

Salem Public Schools School Committee

*Amanda Campbell
Beth Anne Cornell
Manny Cruz, Vice Chair*



*AJ Hoffman
Mary A. Manning
Veronica Miranda*

Mayor Dominick Pangallo, Chair

“Know Your Rights Under the Open Meeting Law, M.G.L. c.30A § 18-25 and
City Ordinance Sections 2-2028 through 2-2033”

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on December 2, 2024 at 7:00 p.m.** This meeting will take place in person at **29 Highland Ave., Rm. 227, Salem, MA.** You can also join via Zoom using the link below.

Zoom Link to participate:

<https://us06web.zoom.us/j/89055186172?pwd=v31SDk3GxgaiQeMAMeBbuWVH0b0WLH.1>

Passcode: 213194


1. **Call of Meeting to Order**

1. **Summary of Public Participation Policy (School Committee Policy #6409).**

Read aloud: The Salem School Committee would like to hear from the public on issues that affect the school district and are within the scope of the Committee’s responsibilities. Spanish interpretation is available for anyone who needs it. The members of the School Committee would like to remind the public that Salem Public School students regularly attend School Committee meetings. We encourage all meeting participants to model respectful and productive public discourse for our young learners.

2. **Live Spanish Interpretation.**

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

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

2. **Approval of Agenda**

3. **Public Comment**

See above instructions for participating in public comment.

- 4. Approval of Consent Agenda**
 1. Approval of Minutes of Regular School Committee meeting held on November 18, 2024
 2. Approval of Minutes of Special School Committee meeting held on November 21, 2024
 3. Approval of Minutes of the School Committee Retreat held on November 23, 2024
 4. Approval of FY25 Warrants:
 1. 11/21/2024 - \$425,617.06
 2. 11/27/2024 - \$564,733.09

- 5. Superintendent's Report**
 1. Technology Plan Update
 2. Student Support Services Update
 3. Massachusetts School Building Authority (MSBA) Update
 4. Finance and Operations Report

- 6. Student Representative Report**

- 7. Subcommittee Reports**
 1. Finance Subcommittee
 2. Personnel Subcommittee
 3. Building & Grounds Subcommittee
 4. Curriculum Subcommittee
 5. Policy Subcommittee

- 8. Motions and Resolutions**
 1. Organization and Online Hosting of Policy Manual by Massachusetts Association of School Committees (MASC)
 2. Resolution to Affirm Safe and Welcoming Environments within the Salem Public Schools
 3. Three year contract (July 1, 2024 - June 30, 2027) for Assistant Superintendent, Finance and Operations, Elizabeth Pauley

- 9. Announcements**

- 10. Adjournment**

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee and 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.”

Escuelas Públicas de Salem Comité Escolar

*Amanda Campbell
Beth Anne Cornell
Manny Cruz, Vicepresidente*



*AJ Hoffman
Mary A. Manning
Veronica Miranda*

Alcalde Dominick Pangallo, Preside

“Conozca sus derechos bajo la Ley de Sesiones Públicas, M.G.L. c.30A § 18-25 y Secciones 2-2028 a 2-2033 de la normativa municipal”

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **Reunión regular del Comité Escolar el 2 de Diciembre de 2024 a las 7:00 p.m.** Esta reunión **tendrá lugar en persona en 29 Highland Ave., Rm. 227, Salem, MA.** También puede unirse a través de Zoom utilizando el enlace de a continuación.

Enlace Zoom para participar:

<https://us06web.zoom.us/j/89055186172?pwd=v31SDk3GxgaiQeMAMeBbuWVH0b0WLH.1>
Passcode:213194


1. Orden del día

1. Resumen de la Política de Participación Pública (Política del Comité Escolar nº 6409).

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

2. Interpretación en directo al español.

Ahora se ofrece interpretación en español para todas las reuniones regulares del Comité Escolar. Para escuchar esta reunión con interpretación al español, por favor vea las instrucciones a continuación:

1. Haga clic en **Interpretation** .
2. Haga clic en **Spanish**
3. (Opcional) Para escuchar sólo el idioma interpretado, haga clic en **Mute Original Audio**.

2. Aprobación del orden del día

3. Comentarios del público

Consulte las instrucciones anteriores para participar en los comentarios públicos.

4. Aprobación del orden del día

1. Aprobación del Acta de la reunión ordinaria del Comité Escolar celebrada el 18 de noviembre de 2024
2. Aprobación del acta de la reunión extraordinaria del Comité Escolar celebrada el 21 de noviembre de 2024.
3. Aprobación del Acta del Retiro del Comité Escolar celebrado el 23 de noviembre de 2024
4. Aprobación de ordenes de pago, año fiscal 25:
 5. 21-nov-2024 - \$425,617.06
 6. 27-nov-/2024 - \$564,733.09

5. Informe del Superintendente

1. Actualización del Plan Tecnológico
2. Actualización de los Servicios de Apoyo al Estudiante
3. Actualización de la Autoridad de Construcción de Escuelas de Massachusetts (MSBA)
4. Informe sobre finanzas y operaciones

6. Informe del representante estudiantil

7. Informes de los subcomités

1. Subcomité de Finanzas
2. Subcomité de Personal
3. Subcomité de Edificios y Terrenos
4. Subcomité de Planes de Estudios
5. Subcomité de Política

8. Mociones y resoluciones

1. Organización y alojamiento en línea del Manual de Política por la Asociación de Massachusetts de Comités Escolares (MASC)
2. Resolución para Afirmar Ambientes Seguros y Acogedores en las Escuelas Públicas de Salem
3. Contrato de tres años (1 de julio de 2024 - 30 de junio de 2027)
para la Superintendente Adjunta, Finanzas y Operaciones, Elizabeth Pauley.

9. Anuncios

10. Clausura

Respetuosamente presentado por,

Shirley Dorai

Asistente Ejecutiva del Comité Escolar y del Superintendente

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

**Minutes of the Regular Session
of the Salem School Committee
Monday, November 18, 2024
Rm. 227, 29 Highland Ave.
Hybrid Meeting**

Members Present: Mayor Dominick Pangallo, Vice Chair Cruz, Amanda Campbell, Beth Anne Cornell, AJ Hoffman, Mary Manning, and Veronica Miranda

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Carbone and Assistant Superintendent Pauley

Members Absent: None

Call of Meeting to Order

Mayor Pangallo called the meeting to order at 7:00 pm and informed the public that the docket contains the public participation procedure and how to access Spanish interpretation.

Approval of Agenda

Member Cornell made a motion to approve the agenda. Member Manning seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Public Comment

Derek Papalegis, Saltonstall School Parent

Mr. Papalegis spoke in support of the middle school grades move from Saltonstall to Collins starting in 2025-2026. Mr. Papalegis who has a 6th grade student at the Saltonstall School said that the students at Saltonstall are missing out on opportunities that cannot be provided at Saltonstall. Mr. Papalegis said that his student moved from Witchcraft Heights Elementary School in the middle of 3rd grade to Saltonstall and did well despite their initial fears. Mr. Papalegis added that children are resilient and advocated that all the middle school grades move at the same time instead of a staggered move.

Approval of Consent Agenda

1. Approval of Minutes of Regular School Committee meeting held on November 4, 2024
2. Approval of Minutes of Special School Committee meeting held on November 4, 2024
3. Approval of Warrants:
 1. FY25:
 - a. 11/07/2024 - \$526,034.24
 - b. 11/14/2024 - \$1,093,884.48

Member Manning made a motion to approve the consent agenda. Member Cornell seconded.

A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Superintendent's Report

Superintendent Zrike thanked the staff of the Salem Public Schools ahead of the Thanksgiving holidays. Superintendent Zrike continued to speak about the activities and events happening in schools during the past week and the next few weeks.

1. Technology Plan Update

This matter was tabled.

2. Mid-course Budget Update

Assistant Superintendent Pauley presented the mid-course budget update.

In response to Member Manning's question about the seven students who are awaiting placement, Executive Director of Special Education, Jennifer Doucette-Ly said that the students are waiting for placements for various reasons such as looking for a placement that best suits their needs.

Superintendent Zrike commented that the district was getting additional funds for students living in a migrant shelter who were not part of the October 1st census from the previous year. Superintendent Zrike added that there are just as many, if not more unhoused students than the year before but because they do not live in a dedicated site, the district does not receive the same level of additional funding. The number of students who would fall into this category is difficult to predict as they continue

to rise, especially post election. In response to a question from Mayor Pangallo, Superintendent Zrike said that the only districts who get additional funds are those that have a site and the students from the site attend the districts' schools. Superintendent Zrike said that there is a plan to add a new Kindergarten Transitional classroom possibly at the Witchcraft Heights Elementary Classroom for struggling students who are stepping into a school for the first time.

In response to Vice Chair Cruz's question, Assistant Superintendent Pauley said that there has not been an intentional strategy with the Salem Teachers Union (STU) about increasing the hiring of retired teachers to do substitute teaching but she believes that through Vice Chair Cruz's mentioning this matter during negotiations and public meetings, more retirees have been hired. Assistant Superintendent Pauley said that more work is needed to make the attractive substitute pay rate for retired teachers known. Vice Chair Cruz said that perhaps Superintendent Zrike and STU President Berman can see how this opportunity can be communicated. Member Manning said that she can help publicize it in her circles as well.

Superintendent Zrike added that the student enrollment increased slightly this year and has been on the upward trend for the past few years which helps with funding.

3. Massachusetts School Building Authority (MSBA) Update

Superintendent Zrike spoke briefly about what has been scheduled for moving ahead on the building project and interaction with stakeholders as well as gathering stakeholders input.

5. Finance and Operations Report

There was no additional report.

6. Saltonstall Middle School Grades Recommendation

Superintendent Zrike said that along with Collins Middle School Principal Softic and Saltonstall School Principal Jellison, a transition plan was drafted in response to a request from the School Committee at the previously held special meeting.

Student Representative Report

Student Representative Qualkenbush said at the Superintendent Advisory meeting earlier in the day, the students spoke about a survey that Salem High School (SHS) Principal Burns will be sending out about having phones at lunch. The students also discussed about moving the graduation from the commons to the Bertram field instead. Elections will be held to fill positions for representatives from each high school, SHS, Salem Prep and New Liberty.

Subcommittee Reports

1. Finance Subcommittee

No report at this time.

2. Personnel Subcommittee

Vice Chair Cruz said that the Salem Administrators Association (SSA) provided notice that they would like to begin bargaining. The personnel Committee will respond to the request with dates in December.

3. Building and Grounds Subcommittee

No report at this time.

4. Curriculum Subcommittee

No report at this time.

5. Policy Subcommittee

Member Cornell said that at a future meeting, there will be a motion to vote on changing the way the School Committee Policy Manual is managed. This would involve Massachusetts Association of School Committees (MASC) hosting the policy manual. A representative from MASC was present at the Policy Subcommittee meeting to clarify information and answer questions. Member Cornell also provided some of the benefits of having the policy manual hosted by MASC which included easier search functions, cross referencing with Massachusetts General Law, and other school districts can easily see Salem Public Schools' (SPS) policies. Member Cornell said SPS does great work around equity and inclusion.

Member Cornell added that a resident who has young children who are not yet enrolled in SPS brought up the matter of changing Kindergarten start dates. The Policy Subcommittee had a discussion about the matter and realized that a larger conversation was needed about the model at Carlton which has three entry points for Kindergarten and the benefits of replicating that in other schools in the district.

Motions and Resolutions

1. Saltonstall Middle School Grades

Member Manning explained that her rationale for supporting the moving of the middle school grades from Saltonstall to Collins Middle School is based on among other things, better access to resources in one location. Member Manning added that the survey results showed that many of the current middle schoolers at Saltonstall wanted the move, some students had no preference, some students were nervous but willing to make the move, and there were a few who were against it. Member Manning continued that similar responses were received from the parent survey. Member Manning clarified that for parents who are against the move, the middle school grades at Saltonstall now are different from what it was. Member Manning commented that the initiatives

mentioned at a previous meeting during public comments were first introduced at the Collins Middle School. Member Manning also recommended that all the middle school grades at the same time instead of a staggered approach. Member Manning continued to explain the reasoning behind this recommendation as to how the staggered approach impacts students, parents and staff.

Member Cornell said that the middle school teachers at Saltonstall are overwhelmingly in favor of moving the middle school grades to Collins Middle School in a complete move instead of a staggered move. Member Cornell added that this is in line with conversations around equity and access. Member Cornell emphasized that this recommendation is not because of budgetary reasons but rather what will benefit students and the school community. Member Cornell reiterated that class sizes are not bigger at Collins Middle School. As for whether to take a staggered approach or moving all grades 6-8 at once, Member Cornell said she was in support of moving all the grades at once. Mayor Pangallo and Vice Chair Cruz echoed the comments regarding the transition of the middle school grades from Saltonstall to Collins Middle School as well as the support the students will receive at Collins. Mayor Pangallo requested that Saltonstall families who have concerns to reach out to Collins families. Mayor Pangallo said that he is also a Collins parent.

Superintendent Zrike said that the district is committed to making a smooth transition for everyone involved. Superintendent Zrike welcomed feedback from students, staff and families if they think that there is something that could be done differently or better.

Member Manning made a motion to move the middle school grades 6-8 from Saltonstall to Collins Middle School at the same time starting in the 2025-2026 school year.

Member Cornell seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

2. Open Meeting Law Complaint filed by B. Keaney

Mayor Pangallo brought up the matter of the Open Meeting Law complaint filed by Brian Keaney on November 8, 2024 alleging that the School Committee acted inconsistently with Massachusetts General Law Chapter 30A §18-25. Mayor Pangallo continued that specifically the complaint alleged that there was a serial deliberation via email between a quorum of the School Committee regarding a joint statement.

Member Cornell made the motion to refer the matter to legal counsel to respond appropriately. Member Campbell seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz ABSTAINED

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed with 6 votes in favor and 1 abstention.

Mayor Pangallo read the statement referenced in the complaint as follows:

“The Salem School Committee denounces, in the strongest terms possible, the comments made by Congressman Seth Moulton regarding children’s athletic participation, Congressman Moulton’s comments with respect to trans and non-binary children do not reflect our values. We want to reassure our LGBTQ+ students that we, as district leaders, will always celebrate your identities, support your dreams and aspirations, and applaud your accomplishments. Neither fear nor political whim will shake our commitment to you.”

Member Cornell made a motion to affirm the statement. Member Manning seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Announcements

Member Miranda suggested that given the concerns that many in the community such as the LGBTQ+, immigrant and other marginalized groups have expressed under the impending Trump presidency, to discuss and adopt a resolution reaffirming the district’s commitment to protecting the rights and dignity of all residents in Salem at a future meeting.

Vice Chair Cruz requested that at a future meeting, Superintendent Zrike could speak on the ways in which the district is empowering educators to manage potential conflicts that might be associated with particular protected classes within the district and how students might be responding to the national election. Vice Chair Cruz added that he has been receiving inquiries from colleagues from around the state asking if there has been an increase in incidents between students involving bigoted language originating from differences in political beliefs. Vice Chair

Cruz said that it is important to be proactive and have uniform conversations as educators with students in classrooms. Superintendent Zrike said that he will follow-up on the matter and added that there is fear among students and staff, especially those who are immigrants and those in the LGBTQ+ community. Superintendent Zrike commented that he has not seen an increase in issues between students.

Vice Chair Cruz reminded members of the public that the Salem School Committee, over the last five years, affirmed their support for a local ordinance related to ensuring that all residents regardless of immigration status would get equal access to resources, law enforcement, schools, etc. Vice Chair Cruz continued that the School Committee took a position several years ago on a ballot initiative to uphold the rights of the trans and non-binary community to have access to their civil rights.

Mayor Pangallo mentioned that the mobile Mayor's Office will be at the Salem High School on November 21, 2024 from 3:00 - 7:00 pm.

Adjournment

Member Cornell made a motion to adjourn at 8:19 pm. Member Campbell seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

**Minutes of the Special Session
of the Salem School Committee Meeting
Held Jointly with the Salem High School Building Committee
Thursday, November 21, 2024
Rm. 227, 29 Highland Ave.
Hybrid Meeting**

Members Present: Mayor Dominick Pangallo, AJ Hoffman, Mary Manning, and Veronica Miranda

Others in Attendance: Superintendent Stephen Zrike and Deputy Superintendent Carbone

Members Absent: Vice Chair Cruz, Amanda Campbell and Beth Anne Cornell

1. Call the Meeting to Order

Mayor Pangallo called the meeting to order at 5:37 pm. Mayor Pangallo provided an overview of the aspirations for this project.

2. Introductions

Brooke Trivas introduced the team from Perkins & Will. Participants reviewed the agenda. The press release activity was highlighted. Participants share their aspiration for the project.

3. Visioning Overview

Brooke Trivas introduced the purpose and outcomes for this session.

4. Building on Prior Work

Superintendent Zrike presented the work leading up to the decision to build a new Salem High School. This included the Salem Master Facility Plan process, Spring 2024 Community Engagement Forums, themes from those forums, and what was learned from all this work. Brooke Trivas introduced the two student storytellers responding to the question: "What is your most memorable experience at Salem High?" The students provided their narratives.

5. Future Ready Educational and Facility Teams

Brooke Trivas introduced a member of the Perkins & Will team to present about future ready schools. Brooke Trivas introduced the teacher storyteller responding to the question: "What is your most memorable experience at Salem High?"

