

Salem Public Schools School Committee

***Yamily Byas
Beth Anne Cornell, Vice Chair
AJ Hoffman***



***Mary A. Manning
Veronica Miranda
Megan Stott***

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”

REVISED

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on August 24, 2026 at 7:00 p.m.** This meeting will take place in person at 29 Highland Ave., Rm. 227, Salem, MA.

In-Person shall be the primary method of public access to this meeting. A secondary method of public access may be provided, if technologically feasible through Salem Access Television, and/or remotely through Zoom/Google Meet. See below for the remote access Zoom link.

Zoom Link to participate:

<https://us06web.zoom.us/j/89634594591?pwd=eYxFPJ0De7EMCp2Sf8EblIRAVzID.1>

Passcode: 938938

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

If you wish to provide a comment, you may do so by entering the Zoom meeting and clicking the raise hand feature. When it is your turn to speak, a host will announce your name and will unmute your line and allow you to speak.

4. Approval of Consent Agenda

1. Approval of Minutes of the Regular School Committee Meeting held on June 22, 2026
2. Approval of Minutes of the Special School Committee Meeting held on June 22, July 6, July 7, July 9 and July 15
3. Approval of Field Trip to The Farm School, Athol, MA for Sarah Parker Remond 5th Grade Students on September 28 - 30 for the first group and September 30 - October 2, 2026 for the second group of students.
4. Donation from the Massachusetts Marine Trades Association (MMTA) and Anonymous Donor
5. Approval of FY26 Warrants:
 1. 6/18/2026 - \$469,711.75
 2. 6/25/2026 - \$674,787.22
 3. 7/8/2026 - \$1,462,296.91
 4. 7/15/2026 - \$269,450.41
 5. 7/22/2026 - \$2,061.00
 6. 7/29/2026 - \$1,129,580.42
 7. 8/5/2026 - \$109,239.36
 8. 8/12/2026 - \$109,519.30
6. Approval of FY27 Warrants:
 1. 7/23/2026 - \$36,254.68
 2. 7/30/2026 - \$123,845.8
 3. 8/6/2026 - \$204,978.47
 4. 8/13/2026 - \$490,216.75

5. Student Representative Report

6. Superintendent's Report

1. Superintendent - Initial Update
2. Back to School Preparation Presentation
3. Massachusetts School Building Authority (MSBA) Update
4. Finance and Operations Report

7. Subcommittee Reports

1. Finance Subcommittee
2. Personnel Subcommittee
3. Buildings and Grounds Subcommittee
4. Curriculum Subcommittee
5. Policy Subcommittee

8. Motions and Resolutions

1. Donation from Cummings Foundation
2. School Physician Contract 2026-2028

3. Declare Salem High School Books/Instructional Materials as Surplus
4. Revision to Salem High School, New Liberty Innovation School and Salem Prep High School 2026-2027 Calendars
5. Motion per Policy 6205 to Temporarily Suspend Three Readings of Revised or New Policies in Order for Immediate Adoption of Revised Physical Restraint Policy 5416
6. Motion for Immediate Adoption of Revised Physical Restraint Policy 5416
7. Motion to Adopt Revised Wellness Policy 5711/ADF for First Reading
8. Motion to Adopt Revised Medication Administration Policy 5709 for First Reading
9. Motion to Adopt Section B of the Policy Manual and Hold Implementation of the Policies until the Completion of the Full Policy Manual Review for First Reading

10. Newsletter Items

11. Announcements

12. 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

Yamily Byas
Beth Anne Cornell, Vicepresidente
AJ Hoffman



Mary A. Manning
Veronica Miranda
Megan Stott

Alcalde Dominick Pangallo, presidente

“Conoce tus derechos según la Ley de Reuniones Públicas, M.G.L. c. 30A § 18-25 y
«Artículos 2-2028 a 2-2033 de la Ordenanza Municipal»

REVISADA

REUNIÓN ORDINARIA DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **reunión ordinaria del Comité Escolar el 24 de agosto de 2026 a las 7:00 p.m.** Esta reunión se llevará a cabo de manera presencial en 29 Highland Ave., sala 227, Salem, MA.

La asistencia presencial será la forma principal de acceso del público a esta reunión. Se podrá ofrecer una forma secundaria de acceso al público, si es tecnológicamente factible, a través de Salem Access Television y/o de manera remota mediante Zoom o Google Meet. Consulte a continuación el enlace de Zoom para el acceso remoto.

Enlace de Zoom para participar:

<https://us06web.zoom.us/j/89634594591?pwd=eYxFPJ0De7EMCp2Sf8EblIRAVzID.1>

Código de acceso: 938938

1. Apertura de la sesión

1. Resumen de la política de participación pública (Política n.º 6409 del Comité Escolar).

Leer en voz alta: *El Comité Escolar de Salem desea escuchar las opiniones del público sobre temas que afectan al distrito escolar y que se encuentran dentro del ámbito de responsabilidades del Comité. Se ofrece interpretación al español para quienes la necesiten. Los miembros del Comité Escolar desean recordar al público que los alumnos de las Escuelas Públicas de Salem asisten regularmente a las reuniones del Comité Escolar. Animamos a todos los participantes en la reunión a dar ejemplo de un diálogo público respetuoso y productivo ante nuestros jóvenes estudiantes.*

2. Interpretación simultánea al español.

Ahora se ofrece interpretación al español en todas las reuniones ordinarias del Comité Escolar. Para escuchar esta reunión con interpretación al español, consulte las instrucciones a continuación:

1. Haga clic en Interpretación

2. Haz clic en **Español**

3. (Opcional) Para escuchar únicamente el idioma interpretado, haz clic en **Silenciar audio original**.

2. Aprobación del orden del día

3. Comentario público

Si desea hacer un comentario, puede hacerlo ingresando a la reunión de Zoom y haciendo clic en la función de levantar la mano. Cuando sea tu turno de hablar, un moderador anunciará tu nombre y te activará el micrófono.

4. Aprobación del orden del día por consenso

1. Aprobación del acta de la sesión ordinaria del Comité Escolar celebrada el 22 de junio de 2026
2. Aprobación de las actas de la reunión extraordinaria del Comité Escolar celebrada el 22 de junio, el 6 de julio, 7 de julio, 9 de julio y 15 de julio
3. Aprobación de la excursión a The Farm School, en Athol, Massachusetts, para los estudiantes del 5º grado de la Escuela Sarah Parker Remond del 28 al 30 de septiembre para el primer grupo y del 30 de septiembre al 2 de octubre de 2026 para el segundo grupo de estudiantes
4. Donación de la Asociación de Industrias Marítimas de Massachusetts (MMTA) y un donante anónimo
5. Aprobación de las órdenes de pago del año fiscal 26:

1. 18-jun-2026 - \$469,711.75
2. 25-jun-2026 - \$674,787.22
3. 08-jul-2026 - \$1,462,296.91
4. 15-jul-2026 - \$269,450.41
5. 22-jul-2026 - \$2,061.00
6. 29-jul-2026 - \$1,129,580.42
7. 05-ago-2026 - \$109,239.36
8. 12-ago-2026 - \$109,519.30

6. Aprobación de las órdenes de compra del año fiscal 27:

1. 23-jul-2026 - \$36,254.68
2. 30-jul-2026 - \$123,845.8
3. 06-ago-2026 - \$204,978.47
4. 13-ago-2026 - \$490,216.75

5. Informe del representante estudiantil

6. Informe del superintendente

1. Superintendente - Actualización inicial
2. Presentación sobre la preparación para el regreso a clases
3. Actualización sobre la Autoridad de Edificios Escolares de Massachusetts (MSBA)
4. Informe de finanzas y operaciones

7. Informes de los subcomités

1. Subcomité de Finanzas
2. Subcomité de Personal
3. Subcomité de Edificios y Terrenos
4. Subcomité de Plan de Estudios
5. Subcomité de Políticas

8. Mociones y resoluciones

1. Donación de la Fundación Cummings
2. Contrato del médico escolar 2026-2028
3. Declarar excedentes los libros y materiales didácticos de la Escuela Secundaria de Salem
4. Modificación relativa a los calendarios escolares de 2026-2027 de la Escuela Secundaria de Salem, la Escuela de Innovación New Liberty y la Escuela Secundaria Salem Prep
5. Moción conforme a la Política 6205 para suspender temporalmente las tres lecturas de proyectos de ley revisados o nuevos para la adopción inmediata de la Política 5416 revisada sobre restricciones físicas
6. Moción para la adopción inmediata de la Política 5416 revisada sobre restricciones físicas
7. Moción para aprobar la Política de Bienestar revisada 5711/ADF en primera lectura
8. Moción para aprobar la Política 5709 revisada sobre la administración de medicamentos en primera lectura
9. Moción para aprobar la Sección B del Manual de Políticas y suspender la implementación de las Políticas hasta que se complete la revisión completa del manual de políticas para la primera lectura

10. Artículos del boletín informativo

11. Anuncios

12. Aplazamiento

Presentado respetuosamente por,

Shirley Dorai

Asistente ejecutivo del Comité Escolar y del superintendente

“Las personas que necesiten ayudas y servicios auxiliares para comunicarse de manera efectiva —como un intérprete de lengua de señas, un dispositivo de ayuda auditiva, material impreso en formato digital o una modificación razonable en los programas, servicios, políticas o actividades— pueden comunicarse con el coordinador de la ADA de la ciudad de Salem al (978) 619-5630 lo antes posible y, a más tardar, dos días hábiles antes de la reunión, el programa o el evento.”

Escolas Públicas de Salem Conselho Escolar

***Yamily Byas
Beth Anne Cornell, Vice Presidente
AJ Hoffman***



***Mary A. Manning
Veronica Miranda
Megan Stott***

Prefeito Dominick Pangallo, Presidente

“Conheça seus direitos previstos na Lei de Reuniões Públicas, M.G.L. c. 30A § 18-25 e
“Artigos 2-2028 a 2-2033 da Lei Municipal”

REVISADO

REUNIÃO ORDINÁRIA DO COMITÊ ESCOLAR

Fica por meio deste avisado que o Conselho Escolar de Salem realizará uma **reunião ordinária do Conselho Escolar no dia 24 de agosto de 2026, às 19h**. A reunião será presencial e terá lugar na 29 Highland Ave., sala 227, Salem, MA.

A participação presencial será a principal forma de acesso do público a esta reunião. Poderá ser disponibilizada uma forma secundária de acesso do público, caso seja tecnologicamente viável, por meio da Salem Access Television e/ou remotamente, pelo Zoom/Google Meet. Veja abaixo o link do Zoom para acesso remoto.

Link do Zoom para participar:

<https://us06web.zoom.us/j/89634594591?pwd=eYxFPJ0De7EMCp2Sf8EbLiRAVzID.1>

Senha: 938938

1. Abertura da reunião

1. Resumo da Política de Participação Pública (Política nº 6409 do Conselho Escolar).

Leia em voz alta: *O Conselho Escolar de Salem gostaria de ouvir a opinião do público sobre questões que afetam o distrito escolar e que se enquadram no âmbito das responsabilidades do Conselho. Há interpretação em espanhol disponível para quem precisar. Os membros do Conselho Escolar gostariam de lembrar ao público que os alunos das Escolas Públicas de Salem participam regularmente das reuniões do Conselho Escolar. Incentivamos todos os participantes da reunião a darem o exemplo de um diálogo público respeitoso e produtivo para nossos jovens alunos.*

2. Interpretação simultânea em espanhol.

Agora, todas as reuniões ordinárias do Conselho Escolar contam com interpretação para o espanhol. Para ouvir esta reunião com interpretação para o espanhol, consulte as instruções abaixo:

1. Clique em **Interpretação** 
2. Clique em **Espanhol**
3. (Opcional) Para ouvir apenas o idioma interpretado, clique em **Silenciar áudio original**.

2. Aprovação da pauta

3. Comentários do público

Se você quiser deixar um comentário, basta entrar na reunião do Zoom e clicar no recurso de levantar a mão. Quando for a sua vez de falar, um moderador anunciará seu nome e ativará o áudio e permitirá que você fale.

4. Aprovação da pauta de consentimento

1. Aprovação da ata da reunião ordinária do Conselho Escolar realizada em 22 de junho de 2026
2. Aprovação das atas das reuniões extraordinárias do Conselho Escolar realizadas em 22 de junho, 6 de julho, 7 de julho, 9 de julho e 15 de julho
3. Aprovação da excursão escolar à The Farm School, em Athol, MA, para os alunos da 5ª série da Escola Sarah Parker Remond de 28 a 30 de setembro para o primeiro grupo e de 30 de setembro a 2 de outubro de 2026 para o segundo grupo de alunos
4. Doação da Associação do Setor Marítimo de Massachusetts (MMTA) e um doador anônimo
5. Aprovação das ordens de pagamento do exercício fiscal de 26:
 1. 18-jun-2026 - US\$ 469.711,75
 2. 25-jun-2026 - US\$ 674.787,22
 3. 08-jun-2026 - US\$ 1.462.296,91
 4. 15-jul-2026 - US\$ 269.450,41
 5. 22-jul-2026 - US\$ 2.061,00
 6. 29-jul-2026 - US\$ 1.129.580,42
 7. 05-jul-2026 - US\$ 109.239,36
 8. 12-jul-2026 - US\$ 109.519,30
6. Aprovação das ordens de pagamento do exercício fiscal de 27:
 1. 23-jul-2026 - US\$ 36.254,68
 2. 30-jul-2026 - US\$ 123.845,8
 3. 06-ago-2026 - US\$ 204.978,47
 4. 13-ago-2026 - US\$ 490.216,75

5. Relatório do representante dos alunos

6. Relatório do superintendente

1. Superintendente – Atualização inicial
2. Apresentação sobre os preparativos para o retorno às aulas
3. Atualização sobre a Autoridade de Edifícios Escolares de Massachusetts (MSBA)
4. Relatório Financeiro e Operacional

7. Relatórios das subcomissões

1. Subcomissão de Finanças
2. Subcomissão de Pessoal
3. Subcomissão de Edifícios e Terrenos
4. Subcomissão de Currículo
5. Subcomissão de Políticas

8. Moções e resoluções

1. Doação da Fundação Cummings
2. Contrato do médico escolar 2026-2028
3. Declarar os livros e materiais didáticos da Escola Secundária de Salem como excedentes
4. Revisão dos calendários escolares de 2026-2027 das Escola Salem High, Escola de Inovação New Liberty e da Escola Salem Prep
5. Moção, nos termos da Política 6205, para suspender temporariamente as três leituras de projetos de lei revisados ou novos para a adoção imediata da Política 5416 revisada sobre contenções físicas
6. Moção para a aprovação imediata da Política 5416 revisada sobre contenções físicas
7. Moção para aprovar a Política de Bem-Estar revisada 5711/ADF em primeira leitura
8. Moção para aprovar, em primeira leitura, a Política 5709 revisada sobre a administração de medicamentos
9. Moção para aprovar a Seção B do Manual de Políticas e suspender a implementação das políticas até a conclusão da revisão completa do Manual de Políticas para a primeira leitura

10. Itens do boletim informativo

11. Comunicados

12. Encerramento

Apresentado respeitosamente por,

Shirley Dorai

Assistente executivo do Conselho Escolar e do superintendente

“Pessoas que necessitem de recursos e serviços auxiliares para uma comunicação eficaz, tais como intérprete de língua de sinais, aparelho de auxílio auditivo, material impresso em formato digital ou uma adaptação razoável em programas, serviços, políticas ou atividades, podem entrar em contato com o Coordenador da ADA da cidade de Salem pelo telefone (978) 619-5630 o mais rápido possível e, no mínimo, dois dias úteis antes da reunião, do programa ou do evento.”

**Minutes of the Regular Session
of the Salem School Committee
Monday, June 22, 2026
Hybrid Meeting**

Members Present: Mayor Dominick Pangallo, Vice Chair Beth Anne Cornell, Yamily Byas, AJ Hoffman, Veronica Miranda and Meg Stott

Others in Attendance: Interim Superintendent Carbone and Interim Deputy Superintendent Pauley

Members Absent: Mary Manning

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

Member Byas voted YES

Vice Chair Cornell voted YES

Member Hoffman voted YES

Member Manning ABSENT

Member Miranda voted YES

Member Stott voted YES

Mayor Pangallo voted YES

Motion passed with 6 votes in favor and 1 absent.

Member Miranda made a motion to take out of order the recognition of students and retirees.

Member Stott seconded. A roll call vote was taken.

Member Byas voted YES

Vice Chair Cornell voted YES

Member Hoffman voted YES

Member Manning ABSENT

Member Miranda voted YES

Member Stott voted YES

Mayor Pangallo voted YES

Motion passed with 6 votes in favor and 1 absent.

Public Comment

There were no public comments.

Approval of Consent Agenda

1. Approval of Minutes of the Regular School Committee Meeting held on June 8, 2026
2. Approval of Field Trip to the Annual JROTC Leadership Camp for Salem High School Students at Buzzards Bay, MA on June 29 - July 2, 2026
3. Approval of FY26 Warrants:
 1. 6/4/2026 - \$1,262,138.21
 2. 6/11/2026 - \$735,035.13

Vice Chair Cornell made a motion to approve the consent agenda. Member Hoffman seconded.

A roll call vote was taken.

Member Byas voted YES

Vice Chair Cornell voted YES

Member Hoffman voted YES

Member Manning ABSENT

Member Miranda voted YES

Member Stott voted YES

Mayor Pangallo voted YES

Motion passed with 6 votes in favor and 1 absent.

Student Representative Report

There was no report.

Superintendent's Report

Interim Superintendent Carbone thanked educators, administrators and support staff for their tireless work, dedication and being the backbone of the district as well as creating a safe, nurturing and inspiring environment for students throughout the school year. Interim Superintendent wished the students a restful, rejuvenating and safe summer. Interim Superintendent Carbone announced the resignation of Athletic Director Reilly Christie who is taking the Athletic Director role at Malden Catholic. Interim Superintendent Carbone noted Mr. Christie's fierce commitment to the student athletes as well as the coaches and wished him the best. The district will be working with Salem High School Principal, Mr. Glenn Burns on the next steps to fill this position.

1. Recognition of 2026 MIAA Unified Track and Field State Champions

Interim Superintendent Carbone celebrated athletes Marisabel Diaz, Nile McManus, Mara Laskowski and Erik Shehaj from the Salem High School (SHS) unified sports team. Interim Superintendent Carbone said that unified sports is a program that breaks down barriers by joining athletes with and without disabilities on the same team. It proves that sports have a unique power to unite, foster deep relationships and to ensure that every single student in the district has a place where they belong, and a team where they can shine. Interim Superintendent Carbone continued that the four athletes not only because they have excelled in competition but because they have led by example. They have shown what true sportsmanship, dedication and inclusion look like in action. Interim Superintendent Carbone added that it is an honor to welcome them and their family

members to celebrate their hard work and publicly thank them for making the entire district proud. Interim Superintendent Carbone welcomed Coach Angie Giancola to introduce the athletes and Mayor Pangallo provided them with their certificates. Interim Superintendent Carbone also recognized Coach Angie Giancola.

2. Recognition of 2025-2026 Retirees

Interim Superintendent Carbone introduced the following retirees and Mayor Pangallo provided them with their certificates:

Last Name	First Name	Years of Service
Caliri	Robert	22
Callahan	Donna	38
Cohen	Donna	8
Cullen	Patricia	30
DeLorenzo	Janice	24
Fazio	Cathy	20
Fredericksen	Louise	18
Gariepy	Jennifer	6
Kershaw	June	16
Kobajlo	Rose	17
Kwapis	Beth	23
Linehan	Lisa	11
Mailloux	Torin	26
McLaughlin	Susan	33
Pasek-Tourville	Maureen	9
Traxler	Allison	16

Mayor Pangallo announced a brief recess at 7:15 pm. The meeting reconvened at 7:19 pm.

