appropriate and enhances the¶¶ Salem Public Schools educational curriculum.¶¶~~

~~¶¶~~

~~Technology Code of Ethics¶¶~~

- ~~1. Respect the school's property. All technology is the property of the Salem Public School district. Desktop technology is not assigned to personnel, but rather to specific physical room locations. No one is to intentionally move, damage or tamper with desktop technology. Desktop and laptop technology can only be moved or reassigned by the Department of Information Systems. Laptops are covered by the Laptop Receipt and Use Agreement.¶¶~~
- ~~2. Use technology for school-related, educational activities. This includes but is not limited to the use of the Internet, electronic mail, local and wide area networks, and other digital resources. Commercial activity of any kind including but not limited to sales or promotions of products or services, unauthorized solicitations on behalf of charities, persons or organizations, political lobbying and/or illegal activities is strictly prohibited. E-mail sent to all staff requires appropriate administrative approval.~~

References

MGL c. 4 § 7, c. 66 § 10

Policy 5805 Cell Phones and Electronic Devices

Policy 5401.01 Anti-Bullying and Cyber-Bullying

Policy 5413 School Property

The Superintendent's Responsible Use Agreement

See also Policy 5501 Responsible Use of Technology and Media (for students)

Reviewed and referred by the Policy Subcommittee on 6/1/21

1st Reading on 6/7/21

PERSONNEL 4000

~~PROFESSIONAL & SUPPORTL STAFF~~ 4200

~~PROFESSIONAL STAFF POSITION CONTROLS~~ 4201

~~All professional staff positions will be created initially by the School Committee. It is the committee's intent to activate and maintain a sufficient number of positions to accomplish the school system's goals and objectives and to provide for the equitable staffing of each school building. It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school district. The Superintendent will present for the committee's approval a job description for each proposed position. No position may be created without the approval of the School Committee. Although such positions may remain temporarily~~
unfilled, only the committee may abolish a position it has created.

~~Each time a new position is established by the committee, the superintendent will present for the committee's approval a job description for the position, in which the jobholder's qualifications and job's performance responsibilities are specified. The superintendent will maintain a complete set of job descriptions for all positions in the District.~~

~~RECRUITMENT~~

~~It is the policy of the Salem Public Schools to conduct a fair and equitable recruitment, interview and hiring procedure so that equal employment opportunities are realized. To this end, all persons conducting interviews, as well as those recommending and hiring candidates, must comply with this policy and its regulations as set forth by the administration.~~

~~POSTING OF VACANCIES~~

~~All new or replacement positions within the Salem Public Schools must be posted in appropriate locations at all schools. All posted positions will also be advertised in the local newspaper at the discretion of the superintendent.~~

Approved: June 7, 2010

Reviewed by Policy Subcommittee 2/28/19

- ~~Need examples to better define "professional staff"~~
- Reviewed and referred for 1st reading on 5/25/21
- 1st reading 6/7/21

PERSONNEL 4000

PROFESSIONAL STAFF 4200

TEACHERS' REVIEW OF STUDENT FILES 4203

Administrators are expected to make available to teachers Individual Education Plans (I.E.P.s), Title 1 Reports, and any other pertinent correspondence relating to the academic, emotional and medical concerns of each student in their classes.

Reviewed by Policy Subcommittee 2/28/19

Recommended for deletion

Reviewed at Policy Subcommittee on 5/25/21
Recommended for deletion - 1st reading 6/7/21

PERSONNEL 4000

PROFESSIONAL STAFF 4200

EMPLOYEE~~TEACHER~~ EVALUATION 4204

The Salem School Committee is committed to regular and meaningful evaluation of all staff. For pertinent information, refer to appropriate negotiated agreements.