6. Educational Visioning

Brooke introduced the Educational Priorities group activity. This was followed by the introduction of the parent storyteller responding to the question: “What is your most memorable experience at Salem High?”

1. Science and Technology
Perkins & Will provided their presentation.
 2. Health and Wellness
Perkins & Will provided their presentation.
 3. Grade Configurations
Perkins & Will provided their presentation.
 4. Global Stewardship
Perkins & Will provided their presentation.
 5. Critical Adjacencies
Perkins & Will presented the group activity.
- 7. Discussion and Wrap-Up**
Participants created posters with their ideas and suggestions for the building project. Brooke Trivas wrapped up the visioning workshop.
- 8. Public Comment**
There were no public comments.

Adjournment

The meeting adjourned at 8:38 pm.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

**Minutes of the
Salem School Committee Retreat
Saturday, November 23, 2024
Rm. 227, 29 Highland Ave.**

Members Present: Mayor Dominick Pangallo, Vice Chair Cruz, Amanda Campbell, Beth Anne Cornell, AJ Hoffman, Mary Manning, and Veronica Miranda

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Carbone and Assistant Superintendent Pauley

Members Absent: None

1. Call the Meeting to Order

Mayor Pangallo called the meeting to order at 9:10 pm.

2. Introduction and Objectives

Rachel Skerrit, Chief Strategy Officer at Attuned Education Partners started with a round of introductions followed by the focus for the day, practical and experiential objectives, meeting norms as well as the mission and vision.

3. Text and Data-Based Context Setting

Participants read the materials which were provided in the packet and related what they thought was the most challenging grade level and what was needed or is lacking.

4. Consideration of Constituent Input

Discussion continued with topics such as the changes to MCAS and other matters as well as how it affects the outcome.

5. Analysis of Benefits, Risks and Opportunities for Grade Configuration Options

Participants worked in groups focusing on priorities such as elevate learning, empower educators, center belonging as well as strengthen foundation.

6. Identification of Next Steps

Brad Rogers from Perkins and Will provided a presentation on the facility dashboard. Participants voiced the tweaks they wanted to see on the dashboard. Representatives from Perkins and Will requested the School Committee to provide in writing what they would like to see on the dashboard so that this can be prepared. Participants also said that they would like to visit a 7-12 school.

7. Closing

School Committee members were asked what they are thinking about at the end of this conversation. Comments included how to best serve the students in Salem as well as keeping resources in public schools.

8. Adjournment

The meeting adjourned at 1:14 pm.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

DRAFT



SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

Technology Plan Update 2024-2025

Department of Instructional Technology

Marc LeBlanc
Executive Director of Instructional Technology





Core Priorities of the Salem Public Schools 2023-2026 Strategic Plan

Priority 1: Elevate Learning

1.1
Accelerate academic achievement for all students



Priority 2: Empower Educators

2.2
Engage educators in high-quality professional learning designed to strengthen instruction and prepare them to meet the needs of all students



Priority 3: Center Belonging

3.4
Elevate the voices of students, parents and families to tap into their funds of knowledge and encourage them to take action and lead.



Priority 4: Strengthen our Foundation

4.2
Fully integrate practices and guidelines district wide to build efficiencies and optimize impact.



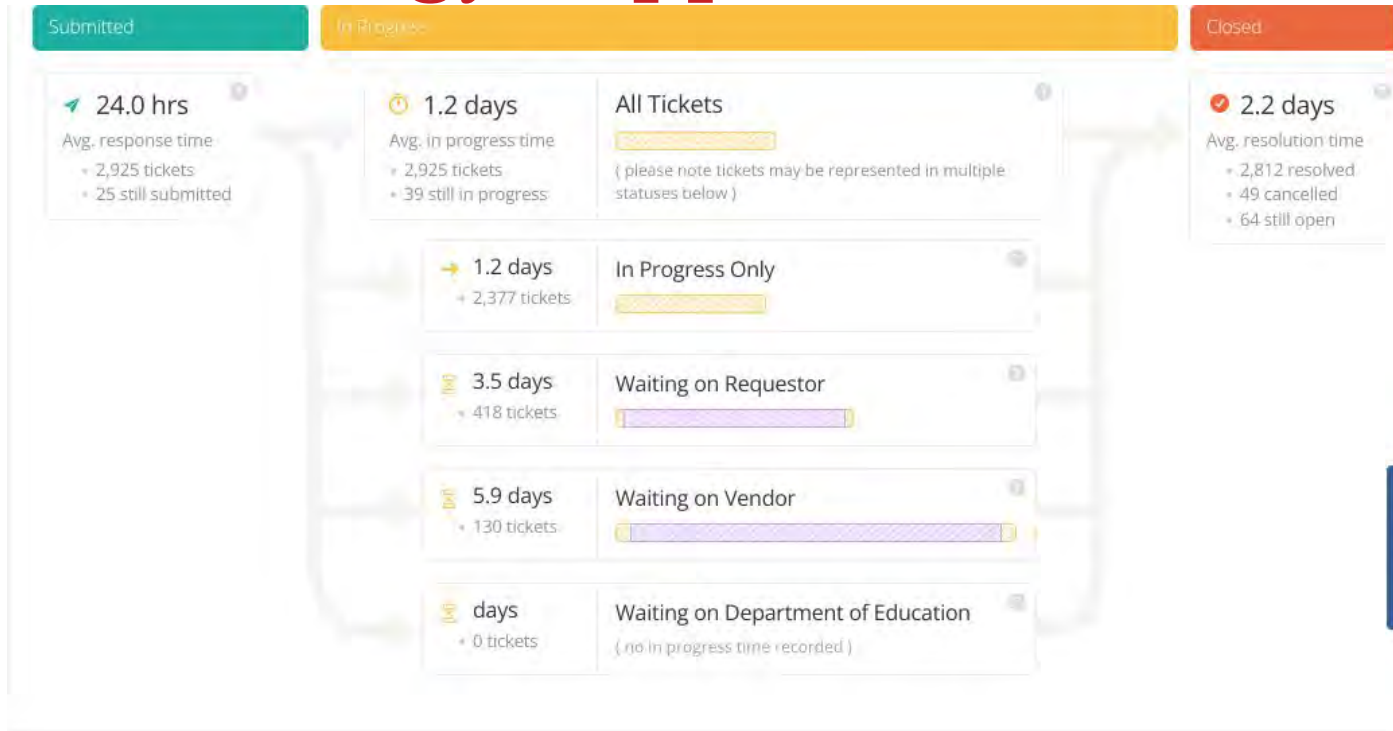


SPS IT Mission and Vision

*Salem Public School's Instructional Technology team believes in using technology to **foster independence** in learners as they access new knowledge and acquire the essential skills needed for life beyond the classroom. We believe that technology is an **essential tool** for enhancing teaching and learning through **engaging lesson design and data-informed practices**, and strive to support its use by educators and administrators as they **focus on our students' growth**. We believe that **families should have access to resources and communication tools** in support of their student's education.*



Technology Support Team



Digital Learning & Library Team



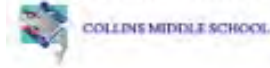
Beth Bright



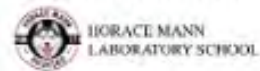
Veronica Diaz



Mary Beth Smith



Ardis Francoeur



Ajlida Koci



Data & Applications Team

| 2025 Strategic Plan Monitoring Landing | | October Target | Bates | BAIS | Carlton | HMLS | Salts | WHES | CMS | SHS | NLIS | Salem Prep | District | |
|--|---|----------------|----------------------------|------|---------|------|-------|------|-----|-----|------|------------|----------|---------|
| Metric | | | Performance Towards Target | | | | | | | | | | | |
| Academics | % of class visits demonstrating implementation | 50% | | | | | | | | | | | #DIV/0! | |
| | % of observed data meetings meeting criteria | 75% | | | | | | | | | | | #DIV/0! | |
| | Grades 3-8 ELA % scoring above proficiency on STAR | 37% | | | | | | | | | | | #DIV/0! | |
| | Grades 3-8 math % scoring above proficiency on STAR math | 33% | | | | | | | | | | | #DIV/0! | |
| | Grade 10 ELA % scoring above proficiency on STAR | 51% | | | | | | | | | | | #DIV/0! | |
| | Grade 10 math % scoring above proficiency on STAR | 42% | | | | | | | | | | | #DIV/0! | |
| | Grades 3-8 ELA SGP on STAR | 60% | | | | | | | | | | | #DIV/0! | |
| | Grades 3-8 math SGP on STAR | 60% | | | | | | | | | | | | #DIV/0! |
| | Grade 10 ELA SGP on STAR | 60% | | | | | | | | | | | | #DIV/0! |
| | Grade 10 math SGP on STAR | 60% | | | | | | | | | | | | #DIV/0! |
| Student Culture | % of classrooms and shared spaces implementing priority routines with accuracy | 100% | | | | | | | | | | | #DIV/0! | |
| | % of students who are chronically absent | 16.9% | | | | | | | | | | | #DIV/0! | |
| | % of students who need instruction in self management | 57% | | | | | | | | | | | #DIV/0! | |
| | % of students who need instruction in self-awareness | 61% | | | | | | | | | | | #DIV/0! | |
| | Risk ratio for students of color | 2.0 | | | | | | | | | | | #DIV/0! | |
| | Risk ratio for students with disabilities | 4.0 | | | | | | | | | | | #DIV/0! | |
| Staff Culture | % of educators that agree or strongly agree that PD is meeting their needs | 70% | | | | | | | | | | | #DIV/0! | |
| | % of teachers and staff that report positively re: well-being | 64% | | | | | | | | | | | #DIV/0! | |
| | % of teachers and staff that report positively re: belonging | 69% | | | | | | | | | | | #DIV/0! | |
| | % of action steps that meet quality criteria | 50% | | | | | | | | | | | #DIV/0! | |
| | % of NPTS educators that have received 2 observations | 100% | | | | | | | | | | | #DIV/0! | |
| | % of math and ELA teachers that have received monthly coaching/feedback/observation | 100% | | | | | | | | | | | #DIV/0! | |

Error
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STUDENTS have the appropriate skills and independent, equitable access to the information they need for current and future success



EDUCATORS have clear pathways to the information and tools needed to create innovative high-rigor tasks for students

FAMILY AND COMMUNITY members have access to technology training and resources in support of their students' learning

DATA is accurate, accessible, comprehensible and can be utilized for transparency in decision making, all while maintaining appropriate confidentiality

Salem Public Schools Technology Plan 2023-2026

SPS IT Core Priorities



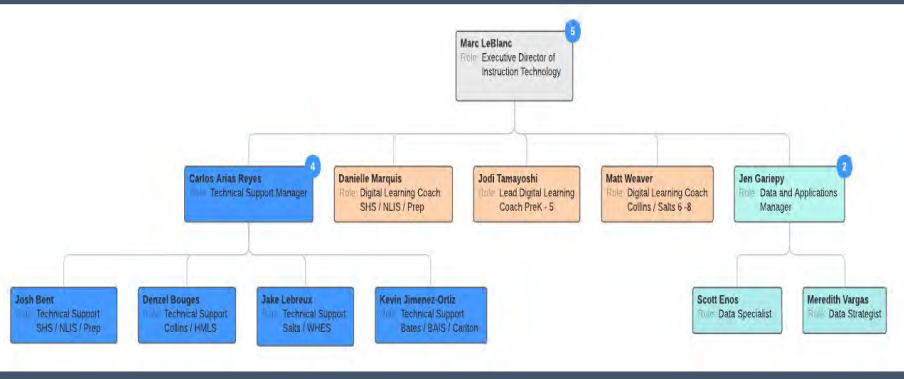
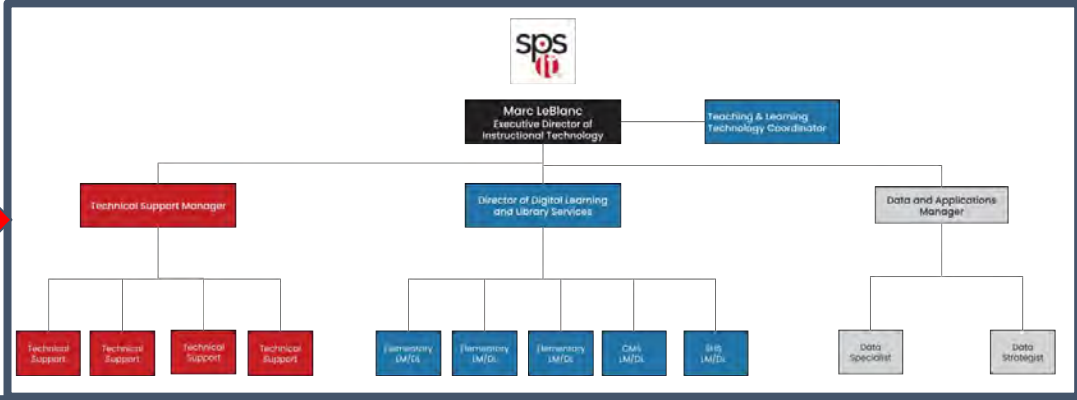
Priority 1: Elevate Learning

1.1
Accelerate academic achievement for all students



| Students | |
|--|--|
| <p><i>Students have the appropriate skills and independent, equitable access to the information they need for current and future success</i></p> <p>1</p> | Develop and deploy a vertically aligned set of technology competencies which are embedded in the current content curriculum maps. |
| | Provide all students with well-functioning and up-to-date technology that allows access to curriculum materials and assessment platforms |
| | Ensure that all learning spaces have robust Internet access for instruction |

Develop and deploy a vertically aligned set of technology competencies which are embedded in the current content curriculum maps





Provide all students with well-functioning and up-to-date technology that allows access to curriculum materials and assessment platforms

| Year 1 - 2024-2025 | Grade Bands | Approx Unit Total | Approx Cost |
|--------------------|-------------------------------|-------------------------------------|-----------------|
| Elementary | 4th / 5th | 775 (31 classrooms x 25) | \$341,000 (440) |
| Middle | Specialists / Special Ed / ML | Used refurbished elementary devices | N/A |
| High | Incoming 9th graders | 350 | \$113,750 (325) |

| Year 2 - 2025-2026 | Grade Bands | Approx Unit Total | Approx Cost |
|--------------------|----------------------|--|-----------------|
| Elementary | ML / Special Ed | 275 CBs (11 classrooms x 25) 1x Salem Prep 3x NLIS | \$84,861 |
| Middle | 8th Grade | 320 | \$104,000 (325) |
| High | Incoming 9th graders | 350 | \$113,750 (325) |



Ensure that all learning spaces have robust Internet access for instruction

- Evaluation this Fall/Winter to identify areas in schools that do not have adequate Internet access
- Connect with the City IT Department on options to improve connectivity in these areas
- Budget for future updates



Priority 2: Empower Educators

2.2

Engage educators in high-quality professional learning designed to strengthen instruction and prepare them to meet the needs of all students



| Administrators and Educators | |
|--|---|
| <i>2</i> <i>Educators have clear pathways to the information and tools needed to create innovative, high-rigor tasks for students</i> | Provide a well-designed, dynamic collection of educator technology competencies and corresponding learning pathways for teachers and administrators to select from when setting the professional technology goals for their schools |
| | Provide support and tools to educators and administrators in their learning via coaching, 1:1 and group training, and just-in-time (JIT) training |

Provide a well-designed, dynamic collection of educator technology competencies and corresponding learning pathways for teachers and administrators to select from when setting their professional technology goal

| Technical Support | Exists? | Update | Priority | Digital Learning | Exists? | Update | Data and Applications | Exists? | Update | Other | Exists? |
|------------------------------------|-------------------------------------|--------------------------|----------|--|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|-------|--------------------------|
| Accessibility Settings | <input type="checkbox"/> | <input type="checkbox"/> | | Drive: Mgmt of Shared Drives | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Aspen: Attendance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| PaperCut printing | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | Drive: Shared Drives | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Aspen: Basics | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| Keyboard settings | <input type="checkbox"/> | <input type="checkbox"/> | | GMail: Templates for Email Responses | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Aspen: Conduct Referral | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| SPS-Guest & re-enrollment | <input type="checkbox"/> | <input type="checkbox"/> | | Google Classroom: Training Google Classroom Async Training 2024 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Aspen: Gradebook | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| alt++volume up restart | <input type="checkbox"/> | <input type="checkbox"/> | | KWT: Startup and Use | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Data Dashboard | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| Eshare guide/TouchView | <input type="checkbox"/> | <input type="checkbox"/> | | Leaving Salem: Aspen Download | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Family schedule requests | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| mirroring settings | <input type="checkbox"/> | <input type="checkbox"/> | | Leaving Salem: Google Takeout | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | | Leaving Salem: TeachPoint PDPs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| iIQ: Technology Ticket | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | MathFactLab Startup and Use | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| cb screen rotation | <input type="checkbox"/> | <input type="checkbox"/> | | Mote: Training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| cb screenshots | <input type="checkbox"/> | <input type="checkbox"/> | | Parent Square: Training | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | | Pear: Assigning assessments / opening test | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| *Trouble shooting guide Chromebook | <input type="checkbox"/> | <input type="checkbox"/> | | DRAFT Pear Assessment... | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| CB shelf & file management | <input type="checkbox"/> | <input type="checkbox"/> | | Pear: Closing and grading test DRAFT Pear Assessment... | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| On web same document with own | <input type="checkbox"/> | <input type="checkbox"/> | | Pear: Create and access an admin account (include language | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |



Provide support and tools to educators and administrators in their learning via coaching, 1:1 and group training, and just-in-time (JIT) training



284

In circulation



98

To deploy



Family and Community

Family and community members have access to technology training and resources in support of their students' learning 3

Provide multi-modal training and resources for families and community members to develop proficiency with technology platforms used by students

Work with existing community partners to co-develop a needs assessment and action plan to further strengthen quality technology outreach to families and community members

Priority 3: Center Belonging

3.4

Elevate the voices of students, parents and families to tap into their funds of knowledge and encourage them to take action and lead.