3. Technology Update

Interim Superintendent Carbone introduced Executive Director of Instructional Technology, Mr. Marc LeBlanc, who provided a presentation on instructional technology.

In response to Member Miranda, Mr. LeBlanc said that every PreK classroom have 4 iPads, mostly used for a math program called Math Shelf but it's very low usage. In response to Vice Chair Cornell, Mr. LeBlanc said that Massachusetts Comprehensive

Assessment System (MCAS) is the most prominent assessment taken online starting in Grade 3 until Grade 10, with very few paperbased options. Star math is taken starting in first grade and star reading starts in Kindergarten. In response to Mayor Pangallo, Mr. LeBlanc said that SPS started the 1:1 device program in middle school and high school prior to 2020 but the program began in earnest during the pandemic when every student needed a device. SPS was fully 1:1 by 2021. In response to a question about policy regarding the use of artificial intelligence (AI) for central office staff and educators, Mr. LeBlanc said they are called educator guidelines and apply to both central office staff and educators. The guidelines include ensuring that personally identifiable information are not put into AI platforms, even ones that the district subscribes to because data breaches can happen. Student data is anonymized. The guidelines also touch on paying attention to bias because AI is inherently biased.

Vice Chair Cornell inquired if the district had done any surveys about computer and laptop access in students' homes. Mr. LeBlanc said that the district has not but that is something they want to do. Mr. LeBlanc elaborated that there is a digital equity task force that the city is running which the district is a part of and that since the Family Welcome Center has become a place where families can obtain resources, they can have access to free or lower priced internet options and computers. Vice Chair Cornell spoke about the need for digital equity and understanding the community's concerns to inform the way that the district uses technology and communicate it to parents. Vice Chair Cornell also mentioned the expiring technology plan and the four priorities. Vice Chair Cornell suggested differentiating the priorities by age groups that can be articulated to parents.

Interim Superintendent Carbone commented that SPS is participating in the partnership that Representative Cruz helped to foster between the Latinos for Education and the Rennie Center for Education Research & Policy. The Rennie Center is going to help conduct a digital access gap analysis in Salem, review the findings and then deliver some training with some tools to drive equity and technology forward solutions in the community. The Latinos for Education is sponsoring Mr. LeBlanc to attend a national conference around AI and technology. Interim Superintendent Carbone added that the Rennie Center wanted to conduct a survey to students and staff last week but that it has been changed to having some focus groups in the summer programs with students. Interim Superintendent Carbone added that the district needs to get them the information that they need to help do some analysis and understand the landscape as well as the context a little bit better to help inform our work.

In response to Member Miranda, Interim Superintendent Carbone said that the Individualized Education Plans (IEPs) are all stored electronically and all the work is done electronically. Interim Superintendent Carbone added that the district is now using a new program, Lilypad, which is more user friendly for both families and students compared to eSped. In response to Member Miranda, Interim Superintendent Carbone said that the district utilizes state required universal screeners for literacy and uses the data to inform parents when required interventions are needed. It is also used to monitor students who may be behind on benchmarks.

In response to Member Hoffman, Mr. LeBlanc said that the district gets whatever it can out of the Chromebooks which might mean utilizing parts from one Chromebook to fix another one. Damaged Chromebooks that cannot be used for parts or anything else are recycled using the same recycling company that's used in Salem during e-waste days where the company comes to remove all the data from the drives before recycling. Mr. LeBlanc continued that what drives the replacement is when the state determines that a device can no longer be used for MCAS testing. If these Chromebooks are still working, they will be listed for the School Committee to declare as surplus and then they will be offered to anyone who wants them with the understanding that the district will not support the device or guarantee how well it works. The Chromebooks which are not picked up would be used for parts or recycled. In response to another question from Member Hoffman, Mr. LeBlanc said that it is part of the library and digital skills curriculum in every grade level. One of the first lessons for Kindergarteners is how to carry the Chromebook with a gentle hug. Every rising sixth grader who receives a Chromebook are informed that they are going to have it for three years and that the better they take care of it, the better it's going to work. Mr. LeBlanc continued that it was challenging when the Chromebook carts were shared in the schools because there was a lot of damage as the students had no personal responsibility over the device, as it was just a classroom device. Since moving back to each student having their own Chromebook, there has been a lot less damage.

Vice Chair Cornell inquired where parents who have questions about technology use can be directed for information. Mr. LeBlanc responded that the district could work on this aspect more as some messaging over the summer and fall could be done to address what technology is used for and why. Interim Superintendent Carbone added that the family newsletter as well as the handbooks could also be used in this effort.

2. Finance and Operations Report

Interim Deputy Superintendent Pauley provided a presentation on the capital and summer projects.

Member Hoffman inquired if the district was going to look into heat pumps for the Bentley Academy Innovation School. Interim Deputy Superintendent Pauley said that it will not be this year. Interim Deputy Superintendent Pauley continued that for now, the district is looking at the best ways to reduce the carbon footprint while keeping the building cool in anticipation of looking ahead to a longer term investment in that building.

Subcommittee Reports

1. Finance Subcommittee

No report at this time.

2. Personnel Subcommittee

No report at this time.

3. Building and Grounds Subcommittee

No report at this time.

4. Curriculum Subcommittee

No report at this time.

5. Policy Subcommittee

No report at this time.

Superintendent Search Update

1. Discussion of Superintendent Interview Questions

Mayor Pangallo asked the members if there was any interest in revisiting the eight questions that were previously discussed.

Member Stott thanked the members of the public for submitting questions for the public forums. Member Stott mentioned an outstanding matter from the previous School Committee meeting about whether School Committee members can ask follow-up questions to other members' questions. Vice Chair Cornell said that this was referred to counsel but that counsel has not responded yet. Member Miranda expressed interest in reserving the right to ask follow-up questions or questions that come up in the moment while acknowledging time limitations. Vice Chair Cornell spoke about setting ground rules such as a limit of two questions if follow-up questions related to the initial question were allowed. Mayor Pangallo suggested that if the member who asked the initial question chose not to ask a follow-up question, up to two other members could ask a follow-up question. Member Stott commented that such limits are not needed as long as everyone respects time limitations. Member Stott added that it is important to ask questions that need to be asked and that it would be difficult to decide who would get to ask the two questions if four members had questions. Member Miranda voiced agreement and continued that members could remind another member if a lot of time is being taken up.

Member Miranda inquired if a question that is not a follow-up can be asked and also whether it is a legal requirement or best practice not to ask such questions. Vice Chair Cornell commented that based on information and conversations from counsel, the same questions need to be asked of all the candidates but that follow-up questions in relation to the initial questions can be asked. Vice Chair Cornell added that more clarity is needed for other types of questions and will refer to counsel again. In response to Member Hoffman about whether the same follow-up question asked of the first candidate needs to be asked of other candidates as well, Mayor Pangallo said that this would need to be referred to counsel. Member Miranda commented that it might be good to see how a candidate responds to a question that they did not prepare for ahead of time. Mayor Pangallo agreed as long as regulations allow. In response to Member Stott, Mayor Pangallo confirmed that there was not any public comment portion for the interviews.

2. Upcoming Interviews

Mayor Pangallo announced that the interview schedule would be as follows for the candidates at the School Committee Chambers, Collins Middle School:

1. Monday, July 6 at 6 pm: Thomas Welch
2. Tuesday, July 7 at 6 pm: Jorge Allen
3. Thursday, July 9 at 6 pm: Andrew Bott

Mayor Pangallo added that the interviews would be streamed via SATV and Zoom. Mayor Pangallo said that the community forums that took place were recorded and available at salemk12.org/search/. The feedback form is also available on the same page on the website and it will close on Friday, June 26, 2026 to allow time for the feedback to be pulled together and provided to the school committee. The feedback form which is translated into other languages should be completed once for each finalist that the respondent wishes to provide feedback. In response to Member Stott, Mayor Pangallo said that there would be a Special School Committee Meeting on Wednesday, July 15 at 7:00 pm to deliberate and potentially vote on appointing a Superintendent.

Motions and Resolutions

1. Ratification of Executive Director of Special Education Contract

Interim Deputy Superintendent Carbone brought the contract for the position of Executive Director of Special Education for School Committee approval. Interim Deputy Superintendent Carbone said that Jennifer Doucette-Ly has done an outstanding job serving in the role with her forward thinking, developing the programs in the district, family engagement as well as forging strong cross collaboration with academics and student support teams. Interim Deputy Superintendent Carbone recommended and advocated for the approval of the three-year contract for Ms. Doucette-Ly.

In response to Member Miranda about the changes between this contract and the previous one, Interim Superintendent Carbone said the salary has been adjusted to recognize her work. Comparisons were done with other communities in the local area. The vacation days were made comparable with all the other executive directors and school principals. The \$1,000 that was there for professional membership was changed to tuition reimbursement.

Vice Chair Cornell made a motion to approve the 3 year contract for Ms. Jennifer Doucette-Ly, Executive Director of Special Education Contract. Member Miranda seconded. A roll call vote was taken.

Member Byas voted YES

Vice Chair Cornell voted YES

Member Hoffman voted YES

Member Manning ABSENT

Member Miranda voted YES

Member Stott voted YES
Mayor Pangallo voted YES
Motion passed with 6 votes in favor and 1 absent.

Newsletter Items

Vice Chair Cornell noted the finalist candidates' visit, technology update, New Liberty Innovation School and Sarah Parker Remond innovation plans, summer capital projects, finalist candidates' interview schedule as well as the deliberation and potential vote on July 15, 2026.

In response to Member Miranda, Vice Chair Cornell said that the schedule of topics for the year has only been identified until the end of the calendar year. Future topics would need to be identified and planned.

Announcements

Member Hoffman reminded everyone about the Pride Parade in Salem on June 27, 2026 and that the Salem Public Schools would be marching. Mayor Pangallo shared that the Salem Summer Eats kickoff is scheduled for June 29, 2026. Mayor Pangallo said that the district's website has more details about the kickoff, locations and schedules for the free meals.

Adjournment

Member Miranda made a motion to adjourn at 8:23 pm. Member Hoffman seconded. A roll call vote was taken.

Member Byas voted YES
Vice Chair Cornell voted YES
Member Hoffman voted YES
Member Manning ABSENT
Member Miranda voted YES
Member Stott voted YES
Mayor Pangallo voted YES
Motion passed with 6 votes in favor and 1 absent.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

**Minutes of the Special Session
of the Salem School Committee
Monday, June 22, 2026
Rm. 227, 29 Highland Ave.**

Members Present: Mayor Dominick Pangallo, Vice Chair Beth Anne Cornell, Yamily Byas, AJ Hoffman, Mary Manning, Veronica Miranda and Megan Stott

Others in Attendance: Interim Superintendent Carbone and Interim Deputy Superintendent Pauley, and Brooke Trivas at Perkins & Will

Members Absent: None

Call of Meeting to Order

Mayor Pangallo called the meeting to order at 5:00 pm. There was a round of introductions.

Massachusetts School Building Authority (MSBA) High School Building Project Update

Ms. Margaret Minor Wood, Senior Project Director, Accenture, Owner's Project Manager for the High School Building Project said that the schematic design submission to the MSBA was done in December. Since then, the MSBA took their vote on the project and the voters in Salem took their vote on the project. The next phase of the project, which is the design development, has now been launched. Ms. Wood continued that this phase entails all the design pieces done in the early stages by Perkins&Will, the Designer for the project which will now be taken to the next level of design. The submission to the MSBA will be done in March at which point the design issues would have been settled. Another estimate will be done prior to that along with eight or nine months of preparing the construction documents. The design team is creating a detailed bid package which is the basis of going out and confirming the cost of the construction cost of the project. It will go to bid at the end of 2027 and construction will start in early 2028. The goal is to have the building open for occupancy and use in the fall of 2030. Once everyone moves into the new building, a side relief will be taken and the old building will be torn down to build new playing fields.

Brooke Trivas, Managing Principal K-12 Practice Leader, Perkins&Will presented the design details of the bathrooms which have been changing. Ms. Trivas gave a shout out to Salem High School Principal Glenn Burns because there was a total of 900 respondents to the survey that was done and 558 completed the survey which Ms. Trivas said is really unheard of for a survey.

Member Manning joined the meeting at 5:15 pm.

In response to a question, Ms. Trivas said the restrooms in the daycare section of the building would be customised for the use of the young children. Member Stott asked about the overall count of restrooms and how it compares to code as well as the cost of maintenance for inclusive restrooms. Ms. Trivas said that the number of restrooms would be the same as the ones available now but that the distribution and locations would be what is changing based on the flow of people

through the spaces as well as being closer to classrooms. There are no urinals in the whole plan. The restrooms are all within the code requirements. Ms. Trivas also explained that simultaneous use of the big spaces such as the gym and auditorium would require more restrooms. The number of restrooms are driven by the number of people in the building and Ms. Trivas said that the number can be provided. Restrooms near the athletic fields and storage needs were also discussed.

Ms. Trivas responded to another question that was raised stating that the locker rooms need to be gendered. Ms. Trivas added that inclusive restrooms, urinals and single stalls are not a requirement but that they are allowed now. In response to Member Miranda's question of whether it is possible to have showers inside the single stalls in the locker room, Ms. Trivas said that some of them could include showers. In response to Vice Chair Cornell, Ms. Trivas said that there is no particular count of showers requirement in the code. The showers could have doors instead of curtains. Vice Chair Cornell was in support of floor to ceiling doors in the bathrooms in the locker rooms.

In response to Member Hoffman about locks in the restrooms that lock even when no one is in the restroom, Ms. Trivas said that there will be conversations about hardware such as locks. In response to Interim Superintendent Carbone, Ms. Trivas said that they can try to change the placing of the stalls in the bathrooms so that it can enable better supervision. In response to Interim Deputy Superintendent Pauley, Ms. Trivas said it is good practice for all the Career Technical Education (CTE) spaces to have their own restrooms. Ms. Trivas said that Salem is taking a progressive approach to the design. Ms. Trivas said that there is still time if a radical change needs to be done but that a decision would need to be made by the summer and that the sooner, the better.

Ms. Trivas mentioned that the changes suggested at this meeting for the locker rooms, repositioning the restrooms on the north section, increased visibility in the inclusive restrooms on the south section, locks, and the showers in the locker rooms will be incorporated into the design plan and that it will be provided in a week or so.

Adjournment

Vice Chair Cornell made a motion to adjourn at 6:02 pm. Member Miranda seconded and it was so VOTED. 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
Monday, July 6, 2026
Rm. 227, 29 Highland Ave.**

Members Present: Mayor Dominick Pangallo, Vice Chair Beth Anne Cornell, Yamily Byas, AJ Hoffman, Veronica Miranda and Megan Stott

Others in Attendance: Interim Superintendent Carbone

Members Absent: Mary Manning

Call of Meeting to Order

Mayor Pangallo called the meeting to order at 6:00 pm and explained the meeting format.

Interview of Superintendent Finalist - Thomas Welch

Dr. Welch provided an opening statement.

Mayor Pangallo asked the first question: Equity often requires difficult choices. How do you approach decisions about allocating resources, opportunities, and supports across students, schools, and programs when needs exceed available resources?

Dr. Welch's response included the budget planning process, communication, understanding and investing in student needs as well as the strategic plan. Dr. Welch also provided an example.

Vice Chair Cornell requested an example of making choices based on the needs of the students. Dr. Welch responded by providing an example of funds for intervention programs prioritizing multilingual and special needs students. Member Stott requested examples of communication during the budgeting process. Dr. Welch provided an example of building capacity and the decline in enrollment necessitating finding ways to manage staffing.

Vice Chair Cornell asked the next question: Salem has worked hard to build a culture of high expectations for all students while also offering strong college and career pathways. How would you ensure students experience a coherent educational journey from elementary through high school and graduate prepared for success in college, careers and life?

Dr. Welch said that Salem's portrait of a graduate is not just a destination but a road map as students and families progress from PreKindergarten to graduation. Dr. Welch spoke about his personal work experience. Vice Chair Cornell inquired about how the candidate in the role of Superintendent would work together with teachers to assess effectiveness of the academic transitions and prepare students to graduate. Dr. Welch mentioned data fluency, assessments, difference between growth and achievement, encouraging parent involvement as well as teacher and principal accountability.

Member Byas asked the following question in Spanish. Salem views education as a community mission. How would you build strong partnerships with families, staff, city leaders, and community organizations, and how would you ensure that families from all backgrounds have meaningful opportunities to shape district decisions?

Dr. Welch responded in Spanish stating that listening is an important part of leadership. Dr. Welch also provided examples. Member Miranda said that the Salem community values stability and leadership, and inquired how Dr. Welch could reassure students, families and staff that Salem is a place to invest long-term. Dr. Welch provided examples of his work in Los Angeles and Boston. Dr. Welch also referenced the strategic plan and indicated his intention for the long run.

Member Byas asked in Spanish, how Dr. Welch would bring families who do not speak English and are not well-versed with technology to be part of their child's education. Dr. Welch responded in Spanish about word-of-mouth, being available and provided an example.

Member Hoffman asked the fourth question. Tell us about your experience supporting students who face significant barriers to success, including students from marginalized communities and those at risk of disengagement. How would you ensure Salem's systems identify needs early and provide effective support?

Dr. Welch responded by providing examples. Vice Chair Cornell asked about strategies to ensure that English learner students, low-income students and students of color are improving academically. Dr. Welch mentioned using data, tools such as MTSS (Multi-Tiered System of Supports) and interventions.

Mayor Pangallo asked another question. School districts across Massachusetts face significant fiscal challenges. Tell us about your approach to budgeting and resource allocation, and share an example of how you have navigated a period of financial constraint.

Dr. Welch spoke about responsible stewardship, fiscal, using allocated resources wisely and being proactive. Dr. Welch proceeded to provide an example. Vice Chair Cornell asked how Dr. Welch envisions the role of the Superintendent in helping to bridge the conversations between the School Committee and unions, especially the Salem Teachers Union in light of finances going forward. Dr. Welch's response included having regular communication, networking, reviewing previous contracts, strategic plan and focusing on students.

Member Miranda asked the next question. How do you balance supporting principals and school leaders with holding them accountable when student outcomes, school climate, or equity goals are not being consistently met?

Dr. Welch responded that support and accountability need to be balanced. Dr. Welch mentioned data fluency, sharing best practices, understanding new guidelines and diagnosing issues.

Member Stott asked the following question. Salem has a strong foundation and an ambitious future, including a transformative high school project that will impact the community for

generations. What should Salem's schools look like ten years from now? How can the superintendent ensure that long-term investments remain educationally sound, fiscally responsible, and responsive to community needs?

Dr. Welch said that in 10 years, Salem should be seen as the example of innovation, a district that leads with equity. Dr. Welch mentioned more opportunities and elevated expectations for students. Dr. Welch added that he would like to see Salem as the best public school system in the state and students having the sense of pride to give them a reason to come back to Salem. Vice Chair Cornell asked about Dr. Welch's approach to ensure the long-term investments remain educationally sound in terms of the portfolio of schools and buildings. Dr. Welch provided an example and referred to the long-term vision as well as working with the city to understand the demographic flows to see where stabilization can occur while paying attention to the future outlook of what the city is going to be facing.

Member Miranda asked another question. Describe a time when feedback from families, staff, or community members caused you to rethink your initial approach to an issue. How did you communicate your decision, and what did the experience teach you about leadership?