Reviewed by Policy Subcommittee 2/28/19

*Reviewed and referred for 1st reading on 5/25/21
1st reading 6/7/21*

PERSONNEL

4000

~~PROFESSIONAL STAFF~~

4200

PROFESSIONAL **GROWTH AND DEVELOPMENT PLAN FOR PROFESSIONAL STAFF**

4205

The Salem Public Schools shall adopt and implement a professional development plan to support the professional growth and development of for all principals, teachers, and other professional staff employed by the district (~~to include~~ professional support teams established pursuant to MGL Chapter 71, Section 38G). Plans will be updated annually and a budget set forth for professional development within the confines of the foundation budget. ~~Said~~ This plan shall include training in the teaching of new curriculum frameworks and other skills required for the effective implementation of this act, including participatory decision-making, and parent and community involvement. ~~The said~~ plan shall also include training for members of school councils, pursuant to MGL Chapter 71, Section 59c. In accordance with the **Every Student Succeeds Act (ESSA)**, professional training opportunities ~~No Child Left Behind Act (NCLB)~~, professional training opportunities will be provided for paraprofessionals.

Approved: 9/12/05

Reviewed by Policy Subcommittee 2/28/19

Reviewed and referred by the Policy Subcommittee on 6/1/21

1st reading on 6/7/21

- ~~Members asked to discuss with Kate Carbone~~

PERSONNEL	4000
<u>SUPPORT STAFF</u>	4300
SUPPORT STAFF POSITIONS	4301

The School Committee recognizes and functions on the belief that its support staff members are important and necessary to the total educational process.

Education is a cooperative enterprise in which all employees of the school department must participate intelligently and effectively for the benefit of the children. The school department will employ support staff members in positions that function to support the educational program.

All support staff positions will be established initially by the School Committee. In each case, the superintendent will submit for the committee's consideration and action a job description or job specifications for the position.

Although positions may remain temporarily unfilled, or the number of persons holding the same type of position reduced in the event of staff reduction requirements, only the committee may abolish a position it has created.

Reviewed by Policy Subcommittee March 2019

Reviewed by Policy Subcommittee 5/25/21

Recommended for deletion - 1st reading 6/7/21

PERSONNEL	4000
SUPPORT STAFF	4300
BUS DRIVERS	4302

The School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required.
2. Each driver will file with school officials a medical certificate and proof of freedom from tuberculosis.
3. Only persons who are properly licensed by the state and have completed the driver-training program will be permitted to drive school buses.
4. The contractor will furnish the School Committee with a list of names of drivers and their safety records for the last three years.
5. The contractor will notify school officials as soon as possible of any change of bus drivers.

SOURCE: MASC August 2016

LEGAL REFS.: M.G.L. 90:7B; 90:8A; 90:8A ½

~~A school bus driver must meet special requirements. First, one must pass two Registry of Motor Vehicle tests in order to receive a commercial driver's license. These tests consist of a 5-part written portion and 1.5 hours driving portion. Then the prospective bus driver must obtain a Department of Public Utility motor bus driver's certificate, which requires ¶ 10 hours of classroom instruction, 10 hours of driving under supervision, as well as a Criminal Offender Record Information (C.O.R.I.) check from the Department of Probation. Yearly re-certification requires a driver to pass a doctor's exam and to complete 8 hours of classroom training as per the negotiated contract. The Salem Public Schools reserve the right to conduct C.O.R.I. checks as needed. ¶~~

~~¶
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¶~~

~~Approved: 9/12/05 ¶~~

~~¶~~

~~Reviewed by the Policy Subcommittee March 2019~~

Reviewed and referred for 1st reading on 5/25/21

1st reading 6/7/21

STUDENTS AND INSTRUCTION **5000**

ATTENDANCE 5100

SCHOOL AGE AND ATTENDANCE **5101**

Attendance is vital for student learning. For this reason, the Salem Public Schools encourage families to ensure that students are in school, on time every day. Under Massachusetts General Law (School Attendance, Chapter 76) attendance is compulsory. This means that, at a minimum, all children between the ages of six and sixteen are required to attend school daily. The School Committee also believes that daily attendance up to a student's graduation is essential to optimize learning.

Under the law, students with 8 or more unexcused absences or 15 unexcused half-days in any period of six months may, upon the recommendation of the school principal or designee, be referred to the Supervisor of Attendance for intervention or action. Every absence impacts student learning, however, regardless whether it is excused, unexcused, a tardy, or an early dismissal. Any student with 8 or more absences (excused or unexcused) may be referred to the school student support team. Considered together, absences for any reason can have an impact on student learning and academic and social emotional outcomes.