Provide multi-modal training and resources for families and community members to develop proficiency with technology platforms used by students

Work with existing community partners to co-develop a needs assessment and action plan to further strengthen quality technology outreach to families and community members

2025-2026



Priority 4: Strengthen our Foundation

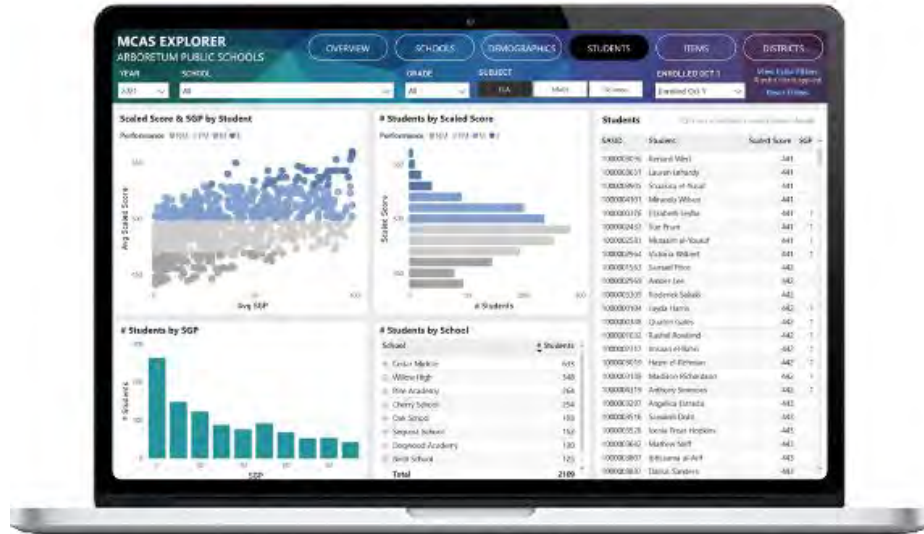
4.2 Fully integrate practices and guidelines district wide to build efficiencies and optimize impact.



| Data Informed | |
|--|--|
| <p><i>Data is accurate, accessible, comprehensible, and can be utilized for transparency in decision making, all while maintaining appropriate confidentiality</i></p> <p style="font-size: 2em; font-weight: bold;">4</p> | Create a self-service data aggregate system for educators and leaders to access pertinent holistic student information |
| | Organize a clear and predictable data strategy that reports on district initiatives and provides analysis |
| | Establish a data governance protocol to improve data accuracy while maintaining appropriate confidentiality |



Create a self-service data aggregate system for teachers and leaders to access pertinent holistic student information




Organize a clear and predictable data strategy that reports on district initiatives and provides analysis

The screenshot displays a project management interface for 'Yearly Project 2024.2025'. The top navigation bar includes 'Overview', 'List', 'Calendar', 'Board', 'Timeline', 'Dashboard', 'Workload', 'Workflow', 'Messages', and 'Files'. The main area is a Kanban board with five columns: 'Report Cards / Progre...' (25+ items), 'State Reports' (17 items), 'Scheduling' (14 items), 'Reports' (13 items), and 'Other' (8 items). Each column contains task cards with titles, dates, and assignee initials (e.g., SE, JG, MV).

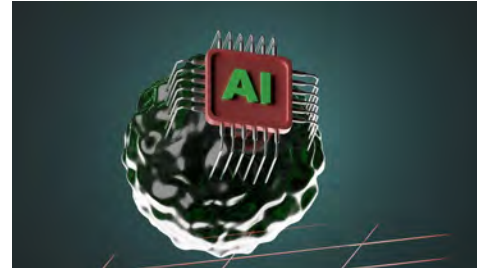
| Column | Item | Assignee |
|--------------------------|--|----------|
| Report Cards / Progre... | Review Schedules in Build and commit | SE |
| | Open Progress Window Q1 | JG |
| | Open Progress Window Q2 | JG |
| | Open Progress Window Q3 | JG |
| | Open Progress Window Q4 | JG |
| | Open Report Card Window T1 | JG |
| | Open Report Card Window T2 | JG |
| State Reports | finalize reports & rollover | SE |
| | Oct SIMS open | SE |
| | Oct SIMS deadline | SE |
| | Oct EPIMS open | SE |
| | Oct EPIMS deadline | SE |
| Scheduling | Schedule workbooks sent to schools | JG |
| | Meetings set up to build schedules | JG |
| | Build and commit Bates schedule | SE |
| | Build and commit BAIS schedule | SE |
| | Build and commit Cariton schedule | SE |
| Reports | Strategic Plan Monitoring Hub update Oct | MV |
| | Strategic Plan Monitoring Hub update Jan | MV |
| | Strategic Plan Monitoring Hub update Mar | MV |
| | MCAS | MV |
| | Outstanding evaluations EOY | MV |
| Other | Send EOY info to the clerks | JG |
| | Upload Panorama data for Spring survey | MV |
| | Send Panorama Fall files to OA | SE |



Establish a data governance protocol to improve data accuracy while maintaining appropriate confidentiality

|  Data Governance Procedure | | | |
|--|--------------------------|---------------|--|
| Department | Instructional Technology | Revised Date: | |
| Rationale: | | | |
| Completed By: | Marc LeBlanc | Reviewed By: | |
| Approved By: | | | |
| What is data governance? Data governance means setting internal standards—data policies—that apply to how data is gathered, stored, processed, and disposed of. It governs who can access what kinds of data and what kinds of data are under governance. | | | |
| What does FERPA say? The Family Educational Rights and Privacy Act 34 CFR Part 99 - Family Educational Rights and Privacy is a Federal law that protects the privacy of student education records. FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions: <ul style="list-style-type: none">• School officials with legitimate educational interest | | | |
| What data are we talking about? The following data points are generally available to all educators via either Aspen, the data dashboards, or other systems: Achievement data <ul style="list-style-type: none">• Grades• State test scores (MCAS, ACCESS)• SPS Assessments (DCA, Star, WIDA MODEL) | | | |

How does AI change this procedure? What new guidelines do we need to address AI?



| Metric | EOY 2024 | EOY 2025 | EOY 2026 |
|--|-----------|------------|-----------|
| <p>At least 70% of families report confidence that their child is continuing to learn and succeed in school. <i>(Panorama parent survey - to be developed)</i></p> | 50% | 60% | 70% |
| <p>Increase annual teacher well being and belonging composites to 68% for well-being and 75% for belonging. <i>(Panorama staff survey)</i></p> | 60% / 70% | 64% / 73% | 68% / 75% |
| <p>Reduce district-wide chronic absenteeism to 18% and reduce dropout rate to 2% (Attendance data)</p> | 20% / 3% | 19% / 2.5% | 18% / 2% |
| <p>60% of staff report that they have adequate access to the materials and information they need to be effective in their jobs. (To be added to Panorama)</p> | 50% | 55% | 60% |



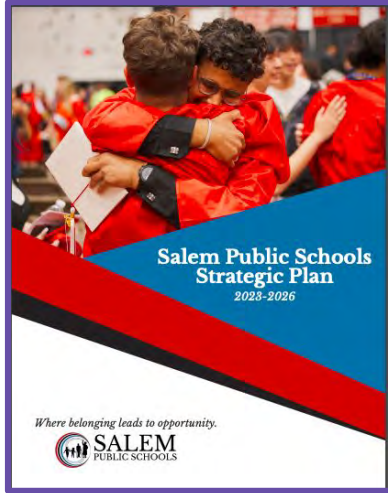
SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

Risk Ratio and Student Discipline

December 2, 2024



CENTER BELONGING



Achieve a risk ratio of no less than **1.2** for students of color and students with disabilities.



Salem Public Schools

Priority 3 Measures of Success

- ✓ Reduce district-wide chronic absenteeism to 18% and reduce dropout rate to 2%.*
- ✓ Increase to 70% the percentage of students in grades 3-12 who report feeling like valued members of their school community.
- ✓ At least 70% of families feel that their child's school is a "good fit," representing their perceptions of how well a school matches their child's developmental needs.
- ✓ Achieve a risk ratio of no less than 1.2 for students of color and students with disabilities.**

* Chronic absenteeism is defined as a student missing 10% or more of the school days in an academic year.

**A risk ratio of 2.0 or greater indicates a risk of overrepresentation in disciplinary referrals, while a risk ratio of less than 1.0 indicates possible underrepresentation.

What's Risk Ratio?

- **Risk ratio in education** refers to the likelihood of specific educational outcomes for different student groups.
- It applies to outcomes like **dropout rates & disciplinary actions**
- RRs help determine if **racial/ethnic groups experience similar outcomes** or if certain groups face higher risks.
- It measures **disproportionality** by comparing the risk levels between groups based on race, ethnicity, gender, socioeconomic status, or disability.
- A risk ratio of **1.0** indicates equal representation, less than 1.0 means **underrepresentation**, and more than 1.0 signifies **overrepresentation**.



How is Risk Ratio Calculated?

Trickiest part of Risk Ratio is calculating the Risk Index FIRST.

| # of students | African American | LatinX | Asian | White | 2 or more races | American Indian |
|-------------------|------------------|--------|-------|-------|-----------------|-----------------|
| Overall | 50 | 29 | 12 | 200 | 25 | 1 |
| Taking AP courses | 8 | 10 | 12 | 112 | 5 | 0 |

Number of African American Senior Students taking AP courses

Number of All Other Senior Students taking AP courses

Total number of African American Senior Students

Total number of All Other Senior Students

$$\frac{8}{50} = .16$$

(16% of African American seniors are taking AP courses)

$$\frac{139}{267} = .52$$

(52% of All Other seniors are taking AP courses)

How is Risk Ratio Calculated?

Now you are ready for Risk Ratio

Risk index of one group divided by the risk index of a comparison group

How do we calculate Risk Ratio?

➤ Divide Risk Ratio = $\frac{\text{Risk Index of Target Group}}{\text{Risk Index of Comparison Group}}$

- For our example we compare .16 and .52

| | |
|---|-------------|
| Risk Index of African American Senior Students in AP courses: .16 | Risk Ratio: |
| <hr/> | .31 |
| Risk Index of All Other Senior Students in AP courses: .52 | |

Are students who identify as African American under-represented in this high school's AP placement? African American Senior Students are .31 times likely to be enrolled in AP courses. The **risk ratio value .31 is not near or equal to 1.0**. This shows under-representation of African American seniors in AP course placement, which could be predictive of future results if no changes occur to the current process.

Here's Another Way To See It

$$\text{Risk ratio} = x \div y$$

x = **percent** of subgroup
with particular outcome

y = **percent** of majority
group with same outcome



SPS Risk Ratio Data - Disciplinary Referrals

| School Year | SWD | Low Income | ML | SOC |
|--------------------------|------|------------|------|------|
| '22-'23 | 1.93 | 3.29 | .93 | 1.58 |
| '23-'24 | 1.45 | 2.91 | 1.14 | 1.49 |
| '24-'25 (as of 11/26/24) | 1.34 | 2.20 | 1.36 | 1.62 |

****A risk ratio of 2.0 or greater indicates a risk of overrepresentation in disciplinary referrals, while a risk ratio of less than 1.0 indicates possible underrepresentation.**



2023-2024 Student Discipline Data Report - DESE

| Student Group | Students | Students Disciplined | % In-School Suspension | % Out-of-School Suspension | % Expulsion | % Alternate Setting | % Emergency Removal | % Students with a School-Based Arrest | % Students with a Non-Arrest Law Enforcement Referral |
|----------------------------|----------|----------------------|------------------------|----------------------------|-------------|---------------------|---------------------|---------------------------------------|---|
| All Students | 4,067 | 169 | 0.9 | 3.2 | 0.0 | 0.0 | 1.3 | 0.0 | 0.0 |
| English Learner | 851 | 35 | 0.7 | 3.1 | 0.0 | 0.0 | 1.5 | 0.0 | 0.0 |
| Low Income | 2,685 | 142 | 1.2 | 4.0 | 0.0 | 0.0 | 1.7 | 0.0 | 0.0 |
| Students w/disabilities | 1,009 | 73 | 1.6 | 5.5 | 0.0 | 0.0 | 2.9 | 0.0 | 0.0 |
| High needs | 3,043 | 155 | 1.1 | 3.8 | 0.0 | 0.0 | 1.7 | 0.0 | 0.0 |
| Female | 1,986 | 52 | 0.5 | 2.0 | 0.0 | 0.0 | 1.0 | 0.0 | 0.0 |
| Male | 2,073 | 116 | 1.3 | 4.3 | 0.0 | 0.0 | 1.6 | 0.0 | 0.0 |
| Amer. Ind. or Alaska Nat. | 9 | 0 | | | | | | | |
| Asian | 95 | 0 | | | | | | | |
| Afr. Amer./Black | 313 | 18 | 1.3 | 4.5 | 0.0 | 0.0 | 1.6 | 0.0 | 0.0 |
| Hispanic/Latino | 1,957 | 94 | 1.0 | 3.7 | 0.0 | 0.0 | 1.4 | 0.0 | 0.0 |
| Multi-race, Non-Hisp./Lat. | 166 | 8 | 1.8 | 4.2 | 0.0 | 0.0 | 2.4 | 0.0 | 0.0 |
| Nat. Haw. or Pacif. Isl. | 7 | 0 | | | | | | | |
| White | 1,520 | 49 | 0.7 | 2.5 | 0.0 | 0.0 | 1.1 | 0.0 | 0.0 |



DIVE BRIEF

AAP: Suspensions, expulsions harm students' mental and physical health

The American Academy of Pediatrics recommends schools use trauma-informed practices and analyze discipline data.

Published Oct. 10, 2024



Kara Arundel
Senior Reporter



Research shows that students from marginalized communities, including students with disabilities and LGBTQ+ students, are disproportionately impacted by exclusionary school discipline policies. [AP Photo/Chris Wedel](#)

Dive Brief:

- Suspending or expelling a student is one of the most severe punishments schools can issue, and those actions can have lifelong, harmful consequences, according to an updated policy statement issued Oct. 1 by the American Academy of Pediatrics.

Overall Goals?

Disrupt

- Exclusionary measures
- Harm to student's mental and physical health
- School to prison pipeline
- Disproportionality

Improve

- Belonging for ALL
- Staff and student mental health
- Academic achievement
- Post secondary outcomes



MTSS, SEL, & Restorative Practices - Levers for Change

Figure 1. What Are Restorative Practices?



[Learning Policy Institute](#), October 2023

- Collaborating with Academics and Special Education teams to analyze data and ensure cohesive strategies.
- Aggressively monitoring data and implement action steps outlined in DIPS and SIPS.
- Conducting weekly student support leadership reviews to analyze data and provide targeted school support.
- Offering RJ training and future grant-funded district PD.
- Partnering with administrators through DLT to build leadership capacity.
- Providing professional development for school-based educators, including teachers and support staff.
- Implementing whole-school SEL, including celebrations, town halls, assemblies, and flocks.
- Incorporating explicit SEL lessons during circle time.
- Using SEL data to inform individual and small group work
- Promoting student voice and ownership through targeted initiatives.



Next Steps and Questions



AGREEMENT FOR PARTICIPATION IN THE MASC “POLICY21”© PROGRAM
Massachusetts Association of School Committees
Online Policy Services
CONTRACT

This agreement, made and entered into on DATE, by and between the Massachusetts Association of School Committees (hereinafter referred to as MASC), and the Salem Public Schools (hereinafter referred to as School District).

This contract as written and offered by MASC, becomes null and void if not signed and returned to MASC by the School District within 90 calendar days of the date of transmission to the School District as determined by postmark of the United States Postal Service (if mailed,) date of record on a facsimile transmission (if Faxed,) date of record of an email transmission (if sent via electronic mail,) or signed and dated verification of receipt if delivered by hand.

In consideration of the mutual promises contained herein, and other valuable consideration, MASC and the School District agree as follows:

MASC agrees to publish the School District’s Policy Manual of up to 600 pages in length, in single spaced format, on a website dedicated to the School District. The site may be password protected at the request of the School District with a user name and password established and issued by MASC. It is understood that the site will be intended for access, mainly, through a standard browser via a standard PC or MAC with sufficient memory to operate the program. Should the School District manual exceed 600 pages, additional pages, in increments of 1 up to 50 pages, may be added at a cost of \$200.00 for each additional 1 -50-page increment.

The School District Policy Manual being published on the website through this contractual agreement with MASC shall:

- Be copyrighted to MASC with full rights to the School District to use the manual for specific School District purposes, including copying, hard copy distribution, and public consumption within the School District and School District community.
- Be published with the specific understanding that the School District is prohibited from selling, distributing, for other than School District purposes, or duplicating, by any means, for other than specific School District purposes, or profiting, in any way, from the publication of the manual on the Internet through the services of MASC.
- Contain multiple search capabilities by key word, phrase, policy number, etc.
- Display, at the request of the School District, the School District “Logo” or letterhead, names of key School District officials, and the names, if requested, of School Committee Members, and other basic School District demographic information as requested by the School District. An HTML link to the School District’s main webpage may be included at the request of the School District at no extra cost.
- Provide hot link references to legal citations from the Massachusetts General Laws.