Dr. Welch responded that leadership is not about having all the answers. It's about being able to listen, think critically and correct plans. Dr. Welch added that flexibility is extremely important for an urban school leader and that gathering feedback is equally important. Dr. Welch provided examples. Vice Chair Cornell inquired about how Dr. Welch envisions communication and the relationship with School Committee members individually as well as a body. Dr. Welch mentioned communication as well as finding out what is important to each member. Dr. Welch also provided an example. Member Stott asked about communication with families and parents before decisions are made. Dr. Welch provided an example. Member Miranda asked about the accessibility of the Superintendent to parents. Dr. Welch provided an example. Member Hoffman asked how Dr. Welch would support trans and nonbinary youth as well as the LGBTQ community with regard to sports. Member Hoffman also asked how Dr. Welch would include them in the conversation and reach out. Dr. Welch responded that he is about inclusivity and he would work with the athletic director to create a space for these conversations as having multiple places to start the conversation is very important for a school district.

Dr. Welch provided a closing statement.

Adjournment

Member Stott made a motion to adjourn at 7:22 pm. Vice Chair Cornell seconded and it was so VOTED. 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
Tuesday, July 7, 2026
Rm. 227, 29 Highland Ave.**

Members Present: Mayor Dominick Pangallo, Vice Chair Beth Anne Cornell, Yamily Byas, AJ Hoffman, Mary Manning, Veronica Miranda and Megan Stott

Others in Attendance: Interim Superintendent Carbone

Members Absent: None

Call of Meeting to Order

Mayor Pangallo called the meeting to order at 6:00 pm and explained the meeting format.

Interview of Superintendent Finalist - Jorge Allen

Dr. Allen provided an opening statement.

Mayor Pangallo asked the first question. Equity often requires difficult choices. How do you approach decisions about allocating resources, opportunities, and supports across students, schools, and programs when needs exceed available resources?

Dr. Allen said that equity does not mean equal distribution of assets but rather how distribution of assets provides equal opportunity of access to opportunities. Dr. Allen mentioned the need to find out which students or families would be impacted by a budget decision. Dr. Allen provided an example. Vice Chair Cornell inquired about the metrics that would be used to assess how to allocate resources equitably. Dr. Allen's response included using data to help close the gaps between student subgroups.

Vice Chair Cornell asked the next question. Salem has worked hard to build a culture of high expectations for all students while also offering strong college and career pathways. How would you ensure students experience a coherent educational journey from elementary through high school and graduate prepared for success in college, careers, and life?

Dr. Allen responded about coherence in terms of the portrait of a graduate and having vertical alignment. Vice Chair Cornell asked how Dr. Allen would work with teachers to assess coherency in line with expectations, follow through, equity and ensure high standards. Dr. Allen mentioned the need for data informed instructional decisions, MTSS (Multi-Tiered System of Supports) and provided an example.

Member Byas asked the following question in Spanish. Salem views education as a community mission. How would you build strong partnerships with families, staff, city leaders, and

community organizations, and how would you ensure that families from all backgrounds have meaningful opportunities to shape district decisions?

Dr. Allen responded in Spanish, thanking Member Byas for the opportunity to communicate in a language that many families understand and to communicate in his native language. Dr. Allen said that he respects and recognizes that families are not interest groups to be managed but rather partners who help the district with their experience and knowledge as they are experts when it comes to their students' education and personalities. Dr. Allen said that it is often necessary to introduce ourselves and meet with families in the settings that are most comfortable for them and in the language they prefer. The work involves building trust through community liaisons or intermediaries who help disseminate information and establish the routine or frequency of communication with families. Dr. Allen responded that the goal is for Salem to be a district where everyone feels that they belong.

Member Hoffman asked the fourth question. Tell us about your experience supporting students who face significant barriers to success, including students from marginalized communities and those at risk of disengagement. How would you ensure Salem's systems identify needs early and provide effective support?

Dr. Allen spoke about the importance of early identification and he provided an example. Dr. Allen added that we should try to provide support from the early stages. Vice Chair Cornell inquired about how Dr. Allen would work and engage with teachers to ensure that everyone is prioritizing the same things and students are not left behind. Dr. Allen mentioned structures in schools such as student support and data meetings. Dr. Allen also provided an example.

Mayor Pangallo asked the next question. School districts across Massachusetts face significant fiscal challenges. Tell us about your approach to budgeting and resource allocation, and share an example of how you have navigated a period of financial constraint.

Dr. Allen responded that the budget is a value statement document and provided an example. Member Stott referred to the example Dr. Allen gave and inquired if the Chinese language program continued to be offered. Dr. Allen responded in the affirmative and explained how it was done. Member Stott asked about Dr. Allen's philosophy about communication with regard to the budget to the different groups of staff, families and students. Dr. Allen mentioned guiding principles, budget drivers and provided an example. Vice Chair Cornell asked how Dr. Allen views the role of the Superintendent as the bridge between the unions including the Salem Teachers Union and the School Committee both in the buildup to the budget process, preparing them for potential deficits and in the negotiation process. Dr. Allen stressed communication and to be open to different perspectives.

Member Miranda asked the next question. How do you balance supporting principals and school leaders with holding them accountable when student outcomes, school climate, or equity goals are not being consistently met?

Dr. Allen said that support and accountability are not mutually exclusive propositions. Dr. Allen provided an example. Vice Chair Cornell inquired about Dr. Allen's approach to professional development to support teachers. Dr. Allen responded that professional development at its best is when it is more about coaching than checking a box. Dr. Allen added that it is more like a sustained relationship throughout the new learning that educators are being asked to acquire rather than just one presentation.

Member Stott asked the following question. Salem has a strong foundation and an ambitious future, including a transformative high school project that will impact the community for generations. What should Salem's schools look like ten years from now? How can the superintendent ensure that long-term investments remain educationally sound, fiscally responsible, and responsive to community needs?

Dr. Allen responded that the buildings and infrastructure are the easy part. Dr. Allen added that it is important that capital or infrastructure investments are a reflection of the educational vision and goals, not the other way around. Key school community members who are the educators and students should be involved in the planning phase and also in the implementation phase. Dr. Allen said that the Superintendent's job is to ensure that the future high school maintains the educational programming that Salem values and provides many opportunities for students. Member Stott inquired how Dr. Allen envisions involving educators and students in the planning and implementation process. Dr. Allen said that in anticipation of unanticipated challenges with regard to building of the new high school, it is important to work with the educators and students in creating lists of non-negotiables and what can be cut if needed. Dr. Allen provided an example. Vice Chair Cornell asked about Dr. Allen's approach to PreK as well as portfolio of buildings and how they are utilized. Dr. Allen responded that it is important to identify the warning signs that the infrastructure might not be yielding a safe or educationally conducive environment and partner with the City to assess and prioritize. Dr. Allen provided an example. Dr. Allen stressed on the need to visit the sites and involve the principals to get a better understanding of the situation. Mayor Pangallo asked Dr. Allen's view on what Salem would look like from an achievement perspective or a cultural perspective 10 years down the road. Dr. Allen responded that Salem would have moved needle regarding achievement according to state benchmarks with Massachusetts Comprehensive Assessment System (MCAS) proficiency and so forth. Dr. Allen envisioned Salem students graduating with a solid regular high school curriculum, vocational and technical pathways exposure as well as students having access to early college opportunities. Dr. Allen would like to see Salem embracing their assets being multicultural and multilingual in the sense of equipping the students to be ready globally where every Salem graduate is proficient in at least two languages. Salem has a robust Spanish program and a dual language program which Dr. Allen would like to see expand vertically. Salem Public Schools students would have received educational preparation that provides them with the tools to be effective in our economy. Member Miranda asked

Member Miranda asked the next question. Describe a time when feedback from families, staff, or community members caused you to rethink your initial approach to an issue. How did you communicate your decision, and what did the experience teach you about leadership?

Dr. Allen provided an example. Dr. Allen mentioned the need to be humble, communicate, understand different perspectives, build trust in challenging situations and try to remediate as much as possible. Dr. Allen also mentioned the need to change course if necessary. Vice Chair Cornell asked Dr. Allen how he would establish regular lines of communication with different groups such as families, educators, community partners and students. Dr. Allen responded that communication is similar to equity, a commitment to structures that will allow for genuine engagement and not just when there is a crisis. Dr. Allen praised the fact that even elementary school students in Salem have the opportunity to have their perspectives heard. Dr. Allen also noted the need to have regular communication using different methods and locations. Member Miranda inquired if Dr. Allen could share the ways in which he is ready for this role, having not held a superintendent or assistant superintendent position before. Dr. Allen responded stating that one that is faithful in the small things is also faithful in the larger things. Dr. Allen continued that he has a track record showing his values, being able to listen, and thoughtfully finding solutions. Dr. Allen said his approach to leadership is based on relationships. For the last several years, he has been part of the senior team level and worked closely with the superintendent in challenging decisions which has provided him a deeper understanding of how a district works. Dr. Allen said that his current district is similar to Salem in many aspects and it has given him a sense of how to navigate the different levels in a district from the superintendent's lens. Dr. Allen also mentioned his life experiences as a professional, commitments and values that he has used in the different levels of my career.

Member Hoffman asked how Dr. Allen would help the LGBTQ community and respond to the concerns of the families, as well as making them comfortable to speak with him. Dr. Allen responded about ensuring students see themselves in the curriculum and instruction. Dr. Allen added that in terms of families feeling comfortable to approach him, he would show care for their experiences and be committed even during challenging times. Dr. Allen provided examples. Dr. Allen said he believes in values and that students should feel safe. Vice Chair Cornell asked how Dr. Allen would build relationships with School Committee members individually as well as a body. Dr. Allen responded that the superintendent interacts more with the Chair and Co-Chair of the School Committee. Dr. Allen said that relationships are built by doing things together. Dr. Allen continued that it is important to participate in School Committee Subcommittees. Dr. Allen provided an example.

Dr. Allen provided a closing statement.

Adjournment

Member Miranda made a motion to adjourn at 7:22 pm. Member Hoffman seconded and it was so VOTED. Motion passed unanimously.

A roll call vote was taken.

Member Byas voted YES

Vice Chair Cornell voted YES

Member Hoffman voted YES

Member Manning ABSENT

Member Miranda voted YES
Member Stott voted YES
Mayor Pangallo voted YES
Motion passed with 6 votes in favor and 1 absent.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

DRAFT

**Minutes of the Special Session
of the Salem School Committee
Thursday, July 9, 2026
Rm. 227, 29 Highland Ave.**

Members Present: Mayor Dominick Pangallo, Yamily Byas, AJ Hoffman, Mary Manning, Veronica Miranda and Megan Stott

Others in Attendance: Interim Superintendent Carbone

Members Absent: Vice Chair Bethann Cornell

Call of Meeting to Order

Mayor Pangallo called the meeting to order at 6:00 pm and explained the meeting format.

Interview of Superintendent Finalist - Andrew Bott

Mr. Bott provided an opening statement.

Mayor Pangallo asked the first question. Equity often requires difficult choices. How do you approach decisions about allocating resources, opportunities, and supports across students, schools, and programs when needs exceed available resources?

Mr. Bott responded about the need for a clear roadmap as well as the strategic plan and portrait of a graduate as guiding documents to clarify the prioritization of funding decisions in a challenging budget. Mr. Bott also mentioned data and programmatic needs of students. Mr. Bott provided examples.

Member Manning asked the next question. Salem has worked hard to build a culture of high expectations for all students while also offering strong college and career pathways. How would you ensure students experience a coherent educational journey from elementary through high school and graduate prepared for success in college, careers, and life?

Mr. Bott related his experience meeting the students in Salem when he came for a visit. Mr. Bott spoke about the continuity from Kindergarten through Grade 12 in relation to the vision of a graduate and the need for data. Mr. Bott mentioned working with career partners to do evaluations of career pathways. Mayor Pangallo inquired how Mr. Bott would work with classroom teachers to determine whether or not goals are being met. Mr. Bott mentioned surveys, focus groups and gauging the effectiveness of professional development. Mr. Bott provided an example.

Member Byas asked the following question in Spanish. Salem views education as a community mission. How would you build strong partnerships with families, staff, city leaders, and community organizations, and how would you ensure that families from all backgrounds have meaningful opportunities to shape district decisions?

Mr. Bott responded in English and Spanish that the key is to open the conversation to the full community. Mr. Bott provided examples. Member Stott inquired how Mr. Bott envisions having real conversations with communities that do not know him. Mr. Bott commented that real conversations involve listening, asking questions and confirming what is being heard. Mr. Bott said it is not just about structures such as listening sessions. Mr. Bott said it is also about being upfront about the data. Mr. Bott provided an example.

Member Hoffman asked the fourth question. Tell us about your experience supporting students who face significant barriers to success, including students from marginalized communities and those at risk of disengagement. How would you ensure Salem's systems identify needs early and provide effective support?

Mr. Bott mentioned the need to know the student, data and providing access. Mr. Bott also said that each student needs to have an adult or adults to go to. Mr. Bott provided personal experience and examples. Mr. Bott said that the adults working with students also require support.

Mayor Pangallo asked another question. School districts across Massachusetts face significant fiscal challenges. Tell us about your approach to budgeting and resource allocation, and share an example of how you have navigated a period of financial constraint.

Mr. Bott said that the budget requires transparency. Mr. Bott provided an example. Mr. Bott said that budget cuts must be examined so that it does not adversely impact students. Mr. Bott also spoke about the role of grants. Mayor Pangallo asked how Mr. Bott viewed the role of the Superintendent as the bridge between the unions including the Salem Teachers Union and the School Committee both in the budget process, negotiation process and daily operations. Mr. Bott responded that it requires open dialogue as well as honesty and provided an example.

Member Miranda asked the next question. How do you balance supporting principals and school leaders with holding them accountable when student outcomes, school climate, or equity goals are not being consistently met?

Mr. Bott's response included understanding data points, improvements, supports for school leaders, school cultures, joy in schools, clear expectations and an example. Mayor Pangallo asked about Mr. Bott's approach to professional development as a tool to support educators. Mr. Bott mentioned the connection to the school improvement plan, district strategic plan, feedback and provided an example. Member Miranda inquired about Mr. Bott's successes and failures of recruitment and retaining educators of color as well as data that was used to prove this in some way. Mr. Bott provided an example which included removing bias in questions, diversity of the interview committee, mentoring program, affinity groups and a proactive outreach.

Member Stott asked the following question. Salem has a strong foundation and an ambitious future, including a transformative high school project that will impact the community for

generations. What should Salem's schools look like ten years from now? How can the superintendent ensure that long-term investments remain educationally sound, fiscally responsible, and responsive to community needs?

Mr. Bott responded that flexibility needs to be built into the design. Mr. Bott provided an example. Mr. Bott mentioned the strategic plan, the need for schools to be joyful places, increased opportunities for students and programs to re-engage students. Member Stott inquired about how Mr. Bott envisions communicating with the community to know what they need. Mr. Bott answered that regular meetings with the school communities are needed as well as getting to know community based organizations. Mr. Bott provided an example. Member Byas inquired about families who might not feel safe or comfortable going to the schools for meetings. Mr. Bott gave an example. Mr. Bott mentioned using technology to connect as well as meeting outside the school such as libraries.

Member Miranda asked the final question. Describe a time when feedback from families, staff, or community members caused you to rethink your initial approach to an issue. How did you communicate your decision, and what did the experience teach you about leadership? Mr. Bott provided a few examples in response.

Mr. Bott provided a closing statement.

Adjournment

Member Miranda made a motion to adjourn at 8:03 pm. Member Hoffman seconded and it was so VOTED. 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
Wednesday, July 15, 2026
Rm. 227, 29 Highland Ave.**

Members Present: Mayor Dominick Pangallo, Vice Chair Bethann Cornell, Yamily Byas, AJ Hoffman, Mary Manning, Veronica Miranda and Megan Stott

Others in Attendance: Interim Superintendent Carbone

Members Absent: None

Call of Meeting to Order

Mayor Pangallo called the meeting to order at 7:00 pm. Mayor Pangallo provided instructions to access interpretation services.

AFSCME Local 294 Collective Bargaining Agreement - Vote to Ratify the Successor Contract for a Term of Three Years (7/1/2026 - 6/30/2029)

Vice Chair Cornell said that it was a collaborative and respectful process in reaching the agreement. Vice Chair Cornell thanked everyone on the negotiating team as well as Tracy Kapantais, AFSCME Local 294 President. Vice Chair Cornell mentioned the value and essential work that the AFSCME Local 294 members do for the district.

Vice Chair Cornell made a motion to ratify the AFSCME Local 294 Collective Bargaining Agreement successor contract for a term of three years (7/1/2026-6/30/2029). Member Miranda seconded and it was so VOTED. Motion passed unanimously.

The School Committee will deliberate and may take such additional actions to advance and potentially conclude the superintendent search process, including but not limited to selection/appointment of a superintendent, subject to successful negotiation of a contract of employment.

Mayor Pangallo thanked everyone in the community who engaged in the process from the screening committee, finalist visits and surveys. Mayor Pangallo said that it was a thoughtful process that resulted in a pool of strong candidates who reflected that the district is in a strong place as well as the work done to get the schools to this place. Mayor Pangallo credited the educators, central office team and the members of the committee as well as the families and students for making Salem a shining example of a gateway city and district in Massachusetts. Mayor Pangallo added that this has resulted in the opportunity to select from among three exceptional finalists for the position of Superintendent.

Vice Chair Cornell thanked the Superintendent Screening Committee. Vice Chair Cornell added that the three finalists are excellent and that it is a difficult choice. Vice Chair Cornell continued that the finalists brought three unique perspectives and skills. Vice Chair Cornell highlighted Dr. Allen's approach to equity, community building and appreciation of the community in Salem.

Vice Chair Cornell appreciated Mr. Bott's precision and discussions about curriculum and student growth. Vice Chair Cornell also appreciated Dr. Welch's experience in urban districts, particularly with bilingual education as well as his approach to community outreach. Vice Chair Cornell mentioned that she would like to see Dr. Welch in the Salem community.

Member Miranda also said that it was a difficult decision. Member Miranda highlighted Mr. Bott's deep systems knowledge, transparency in the budget process and relationships. Member Miranda appreciated Mr. Bott's thoughtful and curious approach. Member Miranda commented that Dr. Allen's interview encouraged all to think deeply about leadership, dignity and who we imagine in positions of authority as well as to think beyond traditional assumptions. Member Miranda called to attention Dr. Allen's humility, self-awareness and deep commitment to continuous learning. Member Miranda continued that Dr. Allen, as a black man, an immigrant from Panama, a multilingual leader, somebody who spoke so powerfully about students and people, presented possibilities that mattered deeply to many. Member Miranda was compelled by his invitation for all to be more introspective during this process and to examine their own thinking. Member Miranda voiced support for Dr. Welch because of his combination of instructional leadership as well as his experience leading an urban school district as a regional superintendent, supporting multilingual learners, commitment to dual language programming, systems planning and vision for innovation. Member Miranda highlighted his emphasis on students being known, equity beginning with instructional quality, schools being places where every child feels safe and seen, community should be active partners in this work as well as commitment to protecting dual language education while ensuring that it remains fiscally sustainable. Member Miranda said that Dr. Welch has a clear understanding of district-wide planning and a desire to build strong relationships with both the School Committee and the community at large.

Member Stott thanked everyone involved in the process as well as the finalists. Member Stott said that it has been an insightful thorough process. Member Stott highlighted Dr. Allen's responses that made one think and his 10 year vision for locally rooted, globally ready students prepared with two languages. Member Stott commented on Mr. Bott's insightfulness, preparation, focus on student centered opportunities and personable connection with not just the community but with educators as well. Member Stott said that Dr. Welch was also very prepared and insightful. Member Stott thought that Dr. Welch would be ready for the job on day one and liked his vision for students as well as his goal for Salem to be the best district in the state of Massachusetts. Member Stott believed that Mr. Bott was the strongest candidate from the interview and that Dr. Welch had community support. Member Stott said that Mr. Bott's experience closely aligns with what Salem needs. Member Stott continued that Mr. Bott has the history of running a district, a budget, large capital projects as well as understands the staff and educator perspectives. Member Stott continued that Mr. Bott showed a real understanding of the support that the superintendent must provide to students, staff and the community in order to succeed.