Students absent from school for a full-day may not participate in school-sponsored activities on the day or evening of the absence.

~~The district recognizes that illnesses, emergencies and religious observations may periodically interfere with school attendance. ¶~~

~~An excused absence shall be defined as an illness, treatment, hospitalization, or death in the family; observance of a religious holiday; documented court/legal/governmental appearances by the student; or administrator approved absences and field trips (including college visits). ¶~~

Excused Absences

Salem Public Schools recognizes that students will, at times, have legitimate reasons to be absent. Potential reasons for excused absences include the following:

- Student's illness or injury
- Death of a close family member
- Observance of a major religious holiday
- Court summons (student's name must appear on the summons)
- School/administration approved activities
- College visits (documentation required)
- Legal, immigration, military or other similar obligations
- Medical or psychological appointments during the school day

- Suspension

Parents/guardians are expected to call in a student's absence into the school's absence reporting system each day the student is absent. To be eligible for an excused absence, the parent/guardian shall provide the school with notice explaining the absence as soon as possible and within no more than 5 days of the return to school.

Medical Documentation Requirements

To be deemed excused, an absence of more than 3 consecutive days must be documented in writing by an appropriately licensed medical professional, e.g. physician, nurse practitioner, physician's assistant, psychiatrist, psychologist, therapist, or dentist who has physically assessed the student.

Unexcused Absences

An absence is considered unexcused when a student misses school for reasons that fail to meet the criteria for an excused absence as defined above.

Annual School Absence Protocol and Notification

The Salem School Committee requires that each school establish a student absence protocol and notification system. Principals shall send, at the beginning of each school year, notifications to the parent/guardian of each student regarding the school's protocol.

Truancy and Habitual Truancy

A student is considered truant when s/he misses school without permission or a valid excuse. Parents/guardians will be notified if a student is suspected of being truant.

A student is considered habitually truant if they are willfully failing to attend school for eight (8) or more school days in a quarter without a lawful and reasonable excuse as outlined above. For schools not operating on a quarter system, sixteen (16) missed days per semester or eleven (11) missed days per trimester shall apply.

Parent/Guardian and School Responsibilities

Parents/guardians are legally responsible for ensuring that their child attends school daily. Pursuant to M.G.L. c. 76, § 1B, the school will notify the parent/guardian of a student who has missed 5 or more school days unexcused in a school year. The school administrator/designee will make a reasonable effort to meet with the parent/guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the school principal, or a designee, the student and the student's parent/guardian and with input from other relevant school personnel and officials from public safety, health and human service, housing and nonprofit agencies.

Chronic Absenteeism

Chronic Absence is defined as a student missing 10% or more days of school within a school calendar year including all absences regardless of whether they are excused or unexcused.

Starting as early as preschool and kindergarten, students' chronic absence is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school. Students who have poor attendance over multiple years will struggle to make up for the lost time in the classroom. Students' chronic absenteeism can leave third graders unable to read proficiently, sixth graders struggling with coursework and high school students off track for graduation.

Plan for Reducing Chronic Absenteeism

The Superintendent shall track and measure chronic absenteeism across the district and shall develop a comprehensive plan to reduce chronic absenteeism wherever concerning patterns exist. Each school shall also develop its own plan to reduce chronic absenteeism that shall be included in its School Improvement Plan. Such plans should be proactive in reducing barriers to consistent student attendance, responsive to student and family needs, and involve key school staff members (such as a Student Support Team), and other stakeholders including community partners.

~~A student out of school for four (4) or more days consecutively within a term or who exhibits a pattern of absenteeism, must have a doctor's note when returning to school for that absence to be excused. In exceptional situations (flu epidemic, chicken pox, etc.) the school nurse will determine whether or not a doctor's note shall be required to re-enter school.¶~~

Enforcement of Student Attendance

Salem Public Schools exercises its rights to enforce M.G.L. 76, §1 or Chapter 119, §51A. The Salem School District will be proactive in efforts to intervene when absenteeism is high and/or impacts student learning. For such irregular attendance of any kind, a student shall be referred to the school attendance ~~team officer~~. Students who are identified as habitually truant (as defined above) ~~absent from school for eight (8) or more days or fifteen half days in any six-month period may, upon the recommendation of the school nurse or school principal, will~~ be referred to the district's Supervisor of Attendance and potentially other forms of ~~more serious administrative~~ intervention or action.