- Allow direct printing of any document from the site without need for copying, pasting, or transcription.
- Be protected from outside “hacking” or interference insofar as current technology can make such a warranty.
- Provide redundancy through regular back-ups secured off site to be retrievable in the event of an unanticipated shutdown or natural catastrophe.

MASC shall:

- Provide unlimited changes or updates to the on-line manual per the annual hosting agreement.
- Be available to the School District by personal telephone contact for questions, concerns, or problem troubleshooting during normal business hours of MASC, Monday through Friday, or via email to Ann-marie Martin (amartin@masc.org) during normal business hours.

Provide, if requested, one, one-hour training session for School District staff on the use of the Policy21© service at no added cost to the School District.

The School District agrees that it will:

- Provide MASC with the School Committee’s existing policies, if needed or requested by MASC, in a Microsoft Word format, as well as other materials, if any, as requested, by MASC within 20 days after the signing of this contract.
- Furnish administrative assistance and information to MASC as requested and in a timely manner.
- Recognize that MASC cannot offer an express or implied warranty for the services provided, and hold MASC harmless for any damages caused by any policy, contract, advice, or other consulting services rendered pursuant to this agreement.
- Understand that this contract is, initially, for a two (2) year subscription to the MASC POLICY21© service, and agrees to pay MASC for the second year’s annual “hosting fee” even if electing to cancel participation in the POLICY21© service prior to the expiration of this agreement. Following the second subscription year, MASC reserves the right to increase the annual “hosting fee” for the third or subsequent years. Notice of any increase in the “hosting fee” will be given to the School District at least thirty (30) days before the billing comes due for the third or subsequent year(s).
- Furnish MASC with any “update” materials via email attachment, or on disk, in Microsoft Word format. Documents submitted in other than Microsoft Word format may be subject to a conversion charge as determined by MASC.
- To allow MASC to use the name of the School District for purposes of advertising or promotion of the POLICY21© service at no charge to MASC.

The MASC *basic set-up* charge, which includes the first year’s “hosting fee,” to the School District for publication of its bylaw and policy manual via the POLICY21© service is **\$3,500.00 (THREE THOUSAND, FIVE HUNDRED DOLLARS)**.

The School District further agrees to pay MASC according to the following schedule:

100% of the *Basic* cost (**\$3,500.00**) due upon return of this signed and dated contract unless otherwise mutually agreed. A separate invoice will be sent by MASC once this contract has been returned.

100% of the annual “hosting fee” for the second year of the POLICY21© service within thirty (30) days of billing by MASC. The “hosting fee” for the second year of this agreement is set at **\$950.00 (NINE HUNDRED FIFTY DOLLARS)**. This will be billed 30 days prior to the beginning of the second year.

The parties, further, mutually agree as follows:

- The web-based manual, including exhibits and forms, pursuant to this agreement, is the work product and the sole and exclusive property of MASC, subject to copyright by MASC. The School District is granted a license to edit, copy, and use said web-based manual exclusively for its own purposes as set forth herein above.
- In the event the School District should elect to discontinue the Policy21© service beyond the initial second year of this agreement, and, later, decides to re-enroll in the POLICY21© program in a subsequent year, the School District will be required to pay MASC another set-up fee at the rate established by MASC at the time of the re-enrollment in the POLICY21© service.

In witness whereof, the parties hereto have executed this Agreement as of the date written above.

By: _____

Alicia Mallon
Field Director
MASC

By: _____

School Committee Chair
Salem School Committee

A PROPOSAL FOR
POLICY MANUAL DEVELOPMENT

Prepared for:

Salem School Committee

Submitted by:

Massachusetts Association of
School Committees, Inc.
One McKinley Square, 2nd Floor
Boston, Massachusetts 02109

Telephone: (617) 899-2064

Toll Free: 1-800-392-6023

Email: amallon@masc.org

Dated: September 26, 2024

THE MASSACHUSETTS ASSOCIATION OF SCHOOL COMMITTEES, INC., (MASC), proposes to carry out the policy manual project described below for the Salem School Committee, Salem, MA (referred to as Committee).

PROJECT GOALS:

1. To create a well-organized and up-to-date manual of school committee policies.
2. To provide for easy referral from policies to related sections of law.
3. To identify areas requiring statements but for which policies are not documented.
4. To provide sample policy statements to assist the Committee in developing needed policies in key areas.
5. To deliver one complete hard copy policy manual customized to meet the needs of the school district and one flash drive containing the complete manual in both Word and PDF formats.

PERFORMANCE TASKS:

MASC proposes to perform the following tasks in order to meet the project goals.

1. Document search and analysis: MASC will conduct a thorough search of Committee documents to identify existing policies. This material will be analyzed for appropriateness for inclusion in the new manual. See EXHIBIT A.
2. Codification, organization and technical editing: MASC will code and organize all statements to be filed in the new manual according to the NEPN/NSBA policy classification system. MASC will provide technical editing as needed to meet the requirements of acceptable English usage. However, the editing shall not alter

the meaning or substance of the policy. Legal references to pertinent state and federal statutes will be added. Gaps in policy coverage, questions, and inconsistencies will be noted. See EXHIBIT B.

3. Work-in-progress check: MASC will within one hundred and twenty days of receipt of materials as outlined in Exhibit A and payment of the initial deposit schedule a series of meetings with the school committee or a sub-committee of the school committee to review completed sections of the new policy manual. The exact number of meetings will be determined by the amount of review required to adopt the policy manual but shall not exceed twelve meetings. This provides an opportunity for the committee to discuss the rationale behind policy suggestions and to insure that existing policy reflects current practices and procedures in-place within the district. The Committee will keep MASC fully informed of any concerns and determinations during the term of the project. See EXHIBIT C.

DURATION OF THE PROJECT: The services shall be carried out according to the timetable developed by MASC and the Salem School Committee. All tasks as described above can be accomplished by MASC within eighteen to twenty-four months after receipt of the signed contract and after the conditions outlined in three (3) above have been met. See EXHIBIT A.

MASC is not responsible for delays caused by the Salem School Committee or its representatives in this process. MASC reserves the right to terminate the contract after thirty months of signing this agreement if the committee has failed to fulfill its responsibilities concluding with the review, approval, and adoption of the policies and regulations developed during the customized policy service project. This agreement may be modified by mutual agreement, in writing, of both parties.

APPROVED FOR MASC BY:



Alicia Mallon, Field Director
Massachusetts Association of School

Committees, Inc.

Dated: September 26, 2024

EXHIBIT A

Documents to be provided by the School Committee

MASC will require two copies of the documents listed below to carry out the policy manual updating project. If the materials are available electronically, then only the electronic copy is needed.

1. School Committee policy manual.
2. Master contracts with recognized bargaining units.
3. System-wide handbooks for principals, teachers and students.
4. Current documents or handbooks that cover the following: organization charts, school transportation, purchasing procedures, staff evaluation, emergency operating plan, school calendar, use of school facilities, field trips.
5. Other documents as needed by MASC consultant.

EXHIBIT B

The NEPN/NSBA Policy Development System

A--FOUNDATIONS AND BASIC COMMITMENTS
B--SCHOOL BOARD GOVERNANCE AND OPERATIONS
C--GENERAL SCHOOL ADMINISTRATION
D--FISCAL MANAGEMENT
E--SUPPORT SERVICES
F--FACILITIES DEVELOPMENT
G--PERSONNEL
H--NEGOTIATIONS
I--INSTRUCTIONAL PROGRAM
J--STUDENTS
K--SCHOOL-COMMUNITY RELATIONS
L--EDUCATION AGENCY RELATIONS

Each of these chapters includes its own family of terms called "descriptors" which provide suggested titles and code letters for policy statements. The coding or "tracking" of terms is by letter rather than by number. Letter encoding offers two major advantages over number encoding. First, a letter system offers more flexibility. The coder has available 26 separate letters to use compared to only 10 digits. Second, a letter system requires no decimal points. This tends to reduce the likelihood of error in reproduction and filing. Anyone who knows the ABC's will quickly grasp the logic of letter codes.

The classification system was originally developed in 1969 by a National School Boards Association Research Project supported by the U.S. Office of Education. The system, which is in wide use throughout the United States, conforms to sound principles of informational storage and retrieval, to sound principles of school governance, and also to the mandates of practicality.

EXHIBIT C

Project Liaison Officer

To help ensure the accuracy of updated policies in the manual, the Salem School Committee should identify a knowledgeable member of the administrative staff to serve as the project liaison officer to whom MASC may refer from time to time to clarify questions of fact or actual policy or practice in the school system.

No undue time or work burden would be placed on this person.

EXHIBIT D

SALEM SCHOOL COMMITTEE

PROFESSIONAL FEE \$10,500.00

For services rendered to complete and customize
policy service

Upon receipt of signed contract \$3,500.00

July 2025 \$3,500.00

Upon completion – BUT NO SOONER THAN July 2026 \$3,500.00

* If the payment schedule doesn't accommodate the
Committee's budget schedule, payment dates can
be adjusted accordingly.

MASC will still begin working on the policy project upon receipt of the signed contract and material
identified in Exhibit A.

EXHIBIT E

SALEM SCHOOL COMMITTEE

If this proposal is approved, please sign and date below. Please return signed copy and initial payment to:

Massachusetts Association of School Committees
One McKinley Square, 2nd Floor
Boston, MA 02109.

Please retain a second copy for your records.

Accepted: _____
Chair, Salem School Committee

Date: _____

POLICY PROCESS

I assist the field directors with policy primarily by preparing the policy sections to be reviewed by a district and a field director. I also assist with editing sections for some of the field directors, though most do their own editing as they meet with the districts. I also occasionally print and assemble completed policy manuals and get them to the districts. Finally, I work with a company, CTS, to put policy manuals online. Later I serve as liaison with the districts in keeping the online manuals up to date.

This is the process.

NEW POLICY PROJECT IS ANNOUNCED

Field directors should let you know when they have a new contract for policy work. Sometime after that, you will receive a batch of materials from the district.

Depending on how old their materials are and what shape they are in, they will either be handled in house or sent to John Zoino, a retired superintendent who helps MASC with coding policy materials. He has two addresses, on the Cape and in Florida that are in the rolodex on the desk. If they are going to him, you can prepare them for mailing and send them to the appropriate address. He is very good at letting us know when he is going from one location to another.

Once the materials are back in the office, they should be filed in the file cabinets outside the office. Materials are arranged in sections of two by the alphabetical coding used in the system of classification used by MASC. In the file drawer to the right of the keyboard is a folder with green sheets that are used as cover sheets for these sections. Each should be filled out with the district name, the field director in charge of the project, and the sections that are included. File folders are in the bottom of the bookcase, or you can ask Sam where the other supplies are kept. Separate the materials into the following groups:

A & B
C & D
E & F
G & H
I
J
K & L

I usually try to prepare sections A & B soon after the materials arrive back in the office. After that, you should work with the field directors to determine when they will need subsequent sections. Since you have multiple projects going simultaneously, it's important to keep track of your progress with each. I have designed a worksheet to help do this. Of course you are welcome to modify it or design something else that works better for you.

CLASSIFICATION SYSTEM

The best way to understand the classification system is to read the Introduction that is included in each completed policy manual. There is a copy of it here. You may also want to look at the booklet titled “The NEPN Policy Coding System.” I use this booklet all the time to find proper codes for policies. At the beginning, you will enter whatever code John Zoino has assigned, or use the same code that is on the policy. This code is entered in the top right corner of each policy page.

CREATE A FOLDER FOR THIS POLICY

In Dropbox, in the Policy Folder, create a new folder for this policy project. This will automatically be shared with all field directors.

SCANNING POLICY SECTIONS

The next step is to scan whatever section you will be preparing.

Take the documents to the copier/scanner and put them in the feeder face up, as if you are going to copy them.

On the right hand side of the display, choose the House, then choose the “Scan” option.

On the next page, choose “E Mail.”

Scroll through the list of names until your name appears, then choose that.

Click “okay.”

The final screen should appear. You should see your email address appear in the lower left hand part of the screen listing recipients.

In the top right, you will see a list of options you can choose. One says “200 dpi.” Choose that, and from the list of choices, make it 300 dpi.

After you have done that, you can hit the “send” button and wait for the document to appear in your e-mail in box.

CONVERTING ADOBE PDFs to MS WORD DOCUMENTS

Open up the document that came in your email (it will be from Toshiba 6506)

Open the Adobe PDF document and save it to the folder you have created in the Policy folder in Dropbox.

Unfortunately, Adobe does not always “see” the formatting the same as it should look on the page. The main thing I do is “clean up” the appearance of the policy pages. I use the same style for each new policy, paginate each the same, and be sure the list of references at the end of each policy has the same “look” or “style.” that I have developed for all of MASC policy manuals. This style is outlined below.

Margins: Left-one inch
 Right – ½ inch
 Top – one inch
 Bottom ½ inch

Type face: Times New Roman 12 point

POLICY CODE: Right aligned, the word “File”: underlined with file name following

TITLE – One space down, Centered, Bold-faced, All Caps

BODY –Two spaces down.

Line spacing “at least” 12 point. Occasionally if I am trying to fit a policy or a certain piece of text onto one page, I will change that to “exactly” 12 point. But I try to keep the line spacing to “at least” 12 point.

One space between each paragraph.

Paragraphs aligned on both left and right sides. No indenting for paragraphs.

I have chosen not to use sectioning in the manual and tried to remove all section breaks throughout each policy section. I hand number policies that are more than one page long rather than letting the program number the pages for me. If you are familiar with using section breaks and want the program to number multiple page policies, feel free to do so!

At the end of the policy leave 2 blank lines. Then each should list:

SOURCE: (District name) if the policy comes from the district, even if it was originally an MASC policy.

They may also list:

LEGAL REF.: List any legal references, each source on a separate line. In other words, all Mass. General Laws can be listed one right after another in this format:

LEGAL REFS.: M.G.L. 39:12; 42:15; 67:4

CROSS REF.: List any policies that they have listed as cross references, in this manner:

CROSS REFS: BCA, School Committee Member Ethics
BDFA, School Councils

REFS.: List any other references that do not fall into the above categories

PAGE NUMBERS – are on the bottom right of each page, for any policy that is more than one page long.

FOOTER is the name of the district. The type face is Times New Roman, Bold Face, Italic, 13 point.

Make sure you have the proper name for the district. Regional or Voc-Tech Schools can sometimes have complicated (and long) names!

The best and easiest way to remember what the policy pages should look like is to look at the MASC Reference Manual. This follows the style outlined above, as should any district manual that I have worked on.

I find it helpful to keep the paragraph markers on to catch any section breaks or other “hidden” markers, but you should do whatever is most comfortable for you.

Of course you do not have to keep using this formatting if, for example, you want to use a different type face or don't want to align text on both left and right sides. But, whatever you do, I think it's important to BE CONSISTENT so that the MASC manuals all have the same “look.”

Regarding headings within a policy, I usually try to follow whatever the district has done in their manual. If they capitalize headings, I will use caps. If they boldface and underline, so will I. This is the one part of formatting that is not consistent from manual to manual. You are welcome to do whatever is most comfortable for you!

Of course as you are reviewing the policies, check for proper spelling and grammar and correct any glaring mistakes! Do not feel you have to read each policy with a magnifying glass, however...it would take you too long to get through it all!

You will find that there are tremendous differences in the appearance and condition of each manual. Some will require almost no cleanup, and others will require a lot of attention.

Once you have cleaned up a section, the next step is to add MASC policies to it.

In your computer you should have a copy of the 2016 MASC Policy Reference Manual.