Member Hoffman stated that every finalist had great ideas. Member Hoffman voiced support for Mr. Bott. Member Hoffman said that in terms of inclusion, equity and values, Mr. Bott spoke of multilingual learners, students of color, students with special needs as well as LGBTQ+

students. Member Hoffman commented about his work with racial equity as well as accountability and a vision that encompasses all of what represents Salem. Member Hoffman appreciated his forward thinking about students, approach to problem solving where he had clear answers to finding solutions and that he was collaborative.

Member Byas said that Dr. Allen was deeply student centered, equity driven and understood that equity is not just a value but that it needs to be reflected in decisions and the allocation of resources as well as the way that we listen to students, families and educators. Member Byas added that Dr. Allen was very inspiring because he brought both heart and a clear vision to ensure every student, especially those who are underserved, had the support, access and opportunities that they deserve. Member Byas said that Dr. Allen, Dr. Welch and Mr. Bott represented the kind of leader needed for Salem Public Schools. Member Byas continued that Dr. Welch showed genuine commitment to putting students first and ensuring every student feels seen, supported, and prepared for what comes next. Member Byas appreciated the way Dr. Welch spoke about listening to families and educators while still being willing to make thoughtful decisions for the district. Member Byas believed that Dr. Welch would bring a steady, inspiring and collaborative leadership to the role of superintendent.

Member Manning commented that although Dr. Welch's responses were not appealing, she would still support him if he was selected for the position. Member Manning stated that Dr. Allen has the heart and could do a really good job in 5 years time but that he is not ready at the moment. Member Manning liked the way Mr. Bott responded to questions and hoped that he would be selected for the job.

Mayor Pangallo mentioned that the three candidates are phenomenal. Mayor Pangallo commented that Dr. Allen's passion and commitment to equity, more than just his own lived experiences, as well as being centered is an incredible asset to any district fortunate to have him in a leadership position. Mayor Pangallo highlighted that Dr. Allen is leading with true passion, concern and compassion for every student, and that he understands the needs of a district with a high share of multilingual learners. Mayor Pangallo said that Mr. Bott was someone who had a deep grounding in instructional leadership and understood a lot of the challenges that Salem faces. Mayor Pangallo continued that Dr. Welch has the ability to forge important connections throughout the community and build engagement with people who may not feel seen or heard right now. Mayor Pangallo appreciated his passion, enthusiasm and experience as an urban district leader not just in Massachusetts but also in California, bringing a diversity of experience that is valuable. Mayor Pangallo said that Dr. Welch understands that every decision needs to be viewed through the lens of the next strategic plan and how the portrait of a graduate is a reflection of every student. Mayor Pangallo asked if the School Committee members wanted to share feedback or reflections based on other members' comments.

Vice Chair Cornell felt strongly that whoever is selected to be the Superintendent will be supported by all the School Committee members. Member Stott agreed that everyone's values align and that the next superintendent will have the full support of the School Committee, and hopefully the school community and students. Member Miranda added that throughout all of the interviews, the different paths, experiences and strengths of the finalists were evident.

Member Miranda hoped that students saw something about the diverse candidates in the process and how leaders can apply to be a part of a process regardless of the different lived experiences or the languages that they speak. Member Miranda voiced support for whoever is ultimately selected for the position. Member Stott said that Dr. Welch and Mr. Bott are strong candidates who will be able to hit the ground running on day one. Member Stott added that although her top candidate was Mr. Bott, she mentioned about the need for being unified and having an open mind.

Vice Chair Cornell made a motion to select Dr. Welch as the next Superintendent subject to successful negotiation of a contract of employment. Member Miranda seconded. A roll call vote was taken.

Member Byas voted YES

Vice Chair Cornell voted YES

Member Hoffman voted YES

Member Manning voted NO

Member Miranda voted YES

Member Stott voted YES

Mayor Pangallo voted YES

Motion passed with 6 votes in favor and 1 against.

Executive Session

Vice Chair Cornell made a motion to enter into Executive Session at 7:33 pm. Member Miranda seconded. A roll call vote was taken.

Member Byas voted YES

Vice Chair Cornell voted YES

Member Hoffman voted YES

Member Manning YES

Member Miranda voted YES

Member Stott voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent



SARAH PARKER REMOND SCHOOL

Mrs. Bethann Jellison
Principal

Mrs. Lauren Weaver
Associate Principal

Dear members of the Salem School Committee,

We would like to request permission to send our 5th grade to The Farm School in Athol, MA from Monday, September 28th to Wednesday, September 30th and Wednesday, September 30th to Friday, October 2nd. There would be two different groups of students attending each session.

This is a highly regarded program and will provide an authentic and shared farm experience for our students. Sarah Parker Remond staff will have the opportunity to directly co-plan many of these sessions with the farm school staff in all content areas.

A few areas that will be addressed:

- Human impact on the environment
- Environmental changes affect organisms
- Weather/climate patterns
- Inherited/acquired traits (animal adaptations that allow for living in a specific environment)
- Energy derived from the sun
- Descriptive and reflective writing

Curriculum and instruction will be tailored to our instructional goals and will build upon the Sarah Parker Remond core values of **curiosity, community and effort** in an entirely new context. We are very excited about this opportunity and it is something our Sarah Parker Remond students will look forward to as they enter their 5th grade year.

The Farm School uses a sliding scale for tuition. Based on our percentage of free/reduced lunch, they will be charging us a reduced rate of \$75.00 per student. As always, our families will not be asked to pay for this or any other field trip at Sarah Parker Remond.

The Sarah Parker Remond nurse has approved this field trip. We will be hiring a nurse to go on the field trip with students if needed.

I have included the Salem field trip form. More information about The Farm School can be found at <https://farmschool.org>.

We hope you will consider our request and approve this unique and meaningful experience.

Thank you,

Bethann Jellison, Principal

Field Trip Request Form - Salem Public Schools

Last Updated: August 2024

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

I. General Information				
School	Sarah Parker Remond	Grade Level(s)	Date of Request:	
Trip Planner	Jocelis Uribe	5 th	Date of Field Trip:	
Contact Info	Phone: 978-740-1297	# of Students:	Depart:	Return:
	Email: juri@saalemk12.org		9:00am	12:30pm
Destination	Name: Farm School	Location and Duration		
Destination Address	488 Moore Hill Road Athol, MA 01331	☐ Local trip (Salem/North Shore) ☒ In-state – within MA ☐ Out of state		
Funding Source	For Bus: For other (admissions costs, etc.):	☒ Within the normal school day ☐ Beyond normal school hours ☐ Overnight trip		

II. Learning and Accessibility	
Instructional Alignment	Accessibility and Inclusion for All Students
☒ Alignment: The trip is aligned to grade-level standards. ☐ Pre- and Post-Plan: Students will be prepared for the trip and will have the opportunity to synthesize new learning from the experience. <u>Comments:</u>	*District policy requires field trips to be accessible to all students. *Trip planners must ensure that all students (e.g., students with disabilities, multilingual learners, etc.) have the appropriate supports. ☒ I understand these requirements. <u>Comments:</u>

III. School Nurse Review and Approval (School Nurse Signature Required)		
Has the school nurse been notified of this field trip?	Has the roster of students been shared? Have medical concerns been reviewed?	Will a nurse be needed for this field trip?
☒ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
School Nurse Signature:		Date:

IV. Food Services		
Has the school's cafeteria manager been notified of this field trip?	Will students be eating lunch at school or on the field trip?	Are bag lunches needed for this trip?
☒ Yes ☐ No	☐ At school ☒ On field trip	☐ Yes ☐ No How many? _____
<u>Comments:</u>		

V. Transportation		
Transportation needed:	☐ Bus (must submit a field trip request form by clicking the Tripfinder icon in Classlink at least 2 weeks before the trip. (Click here for Tripfinder tutorial) Only principals, APs, and secretaries have access to submit requests.)	☐ Public transportation ☐ Walking ☐ Other: _____
If traveling by bus:	Pick Up Time: Pick Up Location:	Return Time: Return Location:

VI. Parent Involvement & Background Checks		
Will any parents or volunteers be participating in this trip?	Will any have "direct and unmonitored contact" with students?	CORI required for ALL parents & volunteers (please submit forms 1-2 weeks ahead). Fingerprints required for those who will have direct & unmonitored contact with students
☐ Yes ☐ No	☐ Yes ☐ No	

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature:	Date:

Field Trip Request Form - Salem Public Schools

Last Updated: August 2024

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

I. General Information					
School	Sarah Parker Remond		Grade Level(s)	Date of Request:	Date of Field Trip:
Trip Planner	Jocelis Uribe		5th	7/29/26	9/30/26
Contact Info	Phone: 978-740-1297		# of Students:	Depart:	Return:
	Email: juribe@SalemK12.org			9am	12:30pm
Destination	Name: Farm School		Location and Duration		
Destination Address	488 Moore Hill Road Athol, MA 01331		☐ Local trip (Salem/North Shore) ☒ In-state – within MA ☐ Out of state		
Funding Source	For Bus: For other (admissions costs, etc.):		☒ Within the normal school day ☐ Beyond normal school hours ☐ Overnight trip		

II. Learning and Accessibility	
Instructional Alignment ☒ Alignment: The trip is aligned to grade-level standards. ☐ Pre- and Post-Plan: Students will be prepared for the trip and will have the opportunity to synthesize new learning from the experience. Comments:	Accessibility and Inclusion for All Students *District policy requires field trips to be accessible to all students. *Trip planners must ensure that all students (e.g., students with disabilities, multilingual learners, etc.) have the appropriate supports. ☒ I understand these requirements. Comments:

III. School Nurse Review and Approval (School Nurse Signature Required)		
Has the school nurse been notified of this field trip?	Has the roster of students been shared? Have medical concerns been reviewed?	Will a nurse be needed for this field trip?
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
School Nurse Signature:		Date:

IV. Food Services		
Has the school's cafeteria manager been notified of this field trip?	Will students be eating lunch at school or on the field trip?	Are bag lunches needed for this trip?
☐ Yes ☐ No	☐ At school ☐ On field trip	☐ Yes ☐ No How many? _____
Comments:		

V. Transportation		
Transportation needed:	☐ BUS (must submit a field trip request form by clicking the Tripfinder icon in Classlink at least 2 weeks before the trip. (Click here for Tripfinder tutorial) Only principals, APs, and secretaries have access to submit requests.)	☐ Public transportation ☐ Walking ☐ Other: _____
If traveling by bus:	Pick Up Time: Pick Up Location:	Return Time: Return Location:

VI. Parent Involvement & Background Checks		
Will any parents or volunteers be participating in this trip?	Will any have "direct and unmonitored contact" with students?	CORI required for ALL parents & volunteers (please submit forms 1--2 weeks ahead). Fingerprints required for those who will have direct & unmonitored contact with students
☐ Yes ☐ No	☐ Yes ☐ No	

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature:	Date:



SALEM PUBLIC SCHOOLS

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Camila Salazar

Director of Financial Operations

29 Highland Ave. Salem, MA 01970

978-740-1212

csalazar@salemk12.org

To: Salem School Committee

CC: Kate Carbone

From: Camila Salazar

Date: July 24, 2026

Re: Salem High School Donation

Below please find a donation to Salem High School for your consideration. The total amount donated is \$1,00.00.

The details are below.

Donation on behalf of the Massachusetts Marine Trades Association (MMTA) to thank Salem High for their partnership in training the future leaders of the recreational boating industry.



www.salemk12.org



[@SalemSchoolsk12](https://twitter.com/SalemSchoolsk12)



[@SalemPublicSchools](https://www.facebook.com/SalemPublicSchools)



SALEM PUBLIC SCHOOLS

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To: Salem School Committee
Cc: Dr. Tommy Welch, Superintendent
Ms. Susan Carmona, Principal, Witchcraft Heights Elementary School
From: Elizabeth Pauley
Date: 8/24/26
Re: Donation

Witchcraft Heights Elementary School is seeking School Committee approval to accept the following donation:

- up to 8 office/teacher chairs;
- a small conference room table and chairs;
- up to 3 filing cabinets;
- 3 long tables/work tables.

This donation will allow the school to replace broken teacher chairs, and also will create new workspaces and storage that will benefit the school.

The market value of these donated items is estimated to be over \$1,000. The School Committee's Policy on Gifts and Solicitations (1300 & 1301) requires School Committee approval of a gift of this value. I recommend acceptance of this gift.





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2026 Back-To-School Update

*School Committee
August 24, 2026*



Strategic Priorities

Priority 1: Elevate



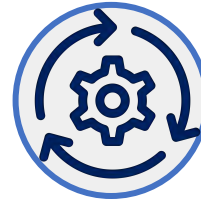
Priority 3: Center



Priority 2: Empower



Priority 4: Strengthen



Professional Learning Updates

Summer Leadership Institute

- 2 day event at end of June
- Look back and look ahead
- Theme—seeking greater coherence and precision with existing practices rather than layering on more

Sarah Parker Remond School Retreat

- Focus on building relationships, strengthening practice and preparing for the new year
- Staff led mini-clinics on differentiation, SEL, restorative circles and engaging all learners
- Worked on refining opening day routines for a strong start!

Collins Middle School Dual Language Retreat

- Attended by Collins Middle School dual language team and facilitated by MABE
- Team worked on developing the curriculum and alignment between ELA and SLA

Bentley Academy Innovation School Dual Language Retreat

- Attended by the entire faculty and planned and facilitated by the Liz and her team with support from Lauren Venuti
- Focused on refining plans for making cross linguistic connections, drawing on assets students bring with them to school, and implementation of specific dual language instructional strategies
- Lots of great energy during this 3-day retreat and positive feedback from staff!



Academics

Academic Vision and Daily Instructional Cycle

- *Belonging, Relevance, and Practice and Feedback*
- Ground teaching moves in the Daily Instructional Cycle which focuses on:
 - Internalizing the outcomes for the lesson and planning differentiated supports
 - Collecting data while students are working and responding to trends in student learning
 - Analyzing student work on key tasks

K-5 Writing Toolkit and Early Literacy

- Build on our work in early literacy with foundational skills
- Implement a Writing Toolkit which includes common practices and graphic organizers



Special Education

Expanding the Educator Pipeline

- Initial parent to para course starting this week!

Expanded Support for Secondary Literacy

- Updated supports for the changing needs of students to include support for literacy skills and executive functioning.

Expanded Supports for Students with Intellectual and Autism Spectrum Disorders

- Updated specialized curriculum across all core subjects aligned to standards
- Partner classroom for students accessing general education but need partial specialized curriculum

Updated IEP Tools

- Migrated to an updated IEP system that will give families better access to IEPs in multiple languages, ability to respond to plans in real time and to better support educators in developing and implementing plans.



Student Support Services

Out-of-School Time

- Vertical alignment in OST programs
- Integration of YPAR (Student Voice Project) in schools
- OST Internship Program

Attendance

- Targeted support to schools
- Drive toward District chronic absenteeism goals (K-8=15.7%, 9-12=19.4%)

Nursing and Health Services

- Staffing reconfiguration to better meet needs of students includes extra support at elementary schools

Student Support

- Implementation support for new regulations on time-out practices and seclusion
- Support for successful Sarah Parker Remond merger



Instructional Technology

Data & Applications

- Red Rover, LilyPad and LINQ data configurations
- New Director of Data Analysis & Research
- Aspen Mobile Site
- Rollover our systems earlier than projected

Hardware

- Chromebooks for grades K, 1, 6 and 9
- Interactivate displays at Sarah Parker Remond and Bentley
- Full inventory and repair of all Chromebooks, grades K-8
- New phones and launch of Zoom Phones
- Reorganized and merged the Saltonstall and Carlton Chromebooks

Digital Learning & Library

- Updates to JumpRope standards
- Replacement of outdated or damaged books in each library
- Refining of curriculum district-wide
- New tool for screen time monitoring and analysis



Human Resources

SY 26-27 Staffing (*data as of 5pm Friday 8/21/26*)

- 13 summer resignations (9 were teachers), 54 new hires (8 were rehires, 27 were teachers), 25 reappointments, 121 transfers (½ were from Sarah Parker Remond)
- 26% of new hires are staff of color (and 26% of the new teachers hired were of color)
- 10 vacancies remain (3 Special Ed, 2 LTS, 2 Building Subs, 2 Paras, 1 Program Coord)
- Anticipating all classrooms will be staffed to start the school year!

Pathways to Teaching

- Registered Teacher Apprenticeship Program (RTAP) grant
 - Year 1 of RTAP completed (3 apprentices FY26); Launching Year 2 (Adding 4 new apprentices in FY27)
 - Hired Pathways to Teaching Coordinator (Stephanie Santarpio)
- TDEP (Transforming Diverse Educator Pathways) grant
 - Supporting data infrastructure
 - J1 Visa Cultural Exchange with Dominican Republic
 - Parent to Paraprofessional program
- Pathways to Teaching Strategic Planning Process
 - Steering Committee helping to shape
 - Pathways to Teaching Summit – on 8/26 12-4



Diversity Equity Inclusion & Engagement

2026-2027 Department Theme

Increase operational efficiency to meet strategic plan goals, Create opportunities for collaboration between DEIE, Departments & Schools

Belonging

- Establish community partnerships to develop affinity spaces
- Identify, engage & invest in educators in partnership with HR and grant opportunities
- Explore and identify opportunities for expansion in services in translation & interpretation for students families and departments
- Incorporate student family voices through parent advisories, pto's & student service learning opportunities

Stronger foundation

- Establish systems and routines for more streamline enrollment & assignment process
- Partner with district leadership & SC to review enrollment policies
- Support schools & Departments with more efficient communication with the Family Welcome Center
- Incorporate Parent Child + Program Services with SPS early childhood education model



Family Welcome Center

100% Paperless Registration & Lotteries

26 onsite enrollment opportunities

8-week ESL Parent Learning Opportunity

Attendance workshops offered in English & Spanish

New family booklet available in 3 languages

Partnership with Community organization to provide family services

Improved internal workflows to create efficient & coordinated service for students.