Educational Services Due to Absences for Illness/Injury

For absences of several days due to illness or injuries, students and families should contact teachers to establish a reasonable schedule for making up missed work. Students in middle and high school are strongly encouraged to seek out extra help before or after school, or at some other mutually agreeable time if they need assistance from a teacher as the result of an absence.

Per 603 CMR 28.03(3)(c) and 28.04(4), parents/guardians of students who are absent because of illness or injury for 14 consecutive school days, or students with chronic illnesses who have recurring home/hospital stays of less than 14 consecutive school days, when such recurrences have added up to or are expected to add up to more than 14 school days in a school year, are eligible for home or hospital educational services if they are requested and the medical need is documented by the treating physician. In these cases, the parent/guardian should contact the Office of Student Services and Family Supports to set up educational services that will enable the student to keep up in his/her courses of study and minimize the educational loss that might occur during the period of confinement at home or hospital.

Legal References: MGL 76:1, 1A, 1B, 2, 4, 5, 20 and 119: 51A

603 CMR 28.03(3)(c)

<https://www.mass.gov/juvenile-court-rules/juvenile-court-standing-order-3-21-child-requiring-assistance-proceedings>

www.attendanceworks.org/research/

Approved by School Committee November 17, 2014

Reviewed and Referred by the Policy Subcommittee on 5/6/21 (pending legal reference review).

First Reading on 5/17/21

Second Reading on 6/7/21

STUDENTS AND INSTRUCTION

5000

ATTENDANCE

Annual Review

5100

ENROLLMENT OF NON-RESIDENT STUDENTS/SCHOOL CHOICE

5102.01

Massachusetts General Laws Chapter 76, Section 12B, paragraph (d) states in part: "...that this obligation (school choice) to enroll non-resident students shall not apply to a school department for a school year in which its School Committee, prior to June first, after a public hearing, adopts a resolution withdrawing from said obligation for the school year beginning the following September..." Therefore, the Salem School Committee shall vote annually as to whether the District is accepting students under the school choice option.

When the parents or guardian of a student move from Salem and wish to have their children attend the Salem Public School in the forthcoming or ongoing school year, the students may stay in the school under the conditions indicated below with the permission of the principal in consultation with the superintendent:

A child may continue in attendance for the purpose of completing the school year, provided that the period of time since the relinquishment of residence and the end of the school year does not exceed three (3) calendar months. In situations of hardship, a family may appeal to the superintendent to waive this condition.

A student who has continuously attended a Salem elementary or K-8 school for three (3) continuous school years or a middle or high school for two (2) continuous years ~~Salem High School for the three (3) years prior to his or her senior year,~~ may complete his or her schooling to the highest grade level offered at the respective elementary, middle, or high school, regardless of the residence of his or her parents. ~~senior year at Salem High School, regardless of the residence of his or her parents.~~

Students who do not qualify for the above exceptions may seek to remain in the district via the inter-district school choice program, should Salem participate in the program in the relevant year.

Legal References: MGL 71:6, 6A; 76.6, 12, and 12B

Approved: August 19, 2019

Discussed at Policy Subcommittee on 3/23/21 and 4/8/21

Sent for legal review 4/8/21

Reviewed and referred by the Policy Subcommittee on 5/6/21

1st Reading on 5/17/21

2nd Reading on 6/7/21

PERSONNEL 4000

ALL EMPLOYEES 4100

CELLULAR PHONE USE BY EMPLOYEES 4118

The Salem School Committee recognizes the importance and necessity of timely communication among school department personnel. However, it is the policy of the committee that no employee conduct business for the public schools by talking on a cellular phone while driving a motor vehicle. For safety, employees are directed to pull over to the side of the road before using cell phones

APPROVED: 1/21/03

Reviewed by the Policy Subcommittee on 4/22/21

Recommended for deletion

1st reading 5/3/21

2nd reading 5/17/21

3rd reading 6/7/21