INDEX TO THE NEPN POLICY CLASSIFICATION SYSTEM

Updated September 2012

A

| | |
|---|-------------|
| Ability Grouping | IFA |
| Absences (<i>see</i> Leaves and Absences for types of Leave) | |
| Administrative Staff Leaves and Absences | GCCB |
| Instructional Staff Leaves and Absences | GCCA |
| Professional Staff Leaves and Absences | GCC |
| Student Absences and Excuses | JH |
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| Abuse of Children <i>see</i> Child Abuse/Neglect | |
| Abusive Language | |
| Bullying | JICK; IJNDC |
| Public Conduct on School Property | KFA |
| Public Participation at Board Meetings | BEDH |
| Staff Conduct | GBEB |
| Student Conduct | JIC |
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| Academic Achievement | IK |
| Academic Incentives/Penalties | IKEA |
| Student Awards, Honors and Scholarships | JM |
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| Acceleration of Students | |
| Grade Advancement | IKE |
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| Acceptable Use of Electronic Resources/Internet | IJNDC |
| Access to School Buildings | ECAB |
| Accidents (<i>see also</i> Safety) | |
| Accident Insurance | |
| Insurance Program/Risk Management | EI |
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| Accident Prevention and Safety Procedures | EBB |
| Accident Reports | EBBB |
| Bus Accidents/Emergencies | EEAEE |
| Bus Safety Program | EEAE |

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| | |
|---|------|
| Accountability/Commitment to Accomplishment | AE |
| Accountability of Administrative Staff | GCOD |
| Accountability of Instructional Staff | GCOB |
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| Accounting System | DI |
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LH

Achievement, Commitment to

AE

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JLCD

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| | |
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| Administrative Organization | CC |
| School Building Administration | CF |
| Special Programs Administration | CG |
| State and Federal Programs Administration | CGD |

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| Positions | GCAB |
| Recruiting | GCEB |
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|---|-----------|
| Admission to Events | DFD; DFDA |
| Admissions, Student | JF |
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| Homeless Students | JFABD |
| Nonresident Students | JFAB |
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| Postsecondary Concurrent Enrollment | IHCDA |
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| Drug and Alcohol Use by Students | JICH |
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| Public Conduct on School Property | KFA |
| Substance Abuse Counseling | JLDBC |
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| First Aid and Emergency Medical Care | JLCE |
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JJID

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JHB

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Bicycles

JLID

Bidding

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|---|-----|
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Bomb Threats

EBCC

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| | KCCA |

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| Career Counseling | JLDC |
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| Child Abuse/Neglect Counseling | JLDBD |
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| | |
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| Relations with | LD |
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| | |
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| | |
|---|-------------|
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| Administrative staff | GCCBE |
| Board Members | BIBA |
| Instructional Staff | GCCAE |
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| | |
|---|------------|
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| Learning | IIN |
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| with Business and Industry | KGC |
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| | |
|--|------|
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JKA

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KGF

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| | |
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DGC

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KDE

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| | |
|---------------------------------------|------|
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| Evaluation/Review | IGF |
| Guides and Course Outlines | IGE |
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| Alternative School Programs | IHBH |
| Arts | IHAF |
| At-Risk Students | IHBC |
| Bilingual Instruction | IHBE |
| Career Education | IHAQ |
| Citizenship | IHAK |
| Compensatory Education | IHBD |
| Computer/Technology Literacy | IHAJ |
| Consumer Education | IHAP |
| English/Reading/Writing/Language Arts | IHAA |
| Foreign Language | IHAH |
| Gifted and Talented | IHBB |
| Health | IHAM |
| Mathematics | IHAB |
| Music | IHAG |
| Physical Education | IHAE |
| Science | IHAD |

| | |
|--|-------|
| Social Studies | IHAC |
| Special Education | IHBA |
| Vocational/Technical | IHAI |
| Public Concerns/Complaints about Curriculum | KEC |
| Cultural Institutions, Relations with | KM |
| Custodial/Noncustodial Parent Rights and Responsibilities | KBBA |
| Custodial Services | ECD |
| Cyberbullying | IJNDC |

D

Damage to School Property *see* **School Property**

Data Management EH

Day Care *see* **Child Care**

Death of a Student JLDBH

Decision Making

Community Involvement in Decision Making KCB

Parent Involvement in Decision Making KBC

Staff Involvement in Decision Making GBB

Student Involvement in Decision Making JIB

Dedication of New Facilities FI

Desegregation Plans JCAB

Detention of Students JKB

Disabilities (*see also* Special Education)

Discrimination ACE

Discipline of Students with Disabilities JKF

Disadvantaged Students *see* **At-Risk Students**

Disaster Plans EBCA

Discipline

| | |
|--|------|
| Corporal Punishment | JKA |
| Discipline of Professional Staff | GCQF |
| Discipline of Students | JK |
| Detention | JKB |
| Expulsion | JKE |
| Probation | JKC |
| Suspension | JKD |
| Discipline of Students with Disabilities | JKF |
| Discipline of Support Staff | GDQD |

Discrimination *see* **Nondiscrimination**

Diseases *see* **Health**

Dismissal of Staff *see* **Termination of Employment**

Distance Learning *see* **Online Learning/Virtual Schools**

Distribution/Posting of Promotional Materials KHC

Do Not Resuscitate (DNR) Orders JLCEA

Donations to Schools

| | |
|---------------------------------|-----|
| Business and Industry Donations | KGD |
| Public Donations | KCD |
| Student Donations | JP |

Dress Codes

| | |
|--------------------|-------|
| Student Dress Code | JICA |
| Staff Dress Code | GBEBA |

Driver Education IHAN

Dropouts

| | |
|----------|-----------|
| Re-entry | JFC; IHBC |
|----------|-----------|

JFCA

Drug Use *see* **Substance Abuse**

Due Process

| | |
|----------------------------|-----|
| Student Due Process Rights | JIA |
|----------------------------|-----|

E

| | |
|---|-------|
| Early Childhood Education | IHBI |
| Education Agencies | |
| Accreditation Agencies | LH |
| County and Regional Education Agencies | LE |
| Education Research Agencies | LC |
| Federal Education Agencies | LG |
| Other Schools and School Systems | LB |
| State Education Agencies | LF |
| Educational Finance <i>see</i> Finance | |
| Educational Philosophy | AD |
| Educational Research and Surveys | ILD |
| Curriculum Research | IGB |
| Effective Schools Research | ILD |
| Measuring Community Attitudes | KCBA |
| Polling and Survey Research of Community | KCBB |
| Relations with Education Research Agencies | LC |
| Reports | CL |
| Effective Schools | ADE |
| Elections | |
| Board Elections and Campaigns | BBBG |
| Political Solicitations in Schools | KHE |
| Relations with Election Authorities | KLB |
| Electronic Mail | EGAEA |
| Board Member Use | BH |
| Elementary School Administration | CFG |
| Emergencies | EBC |
| Disaster Plans | EBCA |
| Emergency Closings | EBCE |
| Emergency Preparedness Authorities | KLH |
| Emergency Medical Care and First Aid | JLCE |
| Weather-Related Emergencies | EBCD |

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|--|-------|
| Employment of Students | JO |
| Energy Conservation | ECF |
| English as a Second Language (ESL) | IHBEA |
| English Curriculum | IHAA |
| Enrollment Projections | FBB |
| Entrance Age | JEB |
| Early Entrance | JEBA |
| Environmental | |
| Audits | EBAC |
| Environmental and Safety Program | EB |
| Environmental Education | IHAO |
| Environmental Protection Authorities, Relations with | KLI |
| Equal Educational Opportunities | JB |
| Equal Employment Opportunity | GBA |
| Equal Pay | GBAB |
| Equipment | |
| Authorized Use of School Materials and Equipment | EDC |
| Construction Equipment | FEDC |
| Maintenance and Control of Materials and Equipment | EDB |
| Purchasing Procedures | DJB |
| Receiving and Warehousing | EDA |
| Records and Reports | EDD |
| Ethics | |
| Board Member Code of Ethics | BCA |
| Staff Ethics | GBEA |
| Superintendent | CBF |
| Evaluation | |
| Evaluation of the School Board | BAA |
| Evaluation of Instructional Program | IL |
| Evaluation of Management Team | CDA |
| Evaluation of Professional Staff | GCO |
| Evaluation of Support Staff | GDO |
| Evaluation of Superintendent | CBI |

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|--|-------|
| Evening Instructional Activities | IDA |
| Examinations <i>see</i> Tests | |
| Exchange and Foreign Students | JFABB |
| Exchange Teaching | GCT |
| Executive Sessions | BEC |
| Exemptions | |
| From Required Instruction | IMBB |
| From School Attendance | JHD |
| Opt-Out Procedures for Alternative Instruction | IMBC |
| Exhibits of Student Work | JJC |
| Expenses | |
| Authorization/Reimbursement | DKC |
| Board Member Compensation and Expenses | BID |
| Expulsion | JKE |
| Extended Instructional Programs | IHC |
| Extended School Day | IDB |
| Extended School Year | ICB |
| Extracurricular Activities (<i>see also</i> Student Activities; Athletics) | JJ |
| Bus Transportation to Activities | EEAFA |
| Eligibility | JJ |
| Limited Open/Closed Forum | JJAB |

F

Facilities Planning and Development *see* School Buildings

Fair Employment (*see also* Equal Employment Opportunity)

 Contractor's Clause

FEGA

Fairs, School

IMF

Family Involvement

| | |
|-------------------------------------|-------------|
| Communications | KBD |
| Decision Making | KBC |
| Parent Conferences | GCMC; IKACA |
| Parent Organizations | KBE |
| Parent Rights and Responsibilities | KBB |
| Custodial and Non-Custodial Parents | KBBA |
| Surrogate Parents | KBBB |
| School-Parent Relations Goals | KBA |

Family Leave *see* Leaves and Absences**Federal**

| | |
|--|-----|
| Federal Education Agency Relations | LG |
| Federal Governmental Authorities Relations | KLM |
| Federal Programs Administration | CGD |
| Revenues from Federal Tax Sources | DEC |

Fees

| | |
|----------------------------------|-----|
| Student Activities Fees | JJD |
| Student Fees, Fines, and Charges | JQ |

Field Trips

IJOA

Finance (*see also* Revenues; Fundraising)

| | |
|---|-----|
| Grants, Proposals, and Special Projects | DD |
| Funding Sources Outside the School System | DDA |
| Funding Sources Within the School System | DDB |
| Staff Working on Federal/State Grants | GBF |
| Revenues from Nontax Sources | DF |
| Revenues from Tax Sources | DD |
| School Foundations | KGA |
| Taxing and Borrowing | DC |

Financial Aid to Students

JLB

Financial Management (*see also* Accounting; Budget)

| | |
|-----------------------------------|----------|
| Audits/Financial Monitoring | DIE |
| Cash in School Buildings | DM |
| Evaluation of Fiscal Management | DAA |
| Fiscal Management Staff Positions | GDA |
| Fraud Prevention | DIF |
| Goals and Objectives | DA |
| Management of Staff Funds | DL |
| Money Collection from Students | IMJ; JQA |

Firing *see* **Termination of Employment**

First Aid and Emergency Medical Care JLCE

Fiscal Year DBB

Flag Displays IMDB

Food Services

| | |
|--|------|
| Adult | EFF |
| Catering at School Activities and Events | EFG |
| Competitive Food Sales/Vending Machines | EFE |
| Food Allergies | EFAB |
| Food Staff Positions | GDAC |
| Free and Reduced Price Meals | EFC |
| Menu Development/Options | EFB |
| Pricing and Payment | EFD |
| Purchasing and Selection | EFA |
| Sanitation | EFH |

Foreign Exchange Students JFABB

Foreign Language Education IHAH

Freedom of Expression (*see also* Academic Freedom)
In Student Publications JICEC

Freedom of Information/Public's Right to Know KDB

Fundraising Activities

| | |
|---------------------------------|-----|
| Business and Industry Donations | KGD |
| Public Gifts/Donations | KCD |
| School Foundations | KGA |
| Student Donations and Gifts | JP |
| Student Fundraising Activities | JJE |

G

Gangs JICF

Gate Receipts/Admission Fees DFD

GED Programs IHDB

Gender Identity Discrimination *see* **Sexual Orientation**

Gifted and Talented Education

IHBB

Gifts (*see also* Fundraising Activities)

Gifts to and Solicitations by Staff

GBEBC

Grants *see* Finance

Goals and Objectives

Administration

CA

For Education Agency Relations

LA

For Facilities Planning and Development

FA

For Fiscal Management

DA

For Instruction and Learning

IA

For Negotiations

HA

For Personnel System

GA

For School-Community-Home Relations

KA; KCA

For Student Policies

JA

For Support Services

EA

For the School Board

BA

For the School District

ADA

Government Authorities, Relations with

KL

County and Regional

KLKB

Election Authorities

KLB

Environmental Protection Agencies

KLI

Federal Government

KLM

Fire and Emergency Preparedness Authorities

KLH

Health and Welfare Agencies

KLE

Housing Agencies

KLD

Law Enforcement Authorities

KLG

Local Government

KLK

Military Agencies and Armed Services

KLMA

Municipal

KLKA

Parks and Recreation Agencies

KLF

Planning and Zoning Authorities

KLJ

Social Service Agencies

KLC

State Government

KLL

Tax Authorities

KLA

Grade Levels

JG

Grade Point Averages

IKC

Grading

| | |
|-------------------------------|------|
| Grade Adjustment | IKAD |
| Grading/Assessment Systems | IKA |
| Report Cards/Progress Reports | IKAB |
| Tests and Examinations | IKAA |

Graduation

| | |
|-------------------------|------|
| Early Graduation | IKFA |
| Graduation Exercises | IKFB |
| Graduation Requirements | IKF |

Grants *see* Finance**Grievances**

| | |
|--|-----|
| Staff Concerns/Complaints and Grievances | GBK |
| Student Concerns/Complaints and Grievances | JII |

Grounds *see* School Grounds**Guidance *see* Counseling and Guidance****Guns *see* Weapons****H****Hall Conduct**

| | |
|-------------|-----------------|
| Hall Passes | JICDB JICDBA |
|-------------|-----------------|

Handicapped Students *see* Disabilities; Special Education**Harassment *see* Sexual Harassment; Student Violence/Harassment/Bullying****Hazardous Materials** EBAB**Hazing** JICFA**Head Lice** JLC; JLCC**Health**

| | |
|--------------------------------------|------|
| Communicable Diseases | JLCC |
| Disease Prevention | EBBA |
| Emergency Medical Care and First Aid | JLCE |

| | |
|--|-------|
| Health Agencies, Relations with | KLE |
| Health Education | IHAM |
| Health Resources and Materials | IJF |
| Health Staff Positions | GCAAB |
| Immunization of Students | JLCB |
| Medicine Administration | JLCD |
| Physical Examinations of Students | JLCA |
| Physicals for School Athletics | JJID |
| School Health Program | ADFA |
| School Nurses | JLCF |
| Staff Health | GBGA |
| Student Health Services and Requirements | JLC |
| Hearings | |
| Board Hearings | BEE |
| Budget Hearings and Reviews | DBF |
| Heterogeneous Grouping | IFA |
| High School Administration | CFHB |
| Higher Education <i>see</i> Colleges and Universities | |
| Hiring | |
| Administrative Staff | GCFB |
| Instructional Staff | GCFA |
| Professional Staff | GCF |
| Support Staff | GDF |
| HIV/AIDS | |
| HIV/AIDS Education | IHAMC |
| Students with HIV/AIDS | JLCCA |
| Holidays | |
| Professional Staff Vacations and Holidays | GCD |
| School Ceremonies and Observances | IMD |
| National Holidays | IMDD |
| Support Staff Vacations and Holidays | GDD |
| Homebound Instruction | IHBF |
| Home Schooling | IHBG |
| Programs Available to Home Schooled Students | IHBGA |
| Home Schools, Relations with | LBCA |

| | |
|---|-------|
| Home Visits | JLEA |
| Homeless Students | JLG |
| Admission of Homeless Students | JFABD |
| Homework | IKB |
| Homogeneous Grouping/Ability Grouping | IFA |
| Honor Rolls | IKD |
| Honors Programs | IHCC |
| Hospitalized Students /Homebound Instruction | IHBF |

I

| | |
|---|-------|
| Identification | |
| Procedures for Students and Staff | ECABA |
| Visitor Identification/Screening Procedures | KIA |
| Immunization of Students | JLCB |
| Independent Study | III |
| Indian Tribal Councils, Relations with | KJG |
| Individualized Educational Program (IEP)/Special Education | IHBA |
| Individualized Instruction | IIJ |
| Indoor Air Quality | EBBC |
| Information Dissemination | |
| Board Communications with Public | BHD |
| Board Communications with Staff | BHC |
| Board Meeting Notification | BEDA |
| Budget Recommendations | DBE |
| Policy Communication | BGE |
| Regulations Communication | CHC |

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|---|------------|
| School Communications Program | KDA |
| School-Sponsored Information Media | KDC |
| Inspections | |
| Board Inspection and Acceptance of New Facilities | FG |
| Buildings and Grounds Inspections | EBA |
| Instruction (<i>see also</i> Curriculum) | |
| Computer-Assisted Instruction | IJNDA |
| Evaluation of Instructional Programs | IL |
| Instructional Approach | IF |
| Instructional Arrangements | II |
| Instructional Goals and Learning Objectives | IA |
| Instructional Programs | IH |
| Basic Instructional Program | IHA |
| Special Instructional Programs | IHB |
| Extended Instructional Programs | IHC |
| Instructional Resources and Materials | IJ |
| Instructional Services | IJN |
| Instructional Staff Positions | GCAA |
| Miscellaneous Instructional Policies | IM |
| Online Learning/Courses/Virtual Schools | IHBHD |
| Organization of Instruction | IE |
| Instructional Staff | |
| Accountability | GCOB |
| Assessment | GCOA |
| Assignments and Transfers | GCKA |
| Compensation | GCBA |
| Hiring | GCFA |
| Positions | GCAA |
| Promotion and Reclassification | GCPA |
| Recruiting | GCEA |
| Resignation | GCQC |
| Schedules and Calendar | GCLA; GCLC |
| Seniority | GCJA |
| Supervision | GCNA |
| Workload | GCM |
| Insurance Program | |
| Board Member Liability | EI |
| Business and Personnel Transportation | BBC |
| Liability Insurance | EEBC |
| Property Insurance | EIB |
| Self Insurance/Insurance Pools | EIA |
| Student Insurance | EIC |
| | JLA |

| | |
|---|-------|
| Student Transportation Insurance | EEAH |
| Intellectual Freedom | IB |
| Intellectual Property <i>see</i> Copyright | |
| Internet | |
| Appropriate Use | IJNDC |
| Online Learning/Courses | IHBHD |
| Personnel Use | GBEE |
| School District Website | KDCB |
| Use of Technology Resources in Instruction | IJNDB |
| Interns | |
| Administrative Intern Program | CJ |
| Student Teaching and Internships | LDA |
| Interscholastic Sports | JJIB |
| Intramural Sports | JJIA |
| Interrogations and Searches | |
| Locker Searches | JJHA |
| Parking Lot Searches | JJHB |
| Student Interrogations/Searches/Arrests | JJH |
| Inventories | DID |
| Investments | DFA |