Salem Public Schools

Attendance Matters

Salem Public Schools – Parent Workshop (2025)



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Making Family Access Easier Through Paperless Registration, Family Learning Opportunities, and Community Partnerships



[Booklet in English](#)

[Booklet in Spanish](#)

[Booklet in Portuguese](#)

JOIN THE FAMILY ENGAGEMENT FACILITATORS FOR ON SITE ENROLLMENT AT THE FOLLOWING COMMUNITY SITES

ONSITE LOCATIONS

- * FAMILY RESOURCE CENTER
MONDAY, MARCH 16, 2026
10:00 AM – 12:00 PM
- * PEQUOT HIGHLANDS
WEDNESDAY, MARCH 18, 2026
1:00 PM – 3:00 PM
- * SALEM HIGH SCHOOL (ROOM 251)
WEDNESDAY, MARCH 18, 2026
11:00 AM – 3:00 PM
- * SALEM PUBLIC LIBRARY
WEDNESDAY, MARCH 18, 2026
11:00 AM – 1:00 PM
- * SALEM HEIGHTS APARTMENTS
THURSDAY, MARCH 19, 2026
2:00 PM – 4:00 PM
- * CITY HALL (ANNEX LOCATION)
FRIDAY, MARCH 20, 2026
10:00 AM – 12:00 PM
- * 1000 LORING TOWERS
FRIDAY, MARCH 20, 2026
1:00 PM – 3:00 PM
- * ESPACIO 105 CONGRESS STREET
WEDNESDAY, MARCH 25, 2026
3:00 PM – 5:00 PM
- * 135 LAFAYETTE ST - COMMUNITY ROOM 1ST FLOOR
WEDNESDAY, MARCH 25, 2026
12:00 PM – 2:30 PM

FOR MORE INFORMATION VISIT
[HTTPS://SA.FMKT2.ORG/FAMILIES/OR](https://sa.fmkt2.org/families/or)

Enrollment

School	Aug. 2024 #s	August 2025 #s	August 2026 #s
Bates	409	403	428
Bentley	296	271	281
ECC	108	103	93
Horace Mann	280	307	342
Witchcraft	448	454	477
Sarah Parker Remond	414	263	435
Collins	626	778	804
New Liberty	42	51	52
Salem Prep	26	24	17
SHS	920	967	916

Total Aug. 2024
3825

Total Aug, 2025
3877

Total Aug, 2026
3845



Facilities & Grounds

Completed Projects

Summer Moves

150 Total Room Moves

- NLIS/Prep to Carlton
- Carlton to Sarah Parker Remond

OperationsHERO

390 Work Orders Closed

- Full Painting at Bentley/ECC & Sarah Parker Remond
- New LED lighting at Bentley/ECC
- Repaving parking lots at Bentley/ECC & Sarah Parker Remond
- HVAC repairs at Bates, HMLS & Salem High
- Fire Sprinkler Repairs District Wide
- Security work districtwide: updating locks, secure vestibule at Bentley/ECC; staircase cameras at Collins; access controls & vape detectors at NLIS/Salem Prep



Projects underway but not complete

- HMLS PreK playground, Sarah Parker Remond auditorium upgrades
- Sunshade at ECC, Salem Street repaving at Sarah Parker Remond



Food & Nutrition Services



Summer Eats total meals served as of 8/20: 30,886 across 20 sites (11 open)

- Introducing LINQ: new Point of Sale system & menu platform
- Expanding vegetarian & gluten free offerings
- Serving 50% locally sourced (& hyper-local) food during peak harvest months (Sept-Oct & April-June) & 25% for the remainder of the year
- Increasing scratch cooking
- Continuing to ensure every Prek-8 student has at least 2 hands-on school garden experiences



Transportation

- Healey is the new provider for the 12 big buses transportation;
- Wayfinder (student tracking & attendance) & GPS is installed in all big buses;
- Bus passes will be available at the schools on the 1st day of school;
- All families notified of bus routes on 8/24;
- Salem High students will have ID badges that serve as bus passes, library cards & lunch passes.



Safety

Safety Summit: held August 6th; provided an opportunity to schedule safety drills, revise Emergency Operation Plans and practice responses to potential safety emergencies via tabletop scenarios

Safety Drills: partnered with Salem Police & Fire to streamline the drill schedule; the first fire drill and ALICE drill will be completed at all ten schools by September 30, 2026; the first ALICE drill is returning to a training staff/students model using classroom based scenarios including an evacuation to rally points

Raptor Visitor Management System: updated licenses to reflect school mergers and moves; every visitor is screened and provided a visitor badge creating a more secure and welcoming environment; signing in via the iPad or cell phone is faster and more accurate than a manual log; continue with front office staff trainings

Sandy Hook Say Something ARS: second year of full implementation; 100% of all students in grades 4-12 will be trained by October 23, 2026; SY 25-26: 83 total tips; 55 non life safety tips and 28 life safety tips



Questions and Discussion





SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

Thomas Welch, Ed.D.

Superintendent

29 Highland Ave. Salem, MA 01970

978-740-1212

twelch@salemk12.org

August 20, 2026

RE: MSBA Update

School Committee Members,

Please see the following important updates regarding the Salem High School building project:

- The School Building Committee met on **Thursday, June 18th** and discussed:
 - Milestone Review Schedule: on track
 - Transition to the Design Development Phase and Building Committee input
 - Detailed Design Programming Meetings: ongoing
 - Athletics, Kitchen/Cafeteria, Science & Biomedical, Medical Suite, North Shore Health, School Store, Special Education and Academics
 - Traffic analysis completed
 - Physical and digital models
 - Update from the Finance Working Group
- The School Building Committee met on **Thursday, July 23rd** and discussed:
 - Milestone Review Schedule: on track
 - Update on the Design Process
 - Detailed Design Programming Meetings: ongoing
 - Restrooms, North Shore Health & Admin Suite
 - Auditorium Stage/Band Capacity
 - Branding Update, Geothermal Test Wells, Test Pit & Soil Boring Process
 - Site Athletics Update
 - Update from the Finance Working Group
- **Upcoming Meetings:**
 - **Thursday, September 17th** from 6-8 pm (School Committee Chambers, CMS)
 - **Thursday, October 15th** from 6-8 pm (Zoom)
 - **Thursday, November 19th** from 6-8 pm (School Committee Chambers, CMS)
 - **Thursday, December 17th** from 6-8 pm (School Committee Chambers, CMS)
- Recordings of all meetings and presentations can be found on the [Salem High School Building Committee](#) website.
-

Sincerely,

Tommy Welch



www.salemk12.org



@SalemSchoolsk12



@SalemPublicSchools



August 10, 2026

Elizabeth Pauley
Salem Public Schools
29 Highland Ave
Salem, MA 01970

Dear Elizabeth:

Cummings Foundation is delighted to provide **Salem Public Schools** with a one-time donation in the amount of \$20,000.00 to support Bates Elementary School. This gift is in honor of, and has been made at the recommendation of, **Andrew Bishop**, who plays an important role in the Foundation's leadership and governance.

Because this gift was directed by one of our most trusted advisors, there are no associated reporting requirements. Additionally, this contribution is completely separate from, and does not in any way affect, current grants or pending/future grant applications through Cummings Foundation.

This award will be disbursed via electronic funds transfer (EFT) through Bill.com, a free and secure EFT platform. **Please complete this short form by Friday, August 21**, which will allow the Foundation to send an ePayments connection invitation via Bill.com. Provided your organization is setup for EFT, the grant payment will be transferred on/around Tuesday, September 1.

Please accept our best wishes for your organization's continued success. Should questions arise, you're welcome to contact **Deputy Director Andrew Bishop** at aeb@cummings.com or **781-569-2337**.

Sincerely,

CUMMINGS FOUNDATION, INC.

A handwritten signature in blue ink that reads "Joyce Vyriotes". The signature is fluid and cursive, with the first name "Joyce" and last name "Vyriotes" clearly distinguishable.

Joyce Vyriotes
Executive Director and Trustee



SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

Jane Morrissey, MEd, RN

Director of Nursing and Health Services

29 Highland Ave. Salem, MA 01970

978-741-1291

jmorrissey@salemk12.org

Dr. Thomas Welch
Superintendent of Schools
Salem Public Schools
29 Highland Avenue
Salem, MA 01970

August 21, 2026

Dear Dr. Welch:

I am writing today to request the support of the School Committee to approve the renewal of the contract of Clovene Campbell, MD, as the School Physician for Salem Public Schools.

Dr. Campbell has served in the role for several years and during that time has established herself as an invaluable resource to both the district administration team and the nursing team.

Moving forward, I know that I will continue to rely on her experience as a pediatrician and her knowledge of the unique needs and challenges that our students and their families face.

I hope that you and the Committee will endorse her reappointment to this position. I have enclosed a copy of the contract for the position with this letter.

Sincerely,

Jane C. Morrissey, MEd, RN
Director of Nursing and Health Services
Enclosures: School Physician Contract

Enclosures: School Physician Contract

cc: Shirley Dorai



www.salemk12.org



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**AGREEMENT BETWEEN
THE CITY OF SALEM & THE SALEM SCHOOL COMMITTEE
AND
CLOVENE CAMPBELL, M.D.**

THIS AGREEMENT is made by and between **CLOVENE CAMPBELL, M.D.**, currently of **Lexington, MA** (hereinafter "the School Physician"); and THE CITY OF SALEM, MASSACHUSETTS, a municipal corporation established under the laws of the Commonwealth of Massachusetts, and THE SALEM SCHOOL COMMITTEE, likewise established under the laws of the Commonwealth of Massachusetts, acting by and through the Mayor of the City of Salem, Dominick Pangallo, and their Superintendent of Schools, thereto duly authorized (hereinafter "the City and School Committee").

1. **Performance Agreement.** WITNESSETH, that the said School Physician has agreed and by the presents does agree, for the consideration of **\$1,000.00 per month based on a ten-month year**, hereinafter to serve as the school physician for the Salem Public Schools.
2. **Performance Period.** The performance period for this Agreement shall be for a period **commencing July 1, 2026, and terminating June 30, 2028**, but may be terminated by either party upon 60 days prior written notice.
3. **Scope of Responsibilities.** The scope of responsibilities for the School Physician shall provide medical expertise and consultation in the development and implementation of a comprehensive school health program for all Salem Public Schools. The school nurses and central office administrators employed by the Salem Public Schools may at any time request consultation with the School Physician on individual students with specific health issues. The School Physician will serve as a participating member of the District Wellness Committee, which meets four times per year according to a schedule set at the beginning of each school year.
4. **Prohibition of Assignment or Transfer.** The School Physician shall not assign or transfer this contract, or any part thereof, without the prior written consent of the City and the School Committee.
5. **Indemnification and Hold Harmless Agreement.** The said School Physician further agrees to indemnify and save harmless the said City of Salem, its officers and agents, and the Salem School Committee, its officers and agents, from all claims and actions of every name and description brought against the said City and/or School Committee, or its/their officers and agents, for or on account of any injury or damage received or sustained by any person, structure, or property, by or from the School Physician, or servants or agents thereof, or by, or on account of, any act or omission of the said School Physician, or servants or agents thereof, in the performance of this contract; and the School Physician hereby agrees that so much of the money due to him hereunder, and by virtue of this agreement, that shall be considered necessary by said City and School Committee, may be retained by the City and School Committee until all such suits or claims for damages as aforesaid shall have been settled, and evidence furnished to the satisfaction of said City and School Committee, provided, however, that notice of such claims, in writing and signed by the claimants, shall be previously filed in the offices of the City Clerk of said City.

6. **Medical Malpractice Insurance Coverage**. Before commencing performance under this Agreement the School Physician shall be responsible for providing and maintaining medical malpractice insurance coverage in force for the life of this Agreement, said insurance to be of the kind, and in adequate amounts, to cover any claims of medical malpractice, to secure all of the obligations under the Agreement, and to be with insurance companies licensed to write such insurance in the Commonwealth of Massachusetts.

7. **Applicable Laws**. This Agreement and the terms set forth herein shall be governed and construed in accordance with the laws of the Commonwealth of Massachusetts. This Agreement is subject to the provisions of Massachusetts' law, and to all lawful implementing regulations, as amended from time to time.

IN WITNESS WHEREOF the said School Physician (Clovene Campbell, M.D. of Lexington, MA) hath caused these presents and an instrument of like tenor to be executed in her name. An instrument of like tenor shall also be executed by the City and School Committee in its name and behalf by its mayor and its Superintendent of Schools. All duly authorized and aforesaid, and its corporate seal to be affixed hereto.

Seeking approval to discard the following old textbooks:

Title: Geometry (Larson, Boswell, Stiff)

Publisher: McDougal Littell

Copyright Date: 2004

Quantity: 167

Title: Geometry (Jurgensen, Brown, Jurgensen)

Publisher: Houghton Mifflin

Copyright Date: 1992

Quantity: 23

Title: Geometry: An Integrated Approach (Larson, Boswell, Stiff)

Publisher: McDougal Littell

Copyright Date: 1998

Quantity: 33

Title: Discovering Geometry: An Inductive Approach (Serra)

Publisher: Key Curriculum Press

Copyright Date: 1993

Quantity: 9

Title: Geometry (new edition) (Jurgensen, Brown, King)

Publisher: Houghton Mifflin

Copyright Date: 1980

Quantity: 2

Title: Geometry: Applications and Connections (Burrill, Cummins, Kanold, Yunker)

Publisher: Glencoe

Copyright Date: 1995

Quantity: 3

Title: Geometry (Jurgensen, Brown, Jurgensen)

Publisher: Houghton Mifflin

Copyright Date: 1988

Quantity: 4

Title: Geometry (Kalin, Corbitt)

Publisher: Prentice Hall

Copyright Date: 1993

Quantity: 2

Title: Geometry (Jacobs)

Publisher: Freeman

Copyright Date: 1987
Quantity: 2

Title: Informal Geometry (Cummins, Kenney, Kanold)
Publisher: Merrill
Copyright Date: 1988
Quantity: 35

Title: Practice Practice Practice (Trinkle, Selby, Fitts)
Publisher: ST2 Publishing
Copyright Date: 1990
Quantity: 11

Title: Mathematics Vision Project
Publisher: Open-Up Resources
Copyright Date: 2018
Quantity: 35

Title: Agile Mind Geometry
Publisher: Charles A Dana Center The University of Texas at Austin
Copyright Date: 2021
Quantity: 168

Title: Agile Mind Algebra 1
Publisher: Charles A Dana Center The University of Texas at Austin
Copyright Date: 2021
Quantity: 60

Title: Agile Mind Algebra 2
Publisher: Charles A Dana Center The University of Texas at Austin
Copyright Date: 2021
Quantity: 120

Title: Agile Mind Integrated Algebra 1 (Vol. 1 & Vol. 2)
Publisher: Charles A Dana Center The University of Texas at Austin
Copyright Date: 2021
Quantity: 312

Title: Algebra 1
Publisher: McDougal Littell
Copyright Date: 2004
Quantity: 89

Title: Algebra 2

Publisher: McDougal Littel
Copyright Date: 2004
Quantity: 28

Title: Algebra and Trigonometry
Publisher: Addison-Wesley
Copyright Date: 1994
Quantity: 54

Title: Precalculus with Limits A Graphing Approach
Publisher: Houghton Mifflin Company
Copyright Date: 2001
Quantity: 13

Title: Advanced Mathematical Concepts
Publisher: Glencoe McGraw Hill
Copyright Date: 1994
Quantity: 26

Title: Calculus
Publisher: John Wiley & Sons, Inc
Copyright Date: 1995
Quantity: 2

Title: Algebra Structure and Method
Publisher: Houghton Mifflin
Copyright Date: 1988
Quantity: 2

Title: Practical Mathematics
Publisher: Fearan/Janus
Copyright Date: 1990
Quantity: 1

Title: Pre-Algebra
Publisher: Globe Fearon Pearson Learning Group
Copyright Date: 2001
Quantity: 5

Title: Basic Algebra
Publisher: Houghton Mifflin
Copyright Date: 1988
Quantity: 11

August	
24-28	New Hire Orientation
31	Professional Development Day (full)
September	
1-2	Professional Development Day (full)
2	First day, Grade 9
3	First day, Grade 10-12
7	Labor Day
17	Meet The Teacher 6:00-8:00pm
23	Professional Development Day (half)
October	
5	Mid-Quarter, Quarter 1
9	Progress Reports Posted
12	Indigenous Peoples' Day
20	Parent Conferences 2:40-3:40
30	Professional Development Day (half)
November	
3	Professional Development Day (full)
4	End of Quarter 1
11	Veterans Day
12	Report Cards Posted
19	Parent Conferences 6:00-8:00pm
25	Thanksgiving Early Release
26-27	Thanksgiving Break
December	
9	Professional Development Day (half)
14	Mid-Quarter, Quarter 2
18	Progress Report Posted
23-31	Winter Break
January	
1	Winter Break
18	Martin Luther King, Jr. Day
20	Professional Development Day (half)
22	End of Quarter 2
29	Report Cards Posted
February	
4	Parent Conferences 2:40-3:40
10	Professional Development Day (half)
15-19	February Break
March	
5	Mid-Quarter, Quarter 3
12	Progress Reports Posted
15	Parent Teacher Conference (no school for students)
16	Parent Teacher Conference (half day for students)
April	
7	Professional Development Day (half)
9	End of Quarter 3



Salem Public Schools

2026 - 2027 Calendar

Salem High School



2026

School Closed: Holiday or Vacation

All schools closed - Staff Professional Dev

Early Release Day - Staff Professional Dev

New Hire Orientation

Holiday, school in session

Date of Importance

Early Release before break or end of year

First day of school (Grade 9)

First day of school (Grades 10-12)

Snow Days as Needed

August

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

October

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

2027

January

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

16

Report Cards Posted

19-23

April Break

May

21

Mid-Quarter, Quarter 4

31

Memorial Day

June

4

Salem High School Graduation

18

Last Day of School Grades 9-12

19

Juneteenth Independence Day

21-25

Snow days as needed

Revised July 8, 2026

9 End of Quarter 3

August



- School Closed: Holiday or Vacation
- All schools closed - Staff Professional Dev
- Early Release Day - Staff Professional Dev
- New Hire Orientation
- Holiday, school in session
- Date of Importance
- Early Release before break or end of year
- First day of school (Grades 9-12)
- Snow Days as Needed

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

2027

January

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

16 Report Cards Posted

19-23 April Break

May

21 Mid-Quarter, Quarter 4

31 Memorial Day

June

3 Salem Prep Graduation

18 Last Day of School Grades 9-12

19 Juneteenth Independence Day

21-25 Snow days as needed

Salem Public Schools

2026 - 2027 Calendar

New Liberty Innovation School

2026

Open House
September 23, 2026

Q1- 9/3/26 - 10/30/26

Report cards out 11/06/26

Q2- 11/2/26 - 01/22/27

Report cards out 01/29/27

Q3 - 1/25/2027 - 4/9/27

Report cards out 04/16/27

Q4 - 4/12/27 - 6/18/27

Report cards out 06/18/27

October

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

November

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

2027

January

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

● School Closed: Holiday or Vacation

● All schools closed - Staff Professional Development

● Early Release Day - Staff Professional Development

● New Hire Orientation

■ Early Release before break or end of year

● First day

● Student Led Conferences

— Snow Days as Needed

August

24-28 New Hire Orientation

31 Professional Development Days (full)

September

1 - 2 Professional Development Days (full)

3 - 4 First and second day, grades 9-12

7 Labor Day

9, 16, 23, 30 Professional Development Day (half)

October

12 Indigenous Peoples' Day

7, 14, 21, 28, 30 Professional Development Day (half)

November

3 Professional Development Day (full)

4, 18 Professional Development Day (half)

11 Veterans Day

12 Student Led Conferences

25 Thanksgiving Early Release

26-27 Thanksgiving Break

December

2, 9, 16 Professional Development Day (half)

23-31 Winter Break

January

1 Winter Break

18 Martin Luther King, Jr. Day

6, 13, 20, 27 Professional Development Day (half)

February

3, 10, 24 Professional Development Day (half)

15-19 February Break

27 Dominican Independence Day

March

3, 10, 17, 24, 31 Professional Development Day (half)

April

7, 14, 28 Professional Development Day (half)

29 Student Led Conferences

19-23 April Break

May

5, 12, 26 Professional Development Day (half)

31 Memorial Day

June

2 Graduation

9 Professional Development Day (half)

18 Last Day of School (Early Release)

19 Juneteenth Independence Day

21 - 25 Snow days as needed

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

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

A brief overview of the Regulations is provided below.

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

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

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

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

Physical restraint shall not be used:

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

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

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

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

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

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▲ Mechanical restraint³, medication restraint⁴, and seclusion⁵ shall be prohibited in public education programs except as described in 603 CMR 46.07. Seclusion does not include a time-out, as defined within the Regulations.⁶ Seclusion also does not include: a classroom or school environment where students normally need permission to leave the room or area (i.e., permission to use the restroom) or placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction.

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

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

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

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

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

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

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

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

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

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

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

As required by the Regulations, all physical restraints must be reported to DESE. Restraint data will be regularly reviewed and analyzed by the district. Support and intervention would be provided to schools as needed and informed by the data.

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

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

Use of Emergency Seclusion: Pursuant to 603 CMR 46.07(2), seclusion shall be prohibited in a public education program except in an emergency situation as a last resort on an individual student basis, where a student's behavior poses an imminent threat of assault, or imminent serious physical harm to self or others. No written individual behavior plan or IEP may include seclusion as a standard response to any behavior. For a public education program to utilize emergency seclusion, the requirements set forth in 603 CMR 46.07, including but not limited to, must be met:

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- (a) The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
- (b) The student is unreceptive to other lawful and less intrusive behavior interventions, or such interventions are inappropriate under the circumstances;
- (c) Other forms of interventions have failed to ensure the safety of the student and/or the safety of others;
- (d) There are no medical contraindications as documented by a licensed physician;
- (e) There is psychological or behavioral justification for the use and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
- (f) The program has obtained consent to use it in an emergency situation from the student's parent and, if appropriate, the student, and such use has been approved in writing by the principal;

Emergency Seclusion Safeguards: Any public education program that uses emergency seclusion must adopt and follow a procedure as prescribed in 603 CMR 46.07(3), including but not limited to;

- (a) obtaining the approval of the principal if the emergency intervention is used for longer than 30 minutes;
- (b) making reasonable efforts to notify a parent of its use in the same manner set forth in 603 CMR 46.06(3) and (4);
- (c) conducting a monthly review of school-wide data relating to use of such an emergency intervention, in a manner consistent with 603 CMR 46.06(5)-(6);
- (d) examining and adopting alternatives and strategies for reducing and eliminating its use no later than 3 years from the date of effectiveness in 603 CMR 46.08; and
- (e) reporting such use to the Department in a manner, form, and with frequency specified by the Department;

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

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Complaints. Complaints and investigations regarding restraint practices should be directed to Salem's Executive Director of Student Support Services..

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

Reviewed ~~2/16/24~~

Approved ~~March 18, 2024~~

STUDENTS AND INSTRUCTION 5000 HEALTH AND SAFETY 5700

WELLNESS 5711

The School Committee recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the District will provide developmentally appropriate and sequential nutrition and opportunities for physical activity. In addition, the District will ensure that all students will have physical education (PE) as part of the core academic curriculum. Finally, the environment in all schools will promote both physical and emotional health. This wellness program will be implemented in a multidisciplinary fashion, will be evidence-based, and will be supported by a District Wellness Committee.

District Wellness Committee

The District will establish a District Wellness Committee that shall include school health, nutrition, physical activity, and counseling staff, as well as individuals representing appropriate community agencies, parents, the School Committee, and other community members as appropriate. A qualified, credentialed nutrition professional will be a member of the Wellness Committee. This committee will meet quarterly, and meeting agendas will be made available to all members of the district community via the District's website. The School committee designates the Executive Director of Student Support Services to serve as the wellness program coordinator and the liaison to the School Committee. The wellness coordinator, in consultation with the Wellness Committee, will oversee the implementation and evaluation of this policy.

Wellness Policy Guidelines on Nutrition and Physical Activity

The District Wellness Committee will be responsible for a triennial review of the Guidelines on Nutrition and Physical Activity. This guidance document provides detailed recommendations for District Wellness Policy implementation. These guidelines will be made available to school principals for distribution within their school communities. School principals or their designees are responsible for ensuring that all community partners, including those who serve on Parent Teacher Organizations (PTOs), are aware of the Wellness Policy and follow the associated Guidelines on Nutrition and Physical Activity when organizing school activities. The wellness program coordinator, in consultation with the Wellness Committee, the Food and Nutrition Services Department, and the Academics Department, will support programs and develop procedures that address nutrition and physical education.

Nutrition

It is the policy of the District that all foods and beverages made available on campus during the school day are consistent with USDA's National School Lunch and School Breakfast Programs' nutrition requirements. Nutrition standards for reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. All building principals and those purchasing and serving food to students shall be familiar with 105 CMR 225.00 Massachusetts' Nutrition Standards for Competitive Foods and Beverages in Public Schools. Current nutrition information regarding healthy eating will be made available and updated annually to guide building principals' decision-making on food purchases. The District will create procedures that address all foods available to students throughout the school

day in the following areas:

- guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutrition density, and moderating portion size of each individual food or beverage item sold within the school environment;
- separate guidelines for foods and beverages in the following categories:
 1. foods and beverages included in a la carte sales in the food service program on school campuses;
 2. foods and beverages sold in vending machines, snack bars, school stores, and concession stands;
 3. foods and beverages sold as part of school-sponsored fundraising activities; and
 4. refreshments served at parties, celebrations, and meetings during the school day; and
 5. specify that its guidelines will be based on nutrition goals, not profit motives.

Nutrition Education

The school District will provide nutrition education aligned with standards established by the USDA's National School Lunch and School Breakfast Programs, and the Department of Elementary and Secondary Education (DESE) in all grades. The wellness program will support nutrition education that teaches the skills students need to adopt and maintain healthy eating behaviors. Goals for this education program include:

- Nutrition education is offered in the school cafeteria as well as in the classroom, with coordination between the foodservice staff and other school personnel, including teachers.
- Students receive consistent nutrition messages from all aspects of the school program.
- Nutrition is integrated into the health education, physical education, or core curricula (e.g., math, science, language arts) guided by the Massachusetts Comprehensive Health and Physical Education Frameworks.
- Schools link nutrition education activities with the coordinated school health program.
- Staff who provide nutrition education have appropriate training.

Physical Education

The District will provide PE instruction aligned with the standards established by the Department of Elementary and Secondary Education's Comprehensive Health and Physical Education Framework. The District will support physical education activities throughout the district, including:

- Students are given opportunities for physical activity during the school day through PE classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum where appropriate (e.g. movement break).
- Students are given opportunities for physical activity through a range of before- and/or after-school programs, including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
- Schools work with the community to create ways for students to walk, bike, rollerblade, or skateboard safely to and from school.
- Schools encourage parents and guardians to support their students' participation in physical

activity, to be physically active role models, and to include physical activity in family events.

Social-Emotional Learning

The wellness program supports measures that ensure all students have access to activities, services, and opportunities that promote their social and emotional health. To that end, the District shall support services and activities that positively impact aspects of the school environment affecting the social and emotional needs of all students in the Salem Public Schools.

Evaluation

The Wellness Committee will assess all education curricula and materials pertaining to wellness for accuracy, inclusivity, completeness, balance, and consistency with the Massachusetts Comprehensive Health and Physical Education Frameworks. The wellness program coordinator shall be responsible for devising a plan to implement and evaluate the District Wellness Policy and is charged with operational responsibility for ensuring that schools meet the goals of the District Wellness Policy. The wellness program coordinator will submit an annual report from the District Wellness Committee to the superintendent

References:

[105 CMR 215](#): Standards for school wellness committees

[105 CMR 225](#): Nutrition standards for competitive foods and beverages in public schools

[Comprehensive Health and Physical Education Learning Standards](#), Massachusetts Department of Elementary and Secondary Education:

[MGL c. 71 § 3](#): Physical education

[MGL c.111 § 223](#): Nutritional standards for sale or provision of foods or beverages in public schools, school wellness advisory committees, food safety inspections at public schools.

[Nutrition Standards for School Meals](#), USDA Food and Nutrition Services

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STUDENTS AND INSTRUCTION 5000 HEALTH AND SAFETY 5700 MEDICATION
ADMINISTRATION 5709

In accordance with Massachusetts General Laws, Chapter 94 C and Chapter 71, Section 54B, school nurses will be responsible for the administration and storage of all medication and the maintenance of accurate medication records on all students. The Director of Nursing and Health Services shall maintain a Massachusetts Controlled Substance Registration (MCSR) for School Health Delegation, which allows school nurses to delegate the task of medication administration to unlicensed personnel. In addition, the Director of Nursing and Health Services will maintain a Massachusetts Controlled Substance Registration for School Health Training, which allows school nurses to train unlicensed personnel in the administration of the emergency medications Epinephrine and Naloxone. Pursuant to the Massachusetts Department of Public Health 105 CMR 210.000 regulations, no other individual will be allowed to administer medication unless the school nurse has appropriately trained them or has delegated the authority to them. The Director of Nursing and Health Services will be responsible for developing and maintaining nursing protocols for medication delegation and training for unlicensed personnel.

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During the school day, the administration of either prescription or non-prescription medications must comply with the regulations and protocols of the Massachusetts Department of Public Health and the Salem Public Schools as follows:

The school health office must have on file a written order from a Licensed Healthcare Provider detailing the student's name, name of the drug, dosage, frequency, or time to be given, and route of administration, date of order, discontinue date, and diagnosis, if not in violation of confidentiality. Written orders must be submitted at the beginning of each new school year and whenever a new medication is added to the student's Individual Health Care Plan (IHCP);

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A written consent form is required for the administration of all medications. The form must be signed by the parent/guardian and will provide an emergency telephone number, contact person, and a list of all medications the student is currently receiving, if not in violation of confidentiality or contrary to the request of the parent/guardian or a majority age student that such medications not be documented;

Medication must be delivered to school by a parent/guardian or responsible adult in the properly labeled pharmacy container. No other container is acceptable;

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Any medication administered by injection must be given in the health office except for with the exception of insulin delivery systems, emergency Glucagon for diabetic students, and epinephrine autoinjectors, (e.g. Epi-Pens);

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Students may not carry medication of any kind on their person with the exception of asthma inhalers, Epi-Pens, enzyme supplements, and insulin delivery systems and then, only with documentation from the Licensed Healthcare Provider and parent/guardian, and the approval of the school nurse;

The school nurse, in collaboration with the parent/guardian, shall establish a medication administration care plan for each student receiving medication during the school day:-

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If a student no longer requires a medication to be administered at school, the parent/guardian

must provide the school nurse with a letter from the licensed healthcare provider stating that the previous order has been canceled;

Standing orders for medications, (e.g. Acetaminophen), written by the School Physician, may be administered to students in accordance with the protocol for each medication if a current Permission-To-Treat form, signed by a parent/guardian, is filed in the health office.

Exceptions

Following consultation with and approval of the school nurse, students who fall into the following exceptions may carry and administer their own medications during the school day as long as documentation from a licensed healthcare provider and written consent from the parent/guardian are on file in the school health office:

1. **Asthma:** Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers.
2. **Cystic Fibrosis:** Students with Cystic Fibrosis may possess and self-administer prescription enzyme supplements.
3. **Diabetes:** Students with diabetes may possess and self-administer glucose monitoring tests and insulin delivery systems.
4. **Life-threatening Allergies:** Students with life-threatening allergies may possess and self-administer emergency epinephrine.

Emergency Epinephrine

The school district will maintain a stock of emergency epinephrine in school health offices to treat suspected or known life-threatening allergic reactions (anaphylaxis). In an emergency, school nurses may administer district-procured epinephrine to any student, staff member, or visitor suspected of experiencing a life-threatening allergic reaction, regardless of whether a previous history of allergy exists. To facilitate this, the School Physician will issue a standing order at the beginning of each new school year for the administration of epinephrine by school nurses.

The school district is responsible for educating all staff members regarding life-threatening allergies and other food-related medical conditions, including Diabetes and Celiac Disease. Pursuant to 105 CMR 210.010, the district will register with the Department of Public Health to permit school nurses to train personnel in the administration of emergency epinephrine. This includes administration via autoinjector (e.g., Epi-Pen) or intranasal spray (e.g., Neffy) for specific students with a prescribed medication, a written order from a licensed healthcare provider, and written consent from a parent/guardian. This delegation is permitted in life-threatening situations where a school nurse is not immediately available, including during school-sponsored field trips, and must be documented in the student's Individual Health Care Plan (IHCP) and Emergency Action Plan (EAP).

The Director of Nursing and Health Services, in conjunction with the School Physician, will be responsible for developing and maintaining nursing protocols for epinephrine administration and training of unlicensed personnel.

Naloxone (Narcan)

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The school district will also maintain a stock of intranasal naloxone in school health offices to treat suspected life-threatening opioid overdoses. In an emergency, school nurses and school resources officers may administer district-procured naloxone to any student, staff member, or visitor suspected of experiencing an opioid-related overdose, regardless of whether a previous history of opioid abuse exists. To facilitate this, the School Physician will issue a standing order at the beginning of each new school year for the administration of naloxone by school nurses.

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Commented [2]: Thank you, Jane.

Best Regards,
Shirley

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Pursuant to 105 CMR 210.011, the school nurse may also train and delegate the authority to administer naloxone to unlicensed school personnel for specific students with their own prescribed medication, a written order from a licensed healthcare provider, and written consent from a parent/guardian. This delegation is permitted in life-threatening situations where a school nurse is not immediately available, including during school-sponsored field trips, and must be documented within the student's Individualized Health Care Plan (IHCP).

The Director of Nursing and Health Services, in consultation with the School Physician, will be responsible for developing and maintaining nursing protocols for naloxone administration and delegation to unlicensed personnel.

Legal Reference: MGL 94C:9; 71:54B
105 CMR 210.001 –210.100
School Health Services Manual

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Approved: 9/13/21

**SECTION B
BOARD GOVERNANCE AND OPERATIONS**

BA	SCHOOL COMMITTEE OPERATIONAL GOALS
BAA	EVALUATION OF SCHOOL COMMITTEE – OPERATIONAL PROCEDURES
BB	LEGAL STATUS
BBA	SCHOOL COMMITTEE POWERS AND DUTIES
BBAA	SCHOOL COMMITTEE MEMBER AUTHORITY
BBBA/	SCHOOL COMMITTEE MEMBER QUALIFICATIONS/
BBBB	OATH OF OFFICE
BBBC	MEMBER RESIGNATION
BBBE	UNEXPIRED TERM FULFILLMENT
BBBG	ELECTIONS
BCA	SCHOOL COMMITTEE MEMBER ETHICS
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BDB	SCHOOL COMMITTEE OFFICERS
BDD	SCHOOL COMMITTEE-SUPERINTENDENT RELATIONSHIP
BDE	SUBCOMMITTEES OF THE SCHOOL COMMITTEE
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BDFA	SCHOOL COUNCILS
BDFA-E	SCHOOL IMPROVEMENT PLAN
BDFAA	ELECTION OF SCHOOL COUNCILS
BDG	SCHOOL ATTORNEY
BE	SCHOOL COMMITTEE MEETINGS
BEA	TIME AND LOCATION OF SCHOOL COMMITTEE MEETINGS
BEC	EXECUTIVE SESSIONS
BEDA	NOTIFICATION OF SCHOOL COMMITTEE MEETINGS
BEDB	AGENDA FORMAT
BEDD	RULES OF ORDER
BEDF	VOTING METHOD
BEDG	MINUTES
BEDH	PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS/PUBLIC HEARINGS
BEE	SPECIAL PROCEDURES FOR CONDUCTING HEARINGS
BG	SCHOOL COMMITTEE POLICY DEVELOPMENT
BGB	POLICY ADOPTION
BGC	POLICY REVISION AND REVIEW
BGD	SCHOOL COMMITTEE REVIEW OF PROCEDURES
BGE	POLICY DISSEMINATION
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BHC	SCHOOL COMMITTEE-STAFF COMMUNICATIONS
BHE	USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS
BIA	NEW SCHOOL COMMITTEE MEMBER ORIENTATION
BIBA	SCHOOL COMMITTEE CONFERENCES, CONVENTIONS, AND WORKSHOPS
BID	SCHOOL COMMITTEE MEMBER COMPENSATION AND EXPENSES
BJ	SCHOOL COMMITTEE LEGISLATIVE PROGRAM
BK	LIAISON WITH SCHOOL COMMITTEE ASSOCIATION

File: BA

SCHOOL COMMITTEE OPERATIONAL GOALS

The School Committee is responsible to the people for whose benefit the school district has been established. The Committee's current decisions will influence the course of education in our schools for years to come. The Committee and each of its members must look to the future and to the needs of all people more than the average citizen finds necessary. This requires a comprehensive perspective and long-range planning in addition to attention to immediate concerns.

The School Committee's primary responsibility is to establish those purposes, programs, and procedures that will best produce the educational achievement needed by our students. The Committee is charged with accomplishing this while also being responsible for wise management of resources available to the school district. The Committee must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results. It must carry out its functions openly, while seeking the comments of the public, students, and staff in its decision-making processes.

In accordance with these principles, the technique will involve:

1. Periodically setting performance objectives for the School Committee itself and evaluating their accomplishment.
2. Setting objectives for performance for each position and function in the district.
3. Allowing the people responsible for carrying out objectives to have a role in setting them.
4. Establishing practical and SMART district goals.
5. Conducting a periodic review of performance against these goals.

File: BAA

EVALUATION OF SCHOOL COMMITTEE OPERATIONAL PROCEDURES

The School Committee will periodically establish realistic objectives related to Committee procedures and relationships. At the end of a specified length of time, the Committee will measure its performance against the stated objectives.

The following areas of School Committee operations and relationships are representative of those in which objectives may be set and progress appraised:

1. Communication with the public
2. School Committee - Superintendent relationships
3. School Committee member development and performance
4. Policy development
5. Educational leadership
6. Fiscal management
7. School Committee meetings
8. Performance of subcommittees of the School Committee
9. Interagency and governmental relationships

When the Committee has completed its self-evaluation, the members will discuss the results in detail and formulate a new series of objectives. At the same time, the Committee will set an approximate date on which the next evaluation will be conducted.

Implied in the concept of evaluation is an assumption that individuals and Committees are capable of improvement. The School Committee believes that its performance will be improved if evaluation is carried out systematically in accordance with good planning, conscientious follow-through, and careful assessment of results.

File: BB

LEGAL STATUS

According to state law, every city is required to elect a school committee to operate its schools. The Salem School Committee is responsible to the people of the City of Salem and to the Massachusetts Board of Elementary and Secondary Education for the conduct of the school district.

The powers of the Salem School Committee have been vested in it by the state, and it carries out a state function.

The Salem School Committee shall consist of six elected members and the mayor, who is a member ex-officio and shall preside as chair.

LEGAL REFS.: City Charter
MGL 41:1 and 71:37 specifically, but powers and duties of School Committees are established throughout the General Laws of Massachusetts Relating to School Committees

CROSS REFS.: AA, School District Legal Status
BBA, School Committee Powers and Duties

File: BBA

SCHOOL COMMITTEE POWERS AND DUTIES

The School Committee has all the powers conferred upon it by state law and must perform those duties mandated by the state. These include the responsibility and right to determine policies and practices and to employ a staff to implement its directions for the proper education of the students of the community.

The Committee takes a broad view of its functions. It sees them as:

1. **Legislative or policymaking.** The Committee is responsible for the development of policy as guides for administrative action and for employing a Superintendent who will implement its policies.
2. **Appraisal.** The Committee is responsible for evaluating the effectiveness of its policies and their implementation.
3. **Provision of financial resources.** The Committee is responsible for adoption of a budget that will enable the school district to carry out the Committee's policies.
4. **Public relations.** The Committee is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.
5. **Educational planning and evaluation.** The Committee is responsible for establishing educational goals and policies that will guide the Committee and staff for the administration and continuing improvement of the educational programs provided by the School District.

Personnel Matters

The Superintendent shall be appointed by vote of the Committee and shall directly report to the Committee as provided by law and perform all the duties that are prescribed by law and such other duties, not inconsistent thereto, as a majority of the Committee may direct.

The School Committee shall appoint, upon the recommendation of the Superintendent, Assistant/Associate/Deputy Superintendent(s), School Business Administrator, Special Education Administrator, School Physician, School Nurses, and Supervisor of Attendance. Such positions shall not report directly to the School Committee.

LEGAL REF.: M.G.L. [71:37](#) specifically, but powers and duties of School Committees are established throughout the Massachusetts General Laws.

CROSS REF.: [BB](#), School Committee Legal Status
BDG, School Attorney

File: BBAA

SCHOOL COMMITTEE MEMBER AUTHORITY

Authority

Because all powers of the School Committee derived from state laws are granted in terms of action as a group, members of the School Committee have authority only when acting as a Committee legally in session.

The School Committee will not be bound in any way by any statement or action on the part of an individual member except when such statement or action is a result of specific instructions of the Committee.

No member of the Committee, by virtue of their office, will exercise any administrative responsibility with respect to the schools or command the services of any school employee.