J

| | |
|---|------|
| Job Descriptions | |
| Administrative Staff Positions | GCAB |
| Instructional Staff Positions | GCAA |
| Professional Staff Positions | GCA |
| Qualifications and Duties of Superintendent | CBA |
| Support Staff Positions | GDA |
| Job Reclassification | |
| Administrative Staff | GCPB |
| Instructional Staff | GCPA |
| Support Staff | GDP |

Job Sharing

Professional Staff
Support Staff

GCGC
GDGC

Joint Ventures with Business and Industry

KGD

Jury Duty *see* Leaves and Absences

K

Kindergarten Programs

Half-Day and Full-Day

IHBIA
IHBIAA

Knives *see* Weapons

L

Labor Organizations/Employee Negotiating Organizations

KJF; HH

Landscaping *see* School Grounds

Languages

Bilingual Instruction
Foreign Language Education
Resources and Materials
Language Arts
Resources and Materials

IHBE
IHAH
IJG
IHAA
IJA

Law Enforcement Agencies, Relations with

KLG

Layoffs *see* Reductions in Force

Learning Disabilities *see* Special Education

Leaves and Absences

| | |
|--|----------------------|
| Professional Staff | Instructional Admin. |
| Sick Leave | GCCAA; GCCBA |
| Personal/Emergency/Legal/Religious | GCCAB; GCCBB |
| Maternity/Paternity/Parental | GCCAC; GCCBC |
| Military | GCCAD; GCCBD |
| Conferences/Training/Workshops | GCCAE; GCCBE |
| Sabbaticals | GCCAF; GCCBF |
| Vacations and Holidays | GCDA; GCDB |
| Support/Classified Staff | |
| Sick Leave | GDCA |
| Personal/Emergency/Legal/Religious | GDCB |
| Maternity/Paternity/Parental | GDCC |
| Military | GDCD |
| Conferences/Training/Workshops | GDCE |
| Vacations and Holidays | GDD |
| Legislative Program | BJ |
| Liability | |
| Board | BBC |
| Liability Insurance | EIB |
| Libraries | |
| Library Materials Selection and Adoption | IJL |
| Relations with Cultural Institutions | KM |
| School Library/Resource Centers/Media Centers | IJNC |
| Professional Library | IJNCA |
| Lifelong Learning Programs | CGC |
| Limited Open/Closed Forum | JJAB |
| Locker Searches | JIHA |
| Logo, School District | BHA; JJK |
| Lunch Programs <i>see</i> Food Services | |

M

| | |
|---|-------|
| Magnet Schools | JFBD |
| Curriculum | IHBHB |
| Mail and Delivery Services | EGAE |
| Maintenance | |
| Buildings Maintenance | ECBA |
| Grounds Maintenance | ECBB |
| Maintenance and Control of Materials and Equipment | EDB |
| Recreational Facility Maintenance | ECBC |
| School Bus Maintenance | EEAEB |
| Management Team | CD |
| Evaluation | CDA |
| Married Students | JIG |
| Mascots | |
| Maternity Leave <i>see</i> Leaves and Absences | |
| Mathematics Instruction | IHAB |
| Resources and Materials | IJB |
| Media | |
| Media Relations | KDD |
| During Negotiations | HKA |
| Press Releases/Conferences/Interviews | KDDA |
| Sports/Special Events Media Coverage | KDDB |
| News Media at Board Meetings | BEDI |
| School-Sponsored Information Media | KDC |
| Use of Students in Public Information Program | KDCA |
| Media Centers | IJNC |
| Medications <i>see</i> Administering Medicines to Students | |
| Meetings | |
| Board Meetings | BE |
| Of Outside Groups on School Property | KF |
| Of Staff | |
| Professional Staff Meetings | GCMC |
| Support Staff Meetings | GDLB |

| | |
|--|-------|
| Memorials | FFA |
| Mental Health Programs <i>see Counseling and Guidance</i> | |
| Mentor Teachers | |
| to other teachers | GCHA |
| to students | JLDBF |
| Merit/Performance Pay | |
| Administrative Staff | GCBBA |
| Instructional Staff Merit System | GCBA |
| Support Staff | GDBB |
| Metal Detectors | JHC |
| Middle School Administration | CFHA |
| Migrant Students | JLG |
| Military | |
| Programs, Student Activities | JJ |
| Relations with Military Agencies/Recruiters | KLMA |
| Military Leave <i>see Leaves and Absences</i> | |
| Minorities | |
| Equal Educational Opportunities | JB |
| Equal Employment Opportunity/Affirmative Action | GBA |
| Nondiscrimination on the Basis of Ethnicity and Race | ACB |
| Missing Children | JLH |
| Mission Statement | AD |
| Motto | BHA |
| Multiculturalism | IFC |
| Municipal Authorities, Relations with | KLKA |
| Music Education | IHAG |
| Resources and Materials | IJE |
| Student Performances | JJC |

N

| | |
|--|----------------|
| Naming Facilities | FF |
| Natural Disasters | EBCD |
| Negotiations | |
| Announcement of Final Agreement | HM |
| Employee Negotiating Organizations | HH |
| Rights and Responsibilities | HI |
| Evaluation of Negotiations | HAA |
| Goals/Priority Objectives | HA |
| Impasse Procedures | HO |
| Legal Status | HB |
| Negotiated Agreement Implementation | HN |
| Release of Information | HK |
| Media Relations | HKA |
| School Board Negotiating Agents | HF |
| School Board Negotiating Rights and Responsibilities | HE |
| Scope | HC |
| Style, Methods and Procedures | HD |
| Superintendent's Role | HG |
| Strikes and Walkouts | HPA |
| Neighborhood/Community Associations, Relations with | KJB |
| News Media <i>see</i> Media | |
| Noncustodial Parents | KBBA |
| Nondiscrimination | AC |
| Equal Educational Opportunities | JB |
| Equal Employment Opportunity | GBA |
| on the Basis of Age | ACC |
| on the Basis of Ethnicity and Race | ACB; JBA |
| on the Basis of Disability/Handicap | ACE; JBA |
| on the Basis on Religion | ACD; JBA |
| on the Basis of Sex | ACA; GBAA; JBA |
| Resolution of Discrimination Complaints | ACG |
| Nongraded Education | IFE |
| Nonpublic Schools, Relations with | LBC |

| | |
|---|-------|
| Nonresident Students | JFAB |
| Nonschool Employment | |
| Professional Staff | GCR |
| Staff Consulting Activities | GCRC |
| Support Staff | GDR |
| Tutoring for Pay | GCRD |
| Notary Public | EGC |
| Nurses <i>see</i> School Nurses | |
| Nutrition (<i>see also</i> Health; Wellness) | |
| Education | IHAMD |
| Food Purchasing and Selection | EFA |
| Menu Development/Options | EFB |
| O | |
| Oath of Office for Board Members | BBBB |
| Office Services | EB |
| Communications Services | EGA |
| Data/Records Retention | EHB |
| Records and Reports | EGE |
| Staff Positions | GDA |
| Technology Use | EGD |
| Officers of the Board | BDB |
| Ombudsperson | KEE |
| Online Learning/Virtual Schools | IHBHD |
| Open/Closed Campus | JHCA |
| Open Enrollment/School Choice | JFB |
| Open Hiring/Equal Employment Opportunity | GBA |

Opinion Polls KCBB

Opt Out Procedures for Alternative Instruction IMBC

Organization Charts CCA
Line/Staff Relations CCB

Organization Memberships
Boards BK
Professional Staff GCU
School Boards Associations BKA
Support Staff GDS

Orientation
New Board Member Orientation BIA
Orientation to New Facilities FH
Professional Staff Orientation and Training GCH
Support Staff Orientation GDH

Outcome Based Education AEA

Outside Employment *see* **Nonschool Employment**

Overtime/Overtime Pay
Extra Duty--Administrative Staff GCME
Extra Duty--Instructional Staff GCMD
Support Staff-- Extra Duty GDLA
Professional Staff Supplementary Pay Plans/Overtime GCBC
Support Staff Supplementary Pay Plans/Overtime GDBC

P

Paid Holidays *see* **Vacations and Holidays**

Parent Conferences GCMC; IKACA

Parent Involvement in Education *see* **Family Involvement**

Parental Leave *see* **Leaves and Absences**

Parenting Students, Programs for IHBCA

| | |
|--|----------|
| Parliamentarian | BEDDA |
| Parking <i>see</i> Automobiles and Parking | |
| Parks and Recreation Agencies, Relations with | KLF |
| Parochial Schools <i>see</i> Nonpublic Schools | |
| Part-Time Staff | GCG; GDG |
| Paternity Leave <i>see</i> Leaves and Absences | |
| Patriotic Exercises | IMDA |
| Pay Equity | GBAB |
| Payroll Deductions | DKB |
| Payroll Procedures/Schedules | DKA |
| Peer Counseling | JLDBE |
| Peer Tutoring | IIO |
| Performance Pay <i>see</i> Merit Pay | |
| Performances, Exhibits and Competitions | JJC |
| Personal Leave <i>see</i> Leaves and Absences | |
| Personal Property Replacement/Restitution | ECAD |
| Personnel Goals | GA |
| Personnel Policies | |
| Awards and Recognition | GBL |
| Communications with Staff | GBD; BHC |
| Compensation | GBC |
| Complaints and Grievances | GBK |
| Conduct | GBEB |
| Dress Code | GBEBA |
| Equal Employment Opportunity | GBA |
| Ethics | GBEA |
| Gifts to and Solicitations by Staff | GBEBC |
| Identification Procedures | ECABA |

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|--|------------|
| Participation in Activities | |
| Community | GBH |
| Political | GBI |
| Personnel Records and Files | GBJ |
| Access | GBJB |
| Confidential Information/Disclosure | GBJA |
| Staff Conduct with Students | GBEBB |
| Staff Involvement in Decision Making | GBB |
| Staff Rights and Responsibilities | GBE |
| Staff Use of Internet and Electronic Communications | GBEE; GBEF |
| Welfare and Protection | GBG |
| Workers' Compensation | GBGD |
| Photocopying Services | EGAB |
| Photographs of Students | JRD |
| Physical Education | IHAE |
| Resources and Materials | IJF |
| Physical Examinations of Students <i>see Health</i> | |
| Pilot Projects | IGC |
| Planning and Zoning Authorities | KLJ |
| Playgrounds <i>see Recreational Facilities</i> | |
| Pledge of Allegiance | IMDA; IMDB |
| Policy Process | BG |
| Implementation | CH |
| Policy Adoption | BGB |
| Policy Communication/Feedback | BGE |
| Regulations Communication | CHC |
| Policy Development System | BGA |
| Regulation Development | CHA |
| Policy Revision and Review | BGC |
| Regulation Review | BGD; CHB |
| Policy Suspension/Repeal | BGF |
| Political Activities | |
| Board Campaigns | BBBG |
| Political Solicitations in Schools | KHE |
| Staff Participation in Political Activities | GBI |
| Superintendent's Political Activities | CBFA; CBHA |

| | |
|--|------------|
| Portable Classrooms/Temporary School Facilities | FCC |
| Posting and Advertising of Vacancies | |
| Professional Positions | GCEC |
| Support Positions | GDEA |
| Postsecondary Education <i>see</i> Colleges and Universities | |
| Prayer <i>see also</i> Religion | |
| School Ceremonies and Observances | IMD |
| Religious Observances and Displays | IMDC |
| Pregnant Students | JIE |
| Programs for | IHBCA |
| Press Releases | KDDA |
| Primary/Preprimary Education | IHBIB |
| Principals | CFA |
| Assignment and Transfer of Principals/Building Administrators | CFC |
| Evaluation of Principals/Building Administrators | CFB |
| Printing Services/Graphic Arts/Photoduplication Services | EGAC; EGAB |
| Private Schools <i>see</i> Nonpublic Schools | |
| Privacy <i>see</i> Concealed Observations; Records and Reporting; Student Information | |
| Probation | |
| Probation of Students | JKC |
| Professional Staff Probation, Tenure and Seniority | GCJ |
| Support Staff Probation, Tenure and Seniority | GDI |
| Professional Development | |
| Philosophy | GCIA |
| Professional Staff | GCI |
| Superintendent | CBG |
| Support Staff | GDM |
| Professional Development Leave <i>see</i> Leaves and Absences | |
| Professional Organizations, Relations with | KK |
| Professional Research and Publishing | GCS |

| | |
|---|------------|
| Professional Staff | GC |
| Assignments and Transfers | GCK |
| Certification and Credentialing Requirements | GDFC |
| Compensation | GCB |
| Continuing Education | GCID; GCIE |
| Contracts | GCB |
| Discipline, Suspension and Dismissal | GCQF |
| Evaluation of Professional Staff | GCO |
| Facilities | GCV |
| Hiring | GCF |
| Leave <i>see</i> Leaves and Absences | |
| Orientation | GCH |
| Positions | |
| Administrative | GCAB |
| Guidance and Health | GCAAB |
| Resource | GCAAC |
| Teaching | GCAAA |
| Promotions and Reclassifications | GCP |
| Recruiting | GCE |
| Retirement | GCQE |
| Rights and Responsibilities | GBE |
| Schedules and Calendars | GCL |
| Shortage | GCFD |
| Supervision | GCN |
| Tenure | GCJ |
| Termination of Employment | GCQ |
| Workload | GCM |
| Professional Visitors and Observers | LI |
| Progress Reports <i>see</i> Report Cards | |
| Promotions and Reclassifications | |
| Administrative Staff | GCPB |
| Instructional Staff | GCPA |
| Professional Staff | GCP |
| Promotion and Retention of Students | IKE |
| Support Staff Promotions | GDP |
| Promotional Materials | |
| Distribution/Posting of Promotional Materials | KHC |
| Property | |
| Care of School Property by Students | JICB |
| Insurance | EIA |

| | |
|--|-------|
| Management | EC |
| Replacement/Restitution | ECAD |
| Public Concerns and Complaints | KE |
| Public Conduct on School Property | KFA |
| Public Gifts and Donations | KCD |
| Public Information Program | KDA |
| Accomplishment Reporting | AEC |
| Board Communications | BHD |
| Crisis Management | KDE |
| Freedom of Information | KDB |
| Negotiations Information | HK |
| School District Website | KDCB |
| School Sponsored Information Media | KDC |
| Publications | |
| Professional Research and Publishing | GCS |
| Student Publications | JICE |
| School Related | JICEA |
| Non-School Related | JICEB |
| Pull-Out Programs | IID |
| Purchasing | |
| Authority | DJA |
| Bidding Procedures | DJE |
| Buses | EEAEB |
| Cooperative Purchasing | DJD |
| Food | EFA |
| Local/Competitive Purchasing | DJF |
| Vendor Relations | DJG |

Q

| | |
|---|------|
| Qualifications | |
| Board Member | BBBA |
| Professional Staff Certification/Credentialing Requirements | GCFC |
| Substitute Staff | GCGA |
| Superintendent | CBA |
| Support Staff | GDFA |
| Quorum | BEDC |

R

| | |
|--|----------|
| Racial Discrimination | ACB; JBA |
| Recall/Removal of Board Members | BBBD |
| Reclassifications <i>see</i> Promotions and Reclassifications | |
| Reading/Language Arts Instruction | IHAA |
| Resources and Materials | IJA |
| Records and Reporting | |
| Accident Reports | EBBB |
| Administrative Reports | CL |
| Board Meetings | BEDK |
| Board Minutes | BEDG |
| Construction Records and Reports | FEJ |
| Financial Reports and Statements | DIC |
| Food Services Records and Reports | EFI |
| Materials and Equipment Records and Reports | EDD |
| Office Services Records and Reports | EGE |
| Personnel Records | GBJ |
| Access | GBJB |
| Confidential Information | GBJA |
| Records Retention | EHB |
| Reporting Child Abuse | JLF |
| Reporting of Hazards | EAA |
| Research Reports | CL |
| School Buildings and Grounds Records and Reports | ECC |
| School District Annual Report | CM |
| Student Records | JRA |
| Release of Information on Students | JRC |
| Student Lists | JRB |
| Teacher Recordkeeping | IMK |
| Transportation (Business) Records and Reports | EEBD |
| Transportation (Student) Records and Reports | EEAI |
| Recreational Facilities | |
| Community Use | KF |
| Construction | FEI |
| Maintenance | ECBC |
| Recreation Agencies, Relations with | KLF |

Recruiting

| | |
|---------------------------------|------|
| Administrative Staff | GCEB |
| Instructional Staff | GCEA |
| Professional Staff | GCE |
| Vacancy Posting and Advertising | GCEC |
| Superintendent | CBB |
| Support Staff | GDE |
| Military Recruiters | KLMA |

Recycling

EDE

Redistricting

JCAA

Reductions in Force

| | |
|----------------------|------|
| Administrative Staff | GCQB |
| Instructional Staff | GCQA |
| Support Staff | GDQA |

Referenda

| | |
|-----------------------|------|
| Bond Referenda | FDA |
| Community Involvement | KCCA |
| Budget Referenda | DBGA |
| Community Involvement | KCCB |