The School Committee will function as a body and all policy decisions and other matters, as required by law, will be settled by an official vote of the Committee sitting in formal session.

Duties

The duties and obligations of the individual Committee member may be enumerated as follows:

1. To become familiar with the General Laws of the Commonwealth relating to education and School Committee operations, regulations of the Massachusetts Board of Education, policies and procedures of this School Committee and School Department.
2. To keep abreast of new laws and the latest trends in education.
3. To have a general knowledge of the goals, objectives, and programs of the district.
4. To work effectively with other Committee members without trying either to dominate the Committee or neglect their share of the work.
5. To respect the privileged communication that exists in executive sessions by maintaining strict confidentiality on matters discussed in these sessions, except that which becomes part of the public record, once it has been approved for release.
6. To vote and act in Committee impartially for the good of all students.
7. To accept the will of the majority vote in all cases, and to remember that they are one of a team and must abide by, and carry out, all Committee decisions once they are made.
8. To represent the Committee and the schools to the public in a way that promotes interest and support.

File: BBAA

9. To refer questions and complaints to the proper school authorities.
10. To comply with the accepted code of ethics for School Committee members.

File: BBBA/BBBB

SCHOOL COMMITTEE MEMBER QUALIFICATIONS/OATH OF OFFICE

In order to serve on the School Committee, an individual must be a registered voter in the city from which they are elected or appointed and must take an oath of office as required by law.

Each new member will present to the Committee secretary official certification of having sworn the oath before an officer duly qualified to administer oaths prior to entering on their official duties as a member of the Committee.

From the Municipal or District Clerk, newly qualified Committee members, by law, receive, and sign a receipt for, a copy of the Massachusetts open meeting law governing the conduct of Committee meetings in general and executive sessions in particular.

Newly qualified Committee members shall, by law, receive and sign a receipt for, within 30 days of taking office, a copy of the Massachusetts Ethics Commission's Summary of the Conflict of Interest laws. As municipal employees, all School Committee members shall receive a copy of said summary annually. All School Committee members shall, within 30 days of taking office, and every 2 years thereafter, complete the Massachusetts Ethics Commission's online training program. Upon completion of the online training program, members shall provide notice of such completion to be retained for 6 years by the Municipal or District Clerk.

Established by law

LEGAL REFS.: M.G.L. [30A:20](#); [41:1](#); [41:107](#); [76:5](#); 268A:27-28;

File: BBBC

MEMBER RESIGNATION

A School Committee member may resign their office by filing a resignation thereof in the office of the city clerk, and such resignation shall be effective forth with unless a certain time is specified therein when it shall take effect.

If an elected or appointed officer moves from the city in which they hold their office, they shall be deemed to have vacated their office.

LEGAL REF.: MGL 41:109. 41:2;
 Salem City Charter

File: BBBE

UNEXPIRED TERM FULFILLMENT

When a vacancy on the School Committee occurs for any reason, the City Council and the remaining members of the Committee share the responsibility for filling it.

As provided in the law, the School Committee will notify the City Council that a vacancy has been created within 30 days after it has occurred. After one week's notice has been given by the Committee to the City Council, so that voters of the municipality may have the opportunity to state their candidacy, the two governing bodies will meet to fill the vacancy by roll call vote.

For election to fill a vacancy, a candidate must receive a majority of the votes of the officers entitled to vote. The person so elected will fill the seat on the Committee until the next municipal election, at which time a member will be elected to serve the remainder of the term, if any.

LEGAL REF.: M.G.L. 41:11

City Charter, Section 36

File: BBBG

ELECTIONS

Biennially during the city election, the vacancies of the three members whose terms expire shall be filled by ballot from the registered voters of Salem. Each member chosen by ballot shall serve for a term of four years.

LEGAL REFS.: MGL 41:1
 City Charter, Section 31

File: BCA

SCHOOL COMMITTEE MEMBER ETHICS
(Massachusetts Association of School Committees Code of Ethics)

Preamble

The acceptance of a code of ethics implies the understanding of the basic organization of School Committees under the Laws of the Commonwealth of Massachusetts. The oath of office of a School Committee member binds the individual member to adherence to those state laws which apply to School Committees, since School Committees are agencies of the state.

This code of ethics delineates three areas of responsibility of School Committee members in addition to that implied above:

1. Community responsibility
2. Responsibility to school administration
3. Relationships to fellow Committee members

A School Committee member in their relations with their community should:

1. Realize that their primary responsibility is to the students.
2. Recognize that their basic function is to be policy making and not administrative.
3. Remember that they are one of a team and must abide by, and carry out, all Committee decisions once they are made.
4. Be well informed concerning the duties of a Committee member on both a local and state level.
5. Remember that they represent the entire community at all times.
6. Accept the office as a Committee member as means of unselfish service with no intent to "play politics," in any sense of the word, or to benefit personally from their Committee activities.

A School Committee member in their relations with their school administration should:

1. Endeavor to establish sound, clearly defined policies which will direct and support the administration.
2. Recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration.
3. Give the chief administrator full responsibility for discharging their professional duties and hold them responsible for acceptable results.
4. Refer all complaints to the administrative staff for solution and only discuss them at Committee meetings if such solutions fail.

A School Committee in their relations with their fellow Committee members should:

1. Recognize that action at official meetings is binding and that they alone cannot bind the Committee outside of such meetings.
2. Realize that they should not make statements or promises of how they will vote on matters that will come before the Committee.
3. Uphold the intent of executive sessions and respect the privileged communications that exist in executive sessions.

4. Not withhold pertinent information on school matters or personnel problems, either from members of their own Committee or from members of other Committees who may be seeking help or information on school problems.
5. Make decisions only after all facts on a question have been presented and discussed.

File: BDA

ORGANIZATIONAL MEETING

The Salem School Committee shall organize annually at the first meeting in January.

Each member shall receive advance notification of the annual organizational meeting. The meeting shall be held on the first Monday in January, following a municipal election. The meeting shall be called to order by the mayor as chairman, ex-officio.

LEGAL REF: Salem City Charter

File: BDB

OFFICERS OF THE COMMITTEE

Chair of the School Committee

Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;

Explain what the effect of a motion would be if it is not clear to every member; Restrict discussion to the question when a motion is before the committee;

Answer all parliamentary inquiries, referring questions of legality to the city counsel;

Put motions to a vote, stating definitely and clearly the vote and result thereof;

The chairperson shall have the right, as other committee members have, to offer resolutions, discuss questions, and to vote.

Vice-Chair of the School Committee:

The vice-chair shall be elected by a majority vote of the members present and voting through roll call at the annual organizational meeting of the committee. In the absence of the mayor, the vice-chair will assume the duties described above. The vice-chair may serve on three sub-committees and serves as chair of one of these. The vice-chair facilitates the annual evaluation of the superintendent according to the Massachusetts Educator policies and timelines.

Secretary:

Massachusetts General Laws Chapter 71, Section 36 makes the following provisions regarding the secretary to the School Committee:

The School Committee shall appoint a secretary who shall keep a permanent record book, in which all its votes, order and proceedings shall be recorded;

The secretary shall be hired by the School Committee, following a posting and interviewing process.

The Executive Assistant to the School Committee and Superintendent will serve the committee as clerk, including but not limited to:

Attending and taking the minutes for all School Committee meetings;

Preparing and distributing School Committee agenda; superintendent's packets for the School Committee, postings, executive session minutes, etc.

LEGAL REF: Salem City Charter

File: BDD

SCHOOL COMMITTEE-SUPERINTENDENT RELATIONSHIP

The Committee will leave to the Superintendent all matters of decision and administration that come within their scope as executive officer or as professional leader of the school district. While the Committee reserves to itself the ultimate decision of all matters concerning general policy or expenditures of funds, it will normally proceed in these areas after receiving recommendations from its executive officer. Further:

1. The Superintendent may seek guidance from the Committee with respect to matters of operation whenever appropriate. If it is necessary to make exceptions to an established policy, they will submit the matter to the Committee for advice and direction.
2. The Superintendent will assist the Committee in reaching sound judgments and establishing policies, and will place before the Committee all relevant facts, information, and reports necessary to keep the Committee adequately informed of situations or business at hand.

File: BDE

SUBCOMMITTEES OF THE SCHOOL COMMITTEE

The School Committee shall appoint members to subcommittees at their annual organizational meeting for a period of one year. These subcommittees may be created for a specific purpose and to make recommendations for Committee action.

The subcommittees may include, but are not limited to:

- Buildings and Grounds
- Curriculum
- Equity and Inclusion
- Finance
- Personnel
- Policy

1. The subcommittee will be established through action of the Committee.
2. The Committee Chair, subject to approval by the Committee, will appoint the subcommittee chair and its members.
3. The subcommittee will be provided with a list of its functions and duties.
4. The subcommittee may make recommendations for Committee action, but it may not act for the School Committee.
5. All subcommittees of the School Committee are subject to the provisions of the Open Meeting Law.

LEGAL REF.: M.G.L. 30A:18-25

CROSS REF.: BEC, Executive Sessions

File: BDF

ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE

The following general policies will govern the appointment and functioning of advisory committees to the School Committee other than the student advisory committee, which is governed by the terms of the Massachusetts General Laws.

1. Advisory committees may be created by the School Committee to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. However, there will be no standing overall advisory committee to the School Committee.
2. If an advisory committee is required by state or federal law, its composition and appointment will meet all the guidelines established for that particular type of committee.
3. The composition of task forces and any other advisory committees will be broadly representative and take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to the committee as members or consultants, as found desirable.
4. Appointments to such committees will be made by the Committee; appointment of staff members to such committees will be made by the School Committee upon recommendation of the Superintendent.
5. Tenure of committee members will be one year only unless the member is reappointed.
6. Each committee will be clearly instructed as to:
 - a. The length of time each member is being asked to serve.
 - b. The assignment the School Committee wishes the committee to fulfill and the extent and limitations of its responsibilities.
 - c. The resources the School Committee will provide.
 - d. The approximate dates on which the School Committee wishes to receive major reports.
 - e. School Committee policies governing citizens, committees and the relationship of these committees to the School Committee as a whole, individual School Committee members, the Superintendent, and other members of the professional staff.
 - f. Responsibilities for the release of information to the press.
7. Recommendations of committees will be based upon research and fact.
8. The School Committee possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the School Committee.

File: BDF

9. Advisory committees created under this policy are subject to the provisions of the Open Meeting Law.

The Committee will have the sole power to dissolve any of its advisory committees and will reserve the right to exercise this power at any time during the life of any committee.

LEGAL REF.: M.G.L. 30A:18-25

CROSS REF.: JIB, Student Involvement in Decision-making

File: BDFA

SCHOOL COUNCILS

The School Committee believes that the school is the key unit for educational improvement and change and that successful school improvement is best accomplished through a school-based decision-making process. By involving those directly affected by any action or decision of the school council in the process of determining that action or decision, it helps to strengthen the commitment to those decisions by those most affected by its implementation.

Under this policy, the Principal shall have primary responsibility for the management of the school. Decisions which are made at the school level must be aligned with the budget, policies, curriculum, and long-range and short-range goals adopted by the School Committee. In addition, decisions must comply with any state and federal laws and regulations and with any negotiated agreements of the school.

As enacted by the state legislature in the Education Reform Act of 1993, a school council shall be established in each school to advise the Principal in specific areas of school operation. The Principal, except as specifically defined in the law, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the Superintendent and School Committee.

The Principal shall, by law, serve as co-chair of the council. The second co-chair will be elected annually by the council members at its first meeting of the school year subsequent to the elections of new council members. The co-chairs will be responsible for the preparation of the agenda for the council meetings.

The school council shall meet at least once monthly during the school year. Meetings will be held outside of school hours.

School councils shall use consensus as the primary method to resolve issues and to formulate recommendations. Votes by majority may be taken at the discretion of the Principal and Robert's Rules of Order.

All meetings of the school council shall conform to the Open Meeting Law. The scope of the school council does not require, and therefore does not qualify for, executive session.

The Superintendent shall receive agendas and minutes of all school council meetings. The Superintendent shall provide copies of these materials to members of the School Committee upon request.

The following guidelines define the role of the school council: The School Council shall meet regularly with the Principal of the school and shall assist in:

1. Adoption of educational goals for the school that are consistent with state and local policies and standards.
2. Identification of the educational needs of the students attending the school.

File: BDFA

3. Review of the school building budget.
4. Formulation of a school improvement plan that may be implemented only after review and approval by the Superintendent.

LEGAL REFS.: M.G.L. 71:38Q, 71:59C; C30A:18-15

File: BDFA-E

SCHOOL IMPROVEMENT PLAN

The Principal, in consultation with the school council, shall be responsible for preparing a written school improvement plan annually.

This plan shall be written and submitted for approval to the Superintendent no later than July 1 of the year in which the plan is to be implemented and reviewed by the School Committee. The plan should be drafted with the following in mind:

1. The educational goals for the school, consistent with District mission and goals, and the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Elementary and Secondary Education.
2. An assessment of the needs of the school in light of the proposed educational goals.
3. The means to address student performance, with focus on improvement of student learning.
 - a. Specify expected student outcomes and measurable/observable results.
 - b. Clearly identify actions to be taken to implement the goals.
 - c. Indicate anticipated costs and available funding sources.
 - d. Delineate the method of evaluating and reporting progress and results.
4. Professional development for the school's professional staff.
5. The enhancement of parent/guardian involvement in the life of the school, safety, and discipline.
 - a. Include a plan on how to solicit community support for the changes being developed.
6. The development of means for meeting the diverse learning needs of every student.
7. The establishment of a culture of inclusion and respectful of diversity.
8. Any further subjects as the Principal, in consultation with the school council, shall consider appropriate, except that:
 - a. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and
 - b. The council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.

If the school improvement plan is not approved by the Superintendent, it shall be returned to the Principal with specific comments as to the reason(s). The Principal shall revise the plan in cooperation with the school council, and resubmit it for approval.

File: BDFAA

ELECTION OF SCHOOL COUNCILS

It is the policy of the Salem School Committee that in accordance with Massachusetts General Laws Chapter 71, Section 59C that each elementary, middle and high school shall establish a school council. School councils should be broadly representative of the racial and ethnic diversity of the school building and community.

School councils shall consist of the principal, who shall co-chair the council, parents of students attending the school, teachers from the school, and community representatives. At Salem High School at least one student shall sit on the school council and shall be elected by the student council. Membership of the non-school members of the school council shall not be more than 50% of the makeup of the Council. Non-school members shall mean those members of the council other than parents, teachers, students and staff of the school.

The principal shall have the responsibility for defining the composition of and forming the council pursuant to a representative process approved by the superintendent of schools and the Salem School Committee. While state law provides local leeway in the election process it does affirm the principle of peer selection as follows:

Parent members are to be selected by parents of students attending the school in an election process held by the local recognized Parent Teacher Organization. The PTO responsible for holding elections for parent representatives to the school council is the PTO which is most representative of the entire parent constituency. The electing organization needs to be open to all parents of all school children in the school;

Teacher members are to be selected by the teachers in the school;

Student council elections or other representative processes should be used to select student members;

Non-school members may be recruited by the principal directly or selected by the organizations that are invited to send representatives to the council.

The election process is to be supervised by the principal of the school, but they may not exert any influence over the nomination or election process. The School Committee and superintendent may choose to approve the election process once instead of on an annual basis. In the case of an election where the number of candidates equals the number of spots open, the principal will hold an election in any event. In the case of unexpected vacancies on the school council due to members declining appointment after being elected / selected, or failing to attend meetings regularly, the principal will hold a special election in order to fill that vacancy or offer the vacancy to the person who received the next highest number of votes or, if that person declines, offer the vacancy to any of the other unsuccessful candidates

It is strongly suggested that the principal utilize a number of possible options in order to advertise and generate interest for the school council. Several options may be considered, among them:

Posting recruitment notices in the school and local papers, posting notices on bulletin boards and web sites;

Gathering recommendations for community organizations and constituencies from which council members may be recruited. These groups may include higher education, cultural and human service agencies, local business, senior citizens groups etc;

Identify a pool of community partners and representative organizations with an interest in supporting school improvement;

Invite parents in the community to an informational meeting at which school council is explained and volunteer nominations are sought.

The first meeting of the school council shall convene not more than 40 days after the first day of school, at which meeting a co-chairperson shall be selected. Meetings of the school council shall be subject to the provisions of the Open Meeting Law and shall be required to post notice of such meetings with the Salem City Clerk at least 48 hours including Saturdays but not Sundays prior to the meeting.

File: BDG

SCHOOL ATTORNEY

It will be the duty of the counsel for the Committee to advise the School Committee and the Superintendent on the specific legal problems submitted to them. They will attend meetings upon request and will be sufficiently familiar with Committee policies, practices, and actions under these policies, and with requirements of the school law to enable them to offer the necessary legal advice.

A decision to seek legal advice or assistance on behalf of the school district will be made by the Committee and/or the Superintendent.

Many types of legal assistance are routine and do not require specific Committee approval or prior notice. However, when the Superintendent concludes that unusual types or amounts of professional legal service may be required, they will advise the Committee and seek either initial or continuing authorization for such service.

The School Committee may use the services provided by the city's counsel. The Committee and the Superintendent may seek their services to counsel and represent the school district at various times.

LEGAL REFS.: M.G.L. 71:37E; 71:37F

File: BE

SCHOOL COMMITTEE MEETINGS

The School Committee will transact all business at official meetings of the Committee. These may be either regular or special meetings, defined as follows:

1. **Regular meeting**: the usual official legal action meeting, held regularly.
2. **Special meeting**: an official legal action meeting called between scheduled regular meetings to consider specific topics.

Every meeting of the School Committee, regular or special, will be open to the public unless an executive session is held in accordance with state law.

LEGAL REFS.: M.G.L. 30A:18-25

CROSS REFS.: BEC, Executive Sessions
BEDA, Notification of School Committee Meetings

File: BEA

TIME AND LOCATION OF SCHOOL COMMITTEE MEETINGS

The School Committee shall meet at the Collins Middle School in School Committee Chambers unless otherwise voted by a majority of the committee.

The School Committee generally shall convene on the first and third Monday of the month at 7:00 p.m. during the academic year, with the exception of holidays as indicated by the district calendar.

During the months of February, July, and August the Committee will meet once per month at 7:00 p.m.

In August the Committee will meet no earlier than two weeks before the Monday preceding the first day of school.

Additional meetings and date or time changes may occur as circumstances warrant by a vote of the majority of the School Committee.

All meetings and subcommittee meetings will be publicly posted in advance, as required by law.

File: BEC

EXECUTIVE SESSIONS

All meetings of the School Committee are open to attendance by the public and media representatives. However, the Committee has the right to convene in a closed executive session when it meets the following procedural conditions imposed by state law:

1. The Committee will first convene in an open session for which due notice has been given.
2. The Chair (or, in their absence, the presiding member) will state the purpose for the executive session by stating all subjects that may be revealed without compromising the purpose for which the executive session was called.
3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.
4. The Chair or presiding member will state before entering the executive session whether the Committee will reconvene in open session after the executive session.

The law puts specific limitations on the purposes for which executive sessions may be convened. The Committee may enter executive sessions only to deliberate:

1. The reputation, character, physical condition or mental health, rather than the professional competence, of a single individual, or the discipline or dismissal, including the hearing of charges against, a member of the committee, a school department employee or student, or other individual. The individual has certain rights enumerated in the law including requiring the Committee to hold an open session should the individual so request.
2. Strategy with respect to non-union negotiations or to conduct collective bargaining sessions with non-union personnel.
3. Strategy with respect to collective bargaining or litigation, if an open meeting might have a detrimental effect. Collective bargaining may also be conducted.
4. The deployment of security personnel or devices.
5. Allegations of criminal misconduct or to discuss the filing of criminal complaints.
6. Transactions of real estate, if an open meeting might be detrimental to the negotiating position of the committee or another party.
7. To comply with the provisions of any general or specific law of federal grant-in-aid requirements.
8. And to consider and interview applicants for employment by a preliminary screening committee (The only position that the School Committee would be involved in that might qualify would be for the position of Superintendent.) This exemption only applies if it can be determined that an

open meeting will have a detrimental effect in obtaining qualified applicants. This shall not apply to applicants who have passed a prior preliminary screening.

9. To meet or confer with a mediator with respect to any litigation or public business.
10. To discuss trade secrets or confidential competitively-sensitive or other proprietary information conducted by a governmental body as an energy supplier.

(In the first case, an open meeting will be held if the individual involved so requests.)

Accurate records of the proceedings conducted in executive session will be kept and may remain secret only so long as their publication would defeat the purpose of the session.

The School Committee Chair and the Superintendent will review executive session minutes for possible declassification on, at least, a quarterly basis and, if necessary, will consult with legal counsel. The School Committee Chair will bring minutes recommended for declassification to the School Committee for a vote either as part of a consent agenda or for individual action. In either case, there shall be an announcement of the declassification of minutes.

When a specific set of executive session minutes, not yet declassified, is requested by a member of the public, the School Committee shall render a decision on declassification at its next meeting or within 30 days after the request, whichever occurs first.

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions.

LEGAL REFS.: M.G.L. 30A:21; 30A:22

CROSS REFS.: BDE, Subcommittees of the School Committee
BE, School Committee Meetings
KEB, Public Complaints about School Personnel

File: BEDA

NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

As required by law, a minimum of 48 hours' advance notice (excluding Saturdays, Sundays and legal holidays) will be given for any meeting of the School Committee, including all subcommittee meetings. The only exception permitted is in case of emergency, which the law defines as "a sudden, generally unexpected occurrence or set of circumstances demanding immediate action."

Notification of the dates, times, and places of regular meetings may be accomplished by periodic publication of the schedule for the ensuing months. However, a minimum of 48 hours prior to each meeting the Committee shall cause to be posted a listing of each subject the Chair reasonably anticipates will be discussed at the meeting (the agenda). Notification of a change in a regular meeting time, place, or agenda and notification, including agenda, of a special meeting will be filed with the town clerk at least 48 hours in advance, as required by law.

LEGAL REFS.: M.G.L. [30A:18](#)-25

CROSS REF.: [BE](#), School Committee Meetings

File: BEDB

AGENDA FORMAT

The Superintendent, conferring with the Chair and/or Vice Chair of the School Committee, will arrange the order of items on meetings agendas so that the Committee can accomplish its business as expeditiously as possible. The particular order may vary from meeting to meeting in keeping with the business at hand.

The Committee will follow the order of business established by the agenda except as it votes to rearrange the order for the convenience of visitors, individuals appearing before the Committee, or to expedite Committee business.

Any School Committee member, staff member, or citizen may suggest items of business. The inclusion of such items, however, will be at the discretion of the Chair of the Committee. A staff member who wishes to have a topic scheduled on the agenda should submit the request through the Superintendent.

The agenda will also provide for time when any citizen who wishes may speak briefly before the School Committee.

The agenda, together with supporting materials, will be distributed to School Committee members no less than three business days prior to the meeting to permit adequate time to prepare for the meeting.

Agendas will be posted and made available to the press.

CROSS REFS: BEDH, Public Comment at School Committee Meetings

File: BEDD

RULES OF ORDER

Robert's Rules of Order shall govern all meetings except when in conflict with School Committee policy or rules of procedure.

In accordance with Robert's Rules, the Committee may suspend parliamentary rules of order by a two-thirds vote.

File: BEDF

VOTING METHOD

Open meeting

Votes of the School Committee will be taken by voice vote or a hand count and shall be recorded in the minutes. If the vote is unanimous only that fact need be recorded. No vote taken at an open session shall be by secret ballot.

All actions will require a majority vote of all members present and voting except as state law, Robert's Rules of Order, Newly Revised, or policies of this Committee require a larger majority. A majority of the members of the School Committee will constitute a quorum.

A two-thirds vote will be required to suspend parliamentary rules of order.

Executive Session

A majority of the members of the School Committee must vote to enter into executive session, with the vote taken by roll call and recorded in the official minutes.

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions. Any votes taken to ratify employment contracts or collective bargaining agreements shall be taken in open session.

LEGAL REFS.: M.G.L. 30A:18-25; 71:42; 71:50

File: BEDG

MINUTES

The minutes of a School Committee meeting constitute the written record of Committee actions; they are legal evidence of what the action was. Therefore, the secretary of the School Committee will be responsible for reporting in the minutes all actions taken by the Committee.

Minutes will include:

1. The date, time, place, the members present or absent, annotated as to arrival and departure times, if during the meeting, a summary of each subject, and a list of documents and exhibits used at the meeting,
2. A complete record of official actions taken by the Committee relative to the Superintendent's recommendations, to communications, and to all business transacted. Resolutions and motions will be given in their exact wording, accompanied by the names of members moving and seconding and a record of the results of the vote. Reports and documents relating to a formal motion may be omitted if they are referred to and identified by title and date.
3. Notation of formal adjournment.

Copies of the minutes will be sent to all Committee members at least 48 hours in advance of the meeting at which the minutes are to be approved. Minutes of all meetings shall be created and approved in a timely manner which is defined in regulation as within the next 3 meetings of the body or within 30 days, whichever is later.

The approved minutes will become permanent records of the Committee. Minutes of public meetings and minutes of executive sessions that have been declassified will be in the custody of the Superintendent who will make them available to interested citizens upon request.

LEGAL REFS.: M.G.L. 30A:22; 66:10; 940 CMR 29.00

CROSS REF.: KDB, Public's Right to Know; BEC, Executive Session

File: BEDH

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS/PUBLIC HEARINGS

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

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

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

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

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

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

1. A summary of this policy shall be read aloud at the beginning of each meeting in both English and Spanish.
2. The School Committee will have one section for public comment at each School Committee meeting, which shall generally follow the opening of the meeting.
3. Individuals wishing to speak may identify themselves by name and their relationship to the district.
4. Speakers will be allowed up to three (3) minutes to present their material. Extension of this time limit is at the discretion of the chair.
5. Copies of public comments shared during the public comment period may be presented in writing, but not required, to the Committee before or after the meeting for Committee members to review or to consider at an appropriate time, and for inclusion in the meeting minutes.
6. Topics raised during the public comment period shall be focused on topics related to school district matters and/or items that are within the School Committee's authority.
7. All speakers are encouraged and expected to present their remarks in a respectful manner.

8. All remarks will be addressed to the Chair of the School Committee. Responses to concerns will be made only by the Superintendent or Chair of the meeting, or other members at the Chair's discretion should a member request to speak. While the Committee and/or administration will not typically respond to citizen comments or questions posed at public comment, the Chair, as presiding officer of the meeting, may answer or request an answer to a question if they deem it expeditious.

State law also provides that:

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

Public Comment During Remote or Online Meetings

Should the School Committee hold its public meetings remotely, the process for participating in public comment shall replicate the above as much as possible. The only difference will be the opportunity for those submitting comments to opt to submit a written comment (to be read aloud during the meeting) or to be recognized during the remote/online meeting in order to speak within the online meeting environment for up to three (3) minutes.

Participating in Public Comment Remotely During In-Person Meetings

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

LEGAL REF.: MGL 30A:20(g)

File: BEE

SPECIAL PROCEDURES FOR CONDUCTING HEARINGS

In conducting all public hearings required by law, and others, as it deems advisable, the School Committee will:

1. Give due and public notice in line with statutory requirements and seek to publicize the meeting in all local media.
2. Make available printed information on the topic of the hearing.
3. Give all persons an equal opportunity to be heard in accordance with the Committee's policy.

The Chair of the Committee will preside at the hearing.

The public will be informed at the beginning of the hearing the particular procedure that will be followed in regard to questions, remarks, rebuttals, and any time limitations or other rules that must be followed to give everyone an opportunity to be heard.

In conformance with customary hearing procedures, statements and supporting information will be presented first by the Committee, or by others for the Committee; to comment, citizens must be recognized by the Chair, and all remarks must be addressed to the Chair and be germane to the topic. To assure that all who wish get a chance to speak, the Chair will recognize persons who have not commented previously during the hearing before recognizing persons who wish to remark a second time.

File: BG

SCHOOL COMMITTEE POLICY DEVELOPMENT

The School Committee will develop policies and put them in writing so that they may serve as guides for the discretionary action of those to whom it delegates authority.

The formulation and adoption of these written policies will constitute the basic method by which the School Committee will exercise its leadership in providing for the successful and efficient functioning of the school district. Through the study and evaluation of reports concerning the execution of its policies, the School Committee will exercise its control over school operation.

Policies are principles adopted by a School Committee to chart a course of action. They tell what is wanted; they may include why and how much. Policies should be broad enough to indicate a line of action to be followed by the administration in meeting day-to-day problems, yet be specific enough to give clear guidance.

The policies of the School Committee are framed, and are meant to be interpreted in terms of state law, regulations of the Massachusetts Board of Elementary and Secondary Education, and other regulatory agencies of the various levels of government.

File: BGB

POLICY ADOPTION

Adoption of new policies or changing existing policies is solely the responsibility of the School Committee. Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the School Committee when such action has been scheduled on the agenda of a regular or special meeting.

To permit time for study of all policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments will be presented as three (3) readings as an agenda item to the Committee in the following sequence:

1. Information item - distribution with agenda
2. Discussion item - reading of the proposed policy or policies; response from Superintendent; report from any advisory committee assigned responsibility in the area; Committee discussion and directions for any redrafting
3. Action item - discussion, adoption or rejection.

Amendments to the policy at the action stage will not require repetition of the sequence, unless the Committee so directs.

The School Committee may dispense with the above sequence to meet emergency conditions.

Policies will be effective upon the date set by the School Committee. This date will ensure that affected persons have an opportunity to become familiar with the requirements of the new policy prior to its implementation.

File: BGC

POLICY REVISION AND REVIEW

In an effort to keep its written policies up to date so that they can be used consistently as a basis for School Committee action and administrative decision, the Committee will review its policies on a regular basis.

In its review, the Committee will evaluate how policies have been implemented. It will consider feedback from school staff, students, and the community when revising policies, as appropriate.

The Superintendent is expected to call to the attention of the Committee all policies that are out of date or for other reason appear to need revision.

File: BGD

SCHOOL COMMITTEE REVIEW OF PROCEDURES

It is expected that the Superintendent and administrative staff will need to issue procedures implementing policies of the School Committee. Many of these will be routine from year to year; others will arise in special circumstances; some will be drawn up under specific directions from the Committee.

The Committee may review the procedures developed by the Superintendent for the school district whenever they appear inconsistent with policy, goals, or objectives of the District, but it will revise or veto such procedures only when, in the Committee's judgment, they are inconsistent with policies adopted by the Committee.

The Committee will not officially approve procedures except as required by state law or in cases when strong community attitudes, or possible student or staff reaction, make it necessary or advisable for a procedure to have the Committee's advance approval.

Rules Pertaining to Staff and Student Conduct

Under Massachusetts law, the Superintendent is required to publish "rules and regulations pertaining to the conduct of teachers and students which have been adopted." Codes of discipline, as well as procedures used to develop such codes, shall be filed with the Dept. of Elementary and Secondary Education for information purposes only. Standards of conduct will be included in staff and student handbooks. These handbooks will be reviewed and approved annually by the School Committee.

LEGAL REF.: M.G.L. 71:37H

File: BGE

POLICY DISSEMINATION

The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Committee and the regulations needed to put them into effect.

Accessibility is to extend at least to all employees of the school district, to members of the Committee, and, insofar as conveniently possible, to all persons in the community. A policy concerning a particular group or groups in the schools will be distributed to those groups prior to the policy's effective date.

All policy manuals distributed to anyone will remain the property of the Committee and will be considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. They are subject to recall at any time deemed necessary for purposes of updating.

The School Committee's official policy manual will be considered a public record and will be available for inspection at the Superintendent's office.

File: BGF

SUSPENSION OF POLICIES

The operation of any section or sections of School Committee policies not established by law or contract may be temporarily suspended by a two-thirds vote of Committee members present at any regular or special meeting. Any action to suspend policy must be reviewed at the next scheduled meeting and will be so noted on the agenda for that meeting.

File: BHC

SCHOOL COMMITTEE-STAFF COMMUNICATIONS

The School Committee wishes to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the Superintendent.

Staff Communications to the School Committee

All communications or reports to the Committee or any of its subcommittees from Principals, supervisors, teachers, or other staff members will be submitted through the Superintendent. This procedure does not deny the right of any employee to appeal to the Committee for administrative decisions on important matters, except those matters that are outside of the Committee's legal authority, provided the Superintendent has been notified of the forthcoming appeal and that it is processed in accordance with the Committee's policy on complaints and grievances. Staff members are also reminded that Committee meetings are public meetings. As such, they provide an excellent opportunity to observe first-hand the Committee's deliberations on problems of staff concern.

School Committee Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent. The Superintendent will develop appropriate methods to keep staff fully informed of the Committee's problems, concerns and actions.

Visits to Schools

Individual School Committee members interested in visiting schools or classrooms will inform the Superintendent of such visits and make arrangements for visitations through the Principals of the various schools. Such visits will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by Committee members will be carried on only under Committee authorization.

File: BHE

USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS

As elected public officials, School Committee members shall exercise caution when communicating between and among themselves via electronic messaging services including but not limited to electronic mail (e-mail), texts, posts on social media platforms, Internet web forums and Internet chat rooms.

Under the Open Meeting Law, deliberation by a quorum of members constitutes a meeting. Deliberation is defined as movement toward a decision including, but not limited to, the sharing of an opinion regarding business over which the committee has supervision, control or jurisdiction. A quorum may be arrived at sequentially using electronic messaging without knowledge and intent by the author. Since e mail communication is regulated by the Open Meeting Law, it is a violation to e mail, text or post on social media to a quorum any messages that would amount to deliberation on School Committee business. Therefore, no substantive discussion by a quorum of members of the School committee about public business within the jurisdiction of the School Committee is permissible except at a meeting held in compliance with the Open Meeting Law.

School Committee members should use electronic messaging between and among members only for housekeeping purposes such as requesting or communicating agenda items, meeting times or meeting dates. Electronic messaging should not be used to discuss public business currently before the Committee or matters that members could reasonably assume could come before it in the future.

Under the Public Records Law, electronic messages between public officials involving public business, even those made using officials' private accounts, may be considered public records. Therefore, in order to ensure compliance, the School Committee secretary shall be copied on all electronic correspondence between and among members of the School Committee. In addition, members shall use their City of Salem-issued email addresses to communicate on matters of School Committee business, so that emails may be archived and members' private accounts need not be accessed in the event of a public records request. Electronic correspondence shall be retained in the central office in the same fashion as any other School Committee records. School Committee members who do not have a computer or access to these messages shall be provided access on a timely basis.

LEGAL REFS.: MGL 4:7;30A:18-25; 66:10

CROSS REF: EHB – DATA/RECORDS RETENTION

File: BIA

NEW SCHOOL COMMITTEE MEMBER ORIENTATION

In accordance with the requirements of law, each new School Committee member elected to the School Committee is required to complete, within one year of their election or appointment, at least eight hours of orientation training. This orientation shall include, but is not limited to, a review of School Finance, the Open Meeting Law, Public Records Law, Ethics/Conflict of Interest Law, Special Education Law, Collective Bargaining, School Leadership Standards and Evaluations, and the Roles and Responsibilities of School Committee Members.

The School Committee and Superintendent shall assist each new member to understand the Committee's functions, policies and procedures of the Committee as soon after election as possible. Each new member shall be given or provided direct online access to the following materials:

- A. A copy of the School Committee policy manual
- B. A copy of the Open Meeting Law
- C. A copy of the Ethics/Conflict of Interest Regulations
- D. A copy of the district's budget
- E. Collective bargaining agreements and contracts
- F. Student and staff handbooks

Each new member shall also receive any other materials the Chair and/or the Superintendent determine. The Chair and/or Superintendent shall also clarify policy:

- A. Arranging visits to schools or administrative offices
- B. Requesting information regarding school district operations
- C. Responding to community requests/complaints concerning staff or programs
- D. Handling confidential information

Whether appointed or elected, new members should be advised that they are also members of the Massachusetts Association of School Committees, Inc. and should be encouraged to utilize the services and resources MASC provides by attending meetings or workshops specifically designed for new Committee members. Their expenses at these meetings or workshops will be reimbursed in accordance with established School Committee policy.

LEGAL REF.: M.G.L. [71:36A](#)

CROSS REF.: BBBA/BBBB School Committee Member Qualifications/Oath of Office

File: BIBA

SCHOOL COMMITTEE CONFERENCES, CONVENTIONS, AND WORKSHOPS

To provide continuing in-service training and development for its members, the School Committee encourages the participation of all members at appropriate School Committee conferences, workshops and conventions. However, in order to control both the investment of time and funds necessary to implement this policy, the Committee establishes these principles and procedures for its guidance:

1. The School Committee will be made aware of School Committee conferences, conventions and workshops. The Committee will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school district.
2. Funds for participation at such meetings will be budgeted for on an annual basis. When funds are limited, the Committee will designate which of its members would be the most appropriate to participate at a given meeting.
3. Reimbursement to Committee members for their travel expenses will be in accordance with the travel reimbursement policy.
4. When a conference, convention, or workshop is not attended by the full Committee, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.

LEGAL REF.: M.G.L. [40:5](#)

CROSS REFS.: [BID](#), School Committee Member Compensation and Expenses
[DKC](#), Expense Reimbursements

File: BID

SCHOOL COMMITTEE MEMBER COMPENSATION AND EXPENSES

The Salem School Committee members shall receive compensation according to the city charter. No member of a School Committee in any town shall be eligible to the position of teacher, or Superintendent of public schools therein, or in any union school or superintendency union or district in which their town participates.

Upon submitting vouchers and supporting bills for expenses incurred in carrying out specific services previously authorized by the Committee, members may be reimbursed from school funds.

Reimbursable expenses may include the cost of attendance at conferences of School Committee associations and other professional meetings or visitations when such attendance and expense payment has had prior School Committee approval.

LEGAL REFS.: M.G.L. 40:5; 71:52
 Section 1, Chapter 2, Division 11, School Committee Section - 2956

CROSS REF.: BIBA, School Committee Conferences, Conventions, and Workshops

File: BJ

SCHOOL COMMITTEE LEGISLATIVE PROGRAM

The School Committee, as an agent of the state, must operate within the bounds of state and federal laws affecting public education. If the Committee is to meet its responsibilities to the residents and students of this community, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause.

To this end:

1. The Committee will keep itself informed of pending legislation and actively communicate its concerns and make its position known to elected representatives at both the state and national level.
2. The Committee will work with its legislative representatives (both state and federal), with the Massachusetts Association of School Committees, and other concerned groups in developing an annual, as well as a long-range, legislative program. One of the major objectives of the Committee's legislative program will be to seek full funding for all state and federally mandated programs.
3. The Committee will annually designate a person, who may or may not be a member of the Committee, to serve as its legislative representative. This person will be authorized to speak on the Committee's behalf with respect to legislation being considered by the Massachusetts Legislature or the United States Congress or their respective committees. In all dealings with individual elected representatives, the Legislature or Congress, the Committee's representative will be bound by the official positions taken by the School Committee.

File: BK

LIAISON WITH SCHOOL COMMITTEE ASSOCIATION

It shall be the policy of the School Committee to maintain membership in the Massachusetts Association of School Committees, Inc. Through this membership in the state association, the School Committee maintains indirect membership in the National School Boards Association.

The School Committee shall seek to participate as fully as possible in the activities of these organizations.