Regulations *see also* Policy Process

| | |
|------------------------------|----------|
| Board Review of Regulations | CHB; BGD |
| Communication of Regulations | CHC |
| Handbooks and Directives | CHCA |
| Development of Regulations | CHA |

Reimbursement *see* Expenses**Released Time**

| | |
|---------------------------|------|
| For Religious Instruction | JHC |
| | JHCB |

Religion

| | |
|---|----------|
| Nondiscrimination | ACD; JBA |
| Observances and Displays | IMDC |
| Relations with Churches | KJC |
| Released Time for Religious Instruction | JHCB |
| Teaching about Religion | IHAL |

Religious Leave *see* Leaves and Absences**Remedial Instruction**

IHBDA

| | |
|--|------------|
| Renovations and Improvements | FJ |
| Rental and Service Charges | DFC; KF |
| Report Cards | IKAB |
| Reporting <i>see</i> Records and Reporting | |
| Research <i>see</i> Educational Research | |
| Reserve Funds | DIB |
| Residency Requirements | JFAA; JFAB |
| Resignations | |
| Administrative Staff | GCQD |
| Board Members | BBBC |
| Instructional Staff | GCQC |
| Support Staff | GDQB |
| Superintendent | CBJB |
| Resource Staff <i>see also</i> Instructional Staff | GCAAC |
| Resuscitation <i>see</i> First Aid and Emergency Medical Care | |
| Do Not Resuscitate (DNR) Orders | JLCEA |
| Retention of Students | IKE |
| Retirement | |
| Professional Staff Members | GCQE |
| Support Staff Members | GDQC |
| Superintendent | CBJB |
| Revenues (<i>see also</i> Fund Raising Activities) | |
| Federal Tax Sources | DEC |
| Gate Receipts and Admissions | DFD |
| Income from School Sales and Services | DFE |
| Investments | DFA |
| Local Tax Sources | DEA |
| Nontax Sources | DF |
| Rental and Service Charges | DFC |
| Royalties | DFE |
| School-Owned Real Estate | DFB |
| State Tax Sources | DEB |

| | |
|--|------|
| Revolving Funds | DIB |
| Rights and Responsibilities | |
| Custodial/Noncustodial Parent Rights and Responsibilities | KBBA |
| Parent Rights and Responsibilities | KBB |
| Staff Rights and Responsibilities | GBE |
| Student Due Process Rights | JIA |
| Student Rights and Responsibilities | JI |
| Risk Management <i>see</i> Insurance Program | |
| ROTC Programs <i>see</i> Relations with Military/Armed Forces | KLMA |
| Royalties | DFE |
| Rules of Order | BEDD |

S

| | |
|---|-------------|
| Sabbatical Leaves <i>see</i> Leaves and Absences | |
| Safe Schools | ADD |
| Safety | |
| Accident Prevention and Safety Procedures | EBB |
| Audits | EBAC |
| Bus Safety Program | EEAE |
| Drills | EBCB |
| Environmental and Safety Program | EB |
| Safety Patrols | EEAED; JLIC |
| Staff Personal Security and Safety | GBGB |
| Student Safety | JLI |
| Sun Safety | JLIG |
| Salary Deductions | DKB |
| Salaries <i>see</i> Compensation | |
| Sanitation | |
| Food Sanitation Program | EFH |

Schedules

| | |
|--|------|
| Budget Preparation and Schedules | DBC |
| Bus Scheduling and Routing | EEAC |
| Payroll Procedures and Schedules | DKA |
| Professional Staff Schedules and Calendars | GCL |
| Scheduling Classes | IIC |
| Student Schedules and Course Loads | IIE |
| Support Staff Schedules and Calendars | GDK |

Scholarships

JM

School Administration

| | |
|---|------|
| Elementary Schools | CFG |
| Evaluation of | CAA |
| High Schools | CFHB |
| Intern Programs | CJ |
| Middle Schools | CFHA |
| Organization | CC |
| Organization Chart | CCA |
| Staffing Formulas | CCC |
| School-Based or Site-Based Management | CFD |
| School Principals/Building Administrators | CFA |
| Assignment and Transfer | CFC |
| Evaluation | CFB |
| Secondary Schools | CFH |
| Temporary Assignments | CI |

School Attorney/Legal Services

BDG

School Board Committees

| | |
|------------------------|------|
| Advisory | BDE |
| Committee of the Whole | BDF |
| | BDEA |

School Board Hearings/Appeal Proceedings

BEE

School Board Legislative Program

| | |
|---------|-----|
| Federal | BJB |
| State | BJA |

School Board Meetings

| | |
|----------------------------------|------|
| Agenda | BE |
| Broadcasting /Recording of | BEDB |
| Executive Sessions/Open Meetings | BEDJ |
| Minutes | BEC |
| News Media at | BEDG |
| | BEDI |

| | |
|----------------------------|-------|
| Notification of | BEDA |
| Parliamentarian | BEDDA |
| Procedures/Bylaws | BED |
| Public Participation | BEDH |
| Quorum | BEDC |
| Regular | BEA |
| Reporting | BEDK |
| Rules of Order | BEDD |
| Second Language Procedures | BEDE |
| Special | BEB |
| Voting Method | BEDF |

School Board Members

| | |
|---------------------------------------|----------|
| Authority and Responsibilities | BBAA |
| Candidates | BBBF |
| Compensation and Expenses | BID |
| Conduct | BC |
| Conflict of Interest | BCB |
| Elections/Appointment | BBB; BDC |
| Ethics | BCA |
| Oath of Office | BBBB |
| Orientation/Handbook | BIA |
| Qualifications | BBBA |
| Recall/Removal from Office | BBBD |
| Resignation | BBBC |
| Signing Authority | BBAB |
| Student Member/Student Representative | JIBB |
| Training and Development | BIB |
| Unexpired Term Fulfillment | BBBE |
| Use of Board Member Name | BHB |
| Vacancies | BBBE |

School Boards

| | |
|--|------|
| Facilities and Services | BIC |
| Board-Superintendent Relationship | BDD |
| Campaigns and Elections | BBBG |
| Communications with Public | BHD |
| Communications with Staff | BHC |
| Conferences, Conventions and Workshops | BIBA |
| Consultants | BDH |
| Evaluation | BAA |
| Goals | BA |
| Inspection and Acceptance of New School Facilities | FG |
| Insurance | BBC |
| Legal Status | BB |
| Liability | BBC |

| | |
|---|----------|
| Memberships | BK |
| Negotiating Agents | HF |
| Negotiating Rights and Responsibilities | HE |
| Officers | BDB |
| Organization | BD |
| Organizational Meeting | BDA |
| Powers and Responsibilities | BBA |
| Retreats | BF |
| Secretary | BDC |
| Staff Assistants | BDH |
| Work Sessions | BF |
| School Boards Associations | BK |
| School Building Administration | CF |
| School Buildings | |
| Access | ECAB |
| Staff/Student Identification Procedures | ECABA |
| Buildings and Grounds Inspections | EBA |
| Building and Grounds Management Positions | GDAB |
| Closing Schools | FCB |
| Combining Schools | FCA |
| Community Use | KF |
| Construction | FE |
| Architect/Engineer/Construction Manager | FEB |
| Consultants | FEC |
| Contracts | FEG |
| Cost Estimates | FEF |
| Site Acquisition | FEE |
| Specifications and Plans | FEA; FED |
| Supervision | FEH |
| Custodial Services | ECD |
| Energy Conservation | ECF |
| Facilities Planning and Development | |
| Advisors | FBA |
| Community Involvement in Decision Making | KCB |
| Enrollment Projections | FBB |
| Funding | FD |
| Goals and Priorities | FA |
| Naming | FF |
| Public Dedication | FI |
| Renovations and Improvements | FJ |
| Staff Orientation to New Facilities | FH |
| Temporary Facilities | FCC |
| Funding | FD |

| | |
|---|--|
| Maintenance | ECBA |
| Open/Closed Campuses | JHCA |
| Records and Reporting | ECC |
| Security | ECA |
| Temporary School Facilities | FCC |
| Vandalism | ECAC |
| School Business Relationship | <i>see</i> Business and Industry Involvement in Education |
| School Census | JD |
| School Ceremonies and Observances | IMD |
| School Choice | JFB |
| Inter-District | JFBB |
| Intra-District | JFBA |
| Magnet Schools | JFBD |
| Vouchers/Tuition Tax Credit Programs | JFBC |
| School Climate | CFE |
| School Closings and Cancellations | EBCE |
| Closing Schools | FCB |
| School Day | ID |
| School District | |
| Annual Report | CM |
| Districting/Redistricting Procedures | JCAA |
| Goals and Objectives | ADA |
| Legal Status | AA |
| Mission | AD |
| School Foundations | KGA |
| School Grounds | |
| Community Use | KFC |
| Environmental and Safety Audits | EBAC |
| Hazardous Materials | EBAB |
| Inspections | EBA |
| Maintenance | ECBB |
| Records and Reports | ECC |
| Support Staff Building and Grounds Management Positions | GDAB |
| School Libraries | IJNC |

School Lunches *see* Food Services

School Nurses JLCF

School Property

Care of School Property by Students JICB
Insurance EIA
Management EC
Public Conduct on KFA
Replacement or Restitution ECAD
Vandalism ECAC

School Resource Officers ECAE; KLG

School Stores IMI

School Year

Calendar IC
Extended ICA
Length, for Staff ICB
Year-Round School GCLC; GCLD; GDKB
ICB

Science Education

Resources and Materials IHAD
Science Fairs IJD
IMF

Searches

Locker Searches JIHA
Parking Lot Searches JIHB
Student Searches and Interrogations JIH

Secondary Schools Administration CFH

Secret Societies JICF

Security

Computers EHAA
Buildings and Grounds Security ECA
Security Services ECAE

Self Esteem JLDBA

Self-Insurance *see* Insurance Program

Senior Citizens, Relations with KJI

| | |
|---|-------|
| Seniority | |
| Administrative Staff | GCJB |
| Instructional Staff | GCJA |
| Support Staff | GDI |
| Service Animals in Schools | IMG |
| Service Learning/Community Service | JN |
| Sex Discrimination | |
| Nondiscrimination | ACA |
| Staff | GBAA |
| Students | JBA |
| Sex Education | IHAMB |
| Sex Offender Registry Notification | JLIF |
| “Sexting” | IJNDC |
| Sexual Harassment | |
| Staff | GBAA |
| Students | JICK |
| Sexual Orientation Discrimination <i>see</i> Sex Discrimination; Nondiscrimination | |
| Shared Services with other School Systems | LBA |
| Sick Leave <i>see</i> Leaves and Absences | |
| Signing Authority/Contracts | DHA |
| Site Acquisition | FEE |
| Site- or School-Based Management | CFD |
| Smoking | |
| Staff Members | GBED |
| Students | JICG |
| Teaching about Drugs, Alcohol, and Tobacco | IHAMA |
| Tobacco-Free Schools | ADC |
| Social Services | |
| Organizations, Relations with | KJE |
| Student Social Services | JLE |

| | |
|--|------------|
| Welfare Agencies, Relations with | KLE |
| Social Studies | IHAC |
| Resources and Materials | IJC |
| Solicitations in Schools | KH |
| Advertising | KHB |
| Business | KHD |
| Political | KHE |
| Promotional Materials | KHC |
| Speakers | IJOB |
| Controversial | IMC |
| Special Education | |
| Programs for Students | IHBA |
| Student Transportation | EEAB |
| Special Events | |
| Bus Transportation | EEAFA |
| Catering and Food Service | EFG |
| Specifications <i>see</i> School Buildings—Construction | |
| Sports <i>see</i> Athletics | |
| Staff <i>see</i> Personnel Policies; Professional Staff; Instructional Staff; Support Staff | |
| Staff Conduct with Students | GBEBB |
| Staff Development <i>see</i> Professional Development | |
| Staff Meetings | GCMC; GDLB |
| Staff Shortages | |
| Professional Staff | GCFD |
| Support Staff | GDFC |
| Staffing Formulas/Ratios | CCC |
| State Education Agencies, Relations with | LF |
| State Government Authorities, Relations with | KLL |
| Strikes | HPA |

| | |
|---|---|
| Student Achievement <i>see</i> Achievement | |
| Student Activities (Co-curricular and Extracurricular) <i>see also</i> Extracurricular Activities; Athletics | JJ |
| Contests | JJG |
| Fees | JJD |
| Fundraising Activities | JJE |
| Performances/Exhibits/Competitions | JJC |
| Social Events | JJB |
| Student Activities Funds | JJF |
| Travel | JJH |
| Student Advisory Councils | JIBC |
| Student Employment | JO |
| Student Government | JIBA |
| Student Information | JRC |
| Student Organizations Limited Open/Closed Forum | JJA JJAB |
| Student Protests, Demonstrations and Strikes | JIJ |
| Student Publications | JICE |
| Student Records <i>see</i> Records and Reporting | |
| Student Rights Concerns, Complaints and Grievances Due Process Rights Equal Educational Opportunities Involvement in Decision Making | JI JII JIA JB JIB |
| Student Teaching | LDA |
| Student Transportation Buses Bus Driver Requirements, Training and Responsibilities Bus Driver Drug and Alcohol Testing Passes Purchasing and Maintenance Safety Program Scheduling and Routing Special Use of Buses | EEA EEAEA EEAEAA EEAD EEAEB EEAE EEAC EEAF |

| | |
|---|------------|
| Insurance | EEAH |
| Private Vehicles | EEAG |
| Walkers and Riders | EEAA |
| Students | |
| Absences and Excuses | JH |
| Admissions to/Withdrawals from School | JF |
| Class and Grade Level Assignments | JG |
| Compulsory Attendance Ages | JEA |
| Conduct | JIC |
| Identification Procedures | ECABA |
| Interrogations, Searches and Arrests | JIH |
| Involvement in Decision Making | JIB |
| Of Legal Age | JID |
| Pregnant Students | JIE |
| Rights and Responsibilities | JI |
| Students with Children | JIF |
| Use of Cell Phones and Electronic Devices in School | JICJ |
| Violence/Harassment/Intimidation/Bullying | JICK |
| Substance Abuse | |
| Counseling | JLDBC |
| Curriculum | IHAMA |
| Drug and Alcohol Use by Students | JICH |
| Drug and Steroid Use in Athletics | JJIE |
| Drug-Free Schools | ADB |
| Drug-Free Workplace | |
| Drug Testing | |
| Bus Drivers | EEAEAA |
| Student Athletes | JJIE |
| Students | JICH |
| Substitute Staff | GCG; GDG |
| Arrangements for | GCGB; GDGB |
| Qualifications | GCGA; GDGA |
| Suicide or Other Traumatic Loss of Life | JLDBH |
| Suicide Prevention | JLDBA |
| Summer Programs/Summer School | IHCA |
| Administration of | CGA |
| Superintendent | |
| Board Superintendent Relationship | BDD |
| Compensation and Benefits | CBE |
| Conduct | CBF |

| | |
|--------------------------------------|------------|
| Consulting Activities | CBH |
| Contract | CBD |
| Evaluation | CBI |
| Political Activities | CBFA; CBHA |
| Powers and Responsibilities | CBC |
| Qualifications | CBA |
| Recruitment | CBB |
| Role in Negotiations | HG |
| Termination of Employment | CBJ |
| Supervision | |
| Administrative Staff | GCNB |
| Instructional Staff | GCNA |
| Support Staff | GDN |
| Students | JLIA |
| Support Staff | |
| Accountability | GD |
| Assignments and Transfers | GDOA |
| Evaluation | GDJ |
| Compensation | GDO |
| Contracts | GDB |
| Discipline, Suspension and Dismissal | GDB |
| Hiring | GDQD |
| Job Sharing | GDF |
| Nonschool Employment | GDGC |
| Organizational Memberships | GDR |
| Positions | GDS |
| Building and Grounds Management | GDA |
| Fiscal Management | GDAB |
| Food Services | GDA |
| Office Services | GDAC |
| Transportation | GDA |
| Probation, Tenure and Seniority | GDAC |
| Promotions and Reclassification | GDI |
| Qualifications | GDP |
| Recruiting | GDF |
| Schedules and Calendars | GDE |
| Supervision | GDK |
| Termination of Employment | GDN |
| Training and Orientation | GDQ |
| | GDH |
| Surplus Commodities | EFAA |

Surveys

Educational Surveys/Effective Schools Research
Of the Community

ILD
KCBA; KCBB

Suspension

Of Students
Suspension and Dismissal of Professional Staff
Suspension and Dismissal of Support Staff

JKD
GCQF
GDQD

Swimming Pools *see* **Recreational Facilities**

T**Tardiness**

JHA

Taxes

Revenues
 Federal
 Local
 State
Relations with Taxation Authorities
Tax-Sheltered Annuities
Tuition Tax Subsidy Programs

DE
DEC
DEA
DEB
KLA
DLB
JFBC

Teachers (*see* **Instructional Staff for complete entries)**

Exchange Teaching
Mentor Teachers
Money Collection by
Planning and Recordkeeping by
Positions
Student Teachers
Teacher Aides

GCT
GCHA
IMJ
IMK
GCAAA
LDA
IJNA

Teaching Methods

IMA

Team Teaching

IIF

Technical/Vocational Education

IHAI

Technology *see also* Computers; Internet; Online Learning

| | |
|--|-------|
| Resources | IJND |
| Computer-Assisted Instruction | IJNDA |
| Selection and Adoption | IJK |
| Use of Technology Resources in Instruction | IJNDB |
| Technology Literacy | IHAJ |
| Use in Office Services | EGD |

Telephone Services

EGAF

Temporary

| | |
|----------------------------|-----|
| Administrative Assignments | CI |
| School Facilities | FCC |

Tenure

| | |
|--------------------|-----|
| Professional Staff | GCJ |
| Support Staff | GDI |

Termination of Employment

| | |
|---------------------------|------------|
| Professional Staff | GCQ |
| Dismissal | GCQF |
| Reduction in Force | GCQA; GCQB |
| Resignation | GCQC; GCQD |
| Retirement | GCQE |
| Superintendent | CBJ |
| Dismissal | CGJA |
| Resignation or Retirement | CBJB |
| Support Staff | GDQ |
| Dismissal | GDQD |
| Reduction in Force | GDQA |
| Resignation | GDQB |
| Retirement | GDQC |

Tests (*see also* Assessment)

| | |
|---------------------------------------|------|
| Administration of | IKAA |
| District Assessments | ILB |
| National | ILBA |
| State | ILBC |
| GED | ILBB |
| Test Selection | IHDB |
| Use and Dissemination of Test Results | ILA |
| | ILC |

Textbook Selection and Adoption

IJI

Threats

EBCC; JICK

| | |
|--|----------------|
| Tobacco <i>see</i> Smoking | |
| Tobacco-Free Schools | ADC; GBED |
| Tornado Warnings <i>see</i> Weather-Related Emergencies | |
| Traffic and Parking Procedures | ECE |
| Training (<i>see also</i> Professional Development) | |
| Administrative Staff | GCCBE |
| Bus Drivers | EEAEA |
| Instructional Staff | GCCAE |
| Professional Staff | GCHA; GCID |
| Support Staff | GDH; GDMB |
| Training Leave <i>see</i> Leaves and Absences | |
| Transfer of Funds/Budget Transfers | DBJ |
| Transfer Students | JFABC |
| Transfers of Personnel | |
| Administrative Staff | GCKB |
| Building Administrators | CFC |
| Instructional Staff | GCKA |
| Support Staff | GDJ |
| Transgender students and Staff | ACA; GBAA; JBA |
| Transition to Work Education | IHAQ |
| Transportation (<i>see also</i> Student Transportation; Automobiles) | |
| Bicycles | JLID |
| Bus Scheduling and Routing | EEAC |
| Business and personnel | EEB |
| Private Vehicles on School Business | EEBB |
| Records and Reports | EEBD |
| School-Owned Vehicles | EEBA |
| Special Education Students | EEAB |
| Students <i>see</i> Student Transportation | |
| Support Staff Positions | GDAC |
| Traffic and Parking Procedures | ECE |
| Travel | |
| Student | JJH |
| Travel Study/Exchange Programs | IHCB |

Truancy JHB

Tuition
Nonresident Student Charges JFABA

Tutoring
For Pay (Outside Employment) GCRD
Of Students IHBDB
Peer Tutoring IIO

U

Unemployment Compensation GBGE

Uniforms *see* **Dress Codes**

Unions
Employee Negotiating Organizations HH
Professional Staff Memberships GCU
Relations with Labor Organizations KJF
Support Staff Memberships GDS

Universities (*see also* **Colleges and Universities**)
Relations with LD

V

Vacancies
Posting of Professional Staff Vacancies GCEC
Posting of Support Staff Vacancies GDEA
Vacancies on the Board BBBE

Vacation Leave *see* **Leaves and Absences**

Valedictorian IKCA

Values Education IHAK

Vandalism ECAC

Vehicles *see* **Transportation; Automobiles**

Vending Machines EFE

Vendor Relations DJG
Video Surveillance ECAF
 Concealed Observations CFI

Violence
 Student Violence/Harassment/Bullying JICK
 Bomb and Violence Threats EBCC

Virtual Schools IHBHD

Visitors
 Professional Visitors and Observers from Education Agencies LI
 To Schools KI
 Identification Procedures KIA

Vocational/Technical Education *see* **Career and Technical Education**

Volunteers
 School Volunteers IJOC
 Student Volunteers for School and Community Service JN

Vouchers JFBC

W

Wages *see* **Compensation**

Walkers and Riders EEAA

Walkouts HPA

Warning Systems EBAA

Waste Management EDE

Weapons in School JICI

Weather-Related Emergencies EBCCD

| | |
|---|------------------|
| Website, School District | KDCB |
| Welfare Agencies, Relations with | KLE |
| Wellness (<i>see also</i> Health; Nutrition) | ADF |
| Coordinated School Health Program | ADFA |
| Employee Wellness Programs | GBGC |
| Withdrawals from School | JF; JFC |
| Workers' Compensation | GBGD |
| Workload | |
| Extra Duty | GCMD; GCME; GDLA |
| Professional Staff Work Load | GCM |
| Support Staff Work Load | GDL |
| Workshops <i>see</i> Training; Professional Development; Conferences | |
| Writing Curriculum | IHAA |

Y

| | |
|--|------|
| Year | |
| Fiscal Year | DBB |
| School Year | IC |
| Extended School Year | ICB |
| Yearbooks/Student Publications | JICE |
| Year-Round School | ICC |
| Youth Organizations, Relations with | KJD |

Z

| | |
|--|-----|
| Zero Tolerance <i>see</i> Discipline | |
| Zoning/Planning Authorities, Relations with | KLJ |

MASC Cost for Online Policy Manual

\$10,500 - Organization and Review of Policies (Payment can be made in a 3 or 4 year installment plan if needed)

\$3,500 - Online Hosting Cost once the Entire Policy Manual is ready to be uploaded

\$950 - Online Policy Manual Maintenance Annual Cost



Salem Public Schools

February 6, 2017

A Proclamation

WHEREAS, the Salem Public Schools are committed to every child by creating a safe and welcoming place where all children are valued, appreciated and encouraged;

WHEREAS, Salem Public Schools' teachers and leaders are here to support all students to reach their fullest potential;

WHEREAS, the Salem Public Schools welcome and celebrate the diversity of our students whose native language represents thirty-four countries and dialects;

WHEREAS, the Salem Public Schools are committed to educating every student regardless of citizenship and national origin; and,

NOW, THEREFORE, as MEMBERS of the SALEM SCHOOL COMMITTEE, WE DO HEREBY PROCLAIM, as follows:

That Salem Public Schools on this day, February 6, 2017, and forever in the future, shall continue to be a school district that welcomes and recognizes the value and contributions of all students, including immigrants, who strengthen our schools and our community.

FURTHER, We hereby express our support for the City of Salem adopting the attached Sanctuary for Peace Ordinance, which re-affirms our City's commitment to ensuring that municipal services shall be accessible to all residents, regardless of immigration status and specifically limits City employees from inquiring about immigration status in the performance of daily tasks, unless required to do so by Federal or State statute, regulation or court decision.

*Adopted by a vote of 7 in favor, 0 opposed
Salem School Committee
School Committee Chambers, Collins Middle School
February 6, 2017*

CONTRACT OF EMPLOYMENT
BETWEEN
Elizabeth Pauley
AND THE SALEM PUBLIC SCHOOL DISTRICT
FOR THE POSITION OF
ASSISTANT SUPERINTENDENT FOR FINANCE AND OPERATIONS

THIS AGREEMENT is made by and between the Salem Public Schools and **Elizabeth Pauley of Ipswich, Massachusetts**. In consideration of the promises and undertakings herein contained, the parties hereto mutually agree as follows:

Section 1. Employment

The Superintendent of Schools and the Salem School Committee agree to employ Elizabeth Pauley as **Assistant Superintendent for Finance and Operations** for the public schools for the City of Salem, and she accepts employment on the terms and conditions articulated below.

Section 2. Appointment and Term

The District, acting through its School Committee, does hereby employ Elizabeth Pauley to serve as Assistant Superintendent for Finance and Operations for a term commencing on July 1, 2024 and terminating on June 30, 2027.

Section 3. Duties and Responsibilities

The **Assistant Superintendent for Finance and Operations**, subject to the supervision and direction of the Superintendent, shall perform faithfully to the best of her ability, the duties of **Assistant Superintendent for Finance and Operations**.

The duties and responsibilities of said position shall include but not be limited to those duties and responsibilities as prescribed by Massachusetts General Laws, Chapter 71, as amended by chapter 71 of the Acts of 1993. In addition, said duties and responsibilities shall include those that the Superintendent may, from time to time, assign to the **Assistant Superintendent for Finance and Operations**. During the term of this agreement, the **Assistant Superintendent for Finance and Operations** shall devote her full time, skill, labor, and employment to the position, excepting that, with the prior agreement and written approval of the School Committee, the **Assistant Superintendent for Finance and Operations** may undertake other employment which in the sole discretion of the Committee is consistent with, and will not derogate from, the role of **Assistant Superintendent for Finance and Operations**.

Section 4. Salary

- A. The **Assistant Superintendent for Finance and Operations** shall receive an annual salary of **\$180,000 pro-rated to start date** upon execution of this agreement.
- B. The base salary shall increase between 0-3% annually based on an overall evaluation of proficient or exemplary
- C. The **Assistant Superintendent for Finance and Operations** shall meet with the Superintendent not later than June 15th to review their compensation for each subsequent year of this agreement.

Section 5. Certification

The **Assistant Superintendent for Finance and Operations** shall maintain a valid license qualifying her to act as **Assistant Superintendent for Finance and Operations** as soon as possible, as required by Massachusetts General Laws, Chapter 71, Section 38G, as most recently amended.

Section 6. Evaluation

The Superintendent shall annually evaluate the performance of the **Assistant Superintendent for Finance and Operations**. The evaluation procedure shall be consistent with 603 CMR 35.00 et seq. All such discussions will be conducted with due regard for the worth of constructive feedback as a tool for professional growth and improvement with deep respect for the continuing need for mutual trust and understanding between the Superintendent and **Assistant Superintendent for Finance and Operations**.

Section 7. Work Year

The work year for this position will be twelve months, commencing July 1st through June 30th, exclusive of Saturdays, Sundays, and legal holidays, when schools are closed.

Section 8. Other Activities

The **Assistant Superintendent for Finance and Operations** may accept speaking, writing, lecturing, coaching, or other engagements of a professional nature, provided they do not derogate from her duties as **Assistant Superintendent for Finance and Operations**.

Section 9. Paid Leave

The **Assistant Superintendent for Finance and Operations** shall receive eighteen (18) sick days per year which shall be cumulative year to year, up to a maximum of one hundred eighty (180) days. There shall be no sick leave buy back provision for any unused sick days during the life of this contract.

- A. The **Assistant Superintendent for Finance and Operations** shall receive three (3) personal days per year, which may not be carried into the next year.

- B. The **Assistant Superintendent for Finance and Operations** shall be entitled to twenty (20) days of vacation in each year of this agreement. Said vacation leave shall be taken with the prior formal approval of the Superintendent. Up to ten (10) vacation days may be carried over each year not to exceed a total of thirty (30) days for use in a given contract year. All accumulated vacation time in accordance with this Article will be paid to the Assistant Superintendent (or her estate) in the next pay period following resignation, retirement, termination, or death at the then effective per diem rate of pay calculated based on the actual number of days in each year the Assistant Superintendent is required to work.

Section 10. Family & Medical Leave Act of 1993.

Nothing provided for or set forth herein shall be understood to limit or in any way interfere with rights the **Assistant Superintendent for Finance and Operations** may have under the Family & Medical Leave Act of 1993, or any other applicable state or federal statute.

Section 11. Bereavement Leave

The **Assistant Superintendent for Finance and Operations** shall be granted leave without loss of pay in the event of a death. Such leave shall be up to five (5) workdays for any death in the **Assistant Superintendent for Finance and Operations'** immediate family. For the purposes of this paragraph, "immediate family" shall mean and include parent, sibling, spouse, child, grandparent, grandchild, or permanent member of the **Assistant Superintendent for Finance and Operations'** household. The **Assistant Superintendent for Finance and Operations** shall be granted three (3) days without loss of pay for the death of a mother-in-law, father-in-law, sister-in-law, or brother-in-law. The **Assistant Superintendent for Finance and Operations** shall be granted one (1) day of leave without loss of pay for the death of an uncle, aunt, niece, or nephew. It is further understood that step relations are covered by this paragraph.

Section 13. Unpaid Leave

Upon the written request of the **Assistant Superintendent for Finance and Operations** the Committee may, solely at its discretion, grant unpaid leave to the **Assistant Superintendent for Finance and Operations**.

Section 14. Court Appearances.

Any appearance made by the **Assistant Superintendent for Finance and Operations** in a court of the Commonwealth, or any other legal proceeding, as a result of her official position with the Salem Public Schools, when such appearance is made either pursuant to a duly issued subpoena or at the direction of the Superintendent, shall be deemed work time, and shall not be charged to any other paid leave provided under this Agreement. A court appearance by the **Assistant Superintendent for Finance and Operations** in any other matter shall be deemed personal business.

Section 15. Health and Life Insurance

The **Assistant Superintendent for Finance and Operations** shall be eligible for such health and other insurance coverage as is available to other non-bargaining unit administrators in the Salem Public Schools. The cost of such insurance to the **Assistant Superintendent for Finance and Operations** shall be the same as the cost of said insurance to other non-bargaining unit administrators in the Salem Public Schools.

Section 16. Contributory Retirement

The **Assistant Superintendent for Finance and Operations** shall be a member of the Massachusetts Teachers' Retirement System as required by M.G.L. c. 32, §2. No other retirement is due from the City or School Committee under this Agreement or as a result of this employment.

Section 17. Attendance and Travel to Workshops/Conferences

With prior approval of the Superintendent, the **Assistant Superintendent for Finance and Operations** shall be entitled to attend conferences every year, up to a total of \$1,500 reimbursement, commencing in year one of this contract. The **Assistant Superintendent for Finance and Operations** shall be allowed to use these funds to attend relevant out of state conferences.

Section 18. Professional Membership

The **Assistant Superintendent for Finance and Operations** shall be entitled to have professional membership dues paid annually up to \$1,500 per year for each year of this contract. The **Assistant Superintendent for Finance and Operations** will also be provided with a professional mentor/coach during the contract year.

Section 19. Reimbursement for Reasonable Expenses

The **Assistant Superintendent for Finance and Operations** shall be entitled to reimbursement for other reasonable expenses including in-state travel, professional development expenses, or other miscellaneous expenses with the approval of the Superintendent.

Section 20. Discharge

During the term of this agreement the **Assistant Superintendent for Finance and Operations** shall be subject to discharge for good cause. "Good cause" as used here shall mean any grounds put forth by the Superintendent that are rationally related to the Salem Public Schools' effective operation, and that are not arbitrary, irrational, unreasonable, or in bad faith. However, termination of employment because of the expiration of this Agreement shall not be considered dismissal for the purposes of General Laws, Chapter 71, Section 41. If it is so deemed to be a dismissal, then the parties agree that termination of employment as a result of the expiration of this Agreement is "good cause" under said Chapter 71, Section 41.

Within thirty (30) calendar days after discharge the **Assistant Superintendent for Finance and Operations** by the Superintendent, she may seek review of such action by filing a request for arbitration with the American Arbitration Association. The arbitration shall be conducted in accordance with the Voluntary Labor Arbitration Rules of the American Arbitration Association. The arbitrator shall issue her written decision within thirty (30) calendar days from the date of the close of hearing. The remedial authority of the arbitrator shall be limited to an award of back pay damages for the balance of the contract year after the discharge date and shall not include authority to reinstate the **Assistant Superintendent for Finance and Operations**. The expense and fees of the arbitration proceeding shall be borne equally between the parties.

Section 21. Resignation

In the event the **Assistant Superintendent for Finance and Operations** desires to terminate this agreement before its expiration, she is required to give the Committee written notice to terminate at least ninety (90) days prior to vacating the position. Both parties to this Agreement may agree to notice of less than ninety (90) days if requested by the **Assistant Superintendent**.

Section 22. Dispute Resolution

Any dispute resolution is limited to the statutory protections provided in Massachusetts General Laws, Chapter 71, providing for arbitration only in cases of demotion or discharge.

Section 23. Indemnification

The parties hereto understand and acknowledge that their duties and responsibilities in the event of a legal proceeding brought against the **Assistant Superintendent for Finance and Operations** individually or in her capacity as an agent or employee of the Salem Public Schools shall be governed by the provisions of Chapter 258 of the General Laws.

Section 24. Entire Agreement

This Agreement embodies the whole Agreement between the Salem School District and the **Assistant Superintendent for Finance and Operations** and there are no inducements, promises, terms, conditions, or obligations made or entered into by any party of this Agreement other than those contained herein. This Agreement may not be altered, amended, or modified, except in writing, signed by the Superintendent and the **Assistant Superintendent for Finance and Operations** with approval of the School Committee. If any part or provision of this agreement is invalid, it shall not affect the remainder of said Agreement, but said remainder shall be binding and effective against both parties.

Section 25. Severability

It is understood and agreed by the parties that if any part, term, or provision of this Agreement is held by the courts to be illegal or in conflict with any law of the Commonwealth of Massachusetts, the validity of the remaining portions shall not be affected, and the rights and

obligations of the parties shall be construed and enforced as if the contract did not contain the particular part, term, or provisions held to be invalid.

FOR THE SALEM PUBLIC SCHOOLS

FOR THE ASSISTANT SUPERINTENDENT

Stephen K. Zrike, Jr., Superintendent

Elizabeth Pauley

Date_____

Date_____