

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 September 8, 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/87540010354?pwd=xCpJauGAOZa34brv9zcHnT7SNsMobv.1>

Passcode: 440458

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 August 24, 2026
2. Approval of Minutes of the School Committee Retreat held on September 3, 2026
3. Approval of FY26 Warrants:
 1. 8/26/2026 - \$38,052.00
 2. 9/2/2026 - \$1,060.00
4. Approval of FY27 Warrants:
 1. 8/20/2026 - \$783,861.73
 2. 8/27/2026 - \$1,708,134.07
 3. 9/3/2026 - \$905,283.73

5. Student Representative Report

6. Superintendent's Report

1. Announcements and Highlights
2. Superintendent's Entry Plan
3. PROTECT Act Policy
4. Massachusetts School Building Authority (MSBA) Update
5. 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. Motion per Policy 6205 to Temporarily Suspend Three Readings of Revised or New Policies in Order for Immediate Adoption of the PROTECT Act Policy 1408
2. Motion for Immediate Adoption of the PROTECT Act Policy 1408
3. Motion to Adopt Revised Wellness Policy 5711/ADF for Second Reading
4. Motion to Adopt Revised Medication Administration Policy 5709 for Second Reading
5. Motion to Adopt Section C of the Policy Manual and Hold Implementation of the Policies until the Completion of the Full Policy Manual Review for First Reading

9. Newsletter Items

10. Announcements

11. 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 REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **reunión regular 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/87540010354?pwd=xCpJauGAOZa34brv9zcHnT7SNsMobv.1>

Código de acceso: 440458

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 regulares 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 reunión regular del Comité Escolar celebrada el 24 de agosto de 2026
2. Aprobación del acta de la reunión del Comité Escolar celebrada el 3 de septiembre de 2026
3. Aprobación de las órdenes de pago del año fiscal 26:
 1. 26-ago-2026 - \$38,052.00
 2. 2-sep-026 - \$1,060.00
4. Aprobación de las órdenes de pago del año fiscal 27:
 1. 20-ago-2026 - \$783,861.73 dólares
 2. 27-ag- 2026 - \$1,708,134.07 dólares
 3. 3-sep-2026 - \$905,283.73 dólares

5. Informe del representante esudiantil

6. Informe del superintendente

1. Anuncios y noticias destacadas
2. Plan de incorporación del superintendente
3. Política relativa a la Ley PROTECT
4. Novedades sobre la Autoridad de Edificios Escolares de Massachusetts (MSBA)
5. 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. Moción, de conformidad con la Política 6205, para suspender temporalmente las tres lecturas de proyectos de ley revisados o nuevos Se aprueban las medidas necesarias para la adopción inmediata de la Política 1408 de la Ley PROTECT
2. Moción para la aprobación inmediata de la Política 1408 de la Ley PROTECT
3. Moción para aprobar la política de bienestar revisada 5711/ADF en segunda lectura
4. Moción para aprobar la política revisada 5709 sobre la administración de medicamentos para su segunda lectura
5. Moción para aprobar la sección C del Manual de políticas y aplazar la aplicación de la Políticas hasta que finalice la revisión completa del manual de políticas para su primera lectura

9. Artículos del boletín informativo

10. Anuncios

11. Cierre

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 8 de setembro 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/87540010354?pwd=xCpJauGAOZa34brv9zcHnT7SNsMobv.1>

Senha: 440458

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 seu áudio

4. Aprovação da pauta de consentimento

1. Aprovação da ata da reunião ordinária do Conselho Escolar realizada em 24 de agosto de 2026
2. Aprovação da ata do retiro do Comitê Escolar realizado em 3 de setembro de 2026
3. Aprovação das ordens de pagamento do exercício fiscal de 26:
 1. 26-ago-2026 - US\$ 38.052,00
 2. 02-set-2026 - US\$ 1.060,00
4. Aprovação das ordens de pagamento do exercício fiscal de 27:
 1. 20-ago-2026 - US\$ 783.861,73
 2. 27-ago-2026 - US\$ 1.708.134,07
 3. 03-set-2026 - US\$ 905.283,73

5. Relatório do Representante dos Alunos

6. Relatório do Superintendente

1. Anúncios e destaques
2. Plano de Entrada do Superintendente
3. Política da Lei PROTECT
4. Atualização sobre a Autoridade de Edifícios Escolares de Massachusetts (MSBA)
5. 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. Moção, nos termos da Política 6205, para suspender temporariamente as três leituras de projetos de lei revisados ou novos diretrizes para a adoção imediata da Política 1408 da Lei PROTECT
2. Moção para a aprovação imediata da Política 1408 da Lei PROTECT
3. Moção para aprovar a Política de Bem-Estar revisada 5711/ADF em segunda votação
4. Moção para aprovar a Política 5709 revisada sobre administração de medicamentos para segunda leitura
5. Moção para aprovar a Seção C do Manual de Políticas e suspender a implementação das Políticas até a conclusão da revisão completa do Manual de Políticas para a primeira leitura

9. Itens do boletim informativo

10. Comunicados

11. Encerramento

Apresentado respeitosamente por,

Shirley Dorai

Assistente executiva 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, August 24, 2026
Hybrid Meeting**

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

Others in Attendance: Superintendent Welch, Deputy Superintendent Carbone and Assistant Superintendent Pauley

Members Absent: Mayor Dominick Pangallo

Call of Meeting to Order

Vice Chair Cornell 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 Hoffman made a motion to approve the agenda. Member Byas seconded and it was so VOTED. Motion passed unanimously.

Public Comment

There were no public comments.

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

Member Stott made a motion to approve the consent agenda. Member Manning seconded. Motion passed with 6 votes in favor and 1 absent.

Student Representative Report

There was no report.

Superintendent's Report

1. Superintendent - Initial Update

Superintendent Welch spoke about the warm welcome he received in Salem and the individual meetings held with School Committee members and principals.

Superintendent

Welch also met with community members at various events. Superintendent Welch proceeded to provide updates for the start of school during the first week of September. The Salem Public Schools Back to School Fair was held at the Collins Middle School on August 19th with over 50 vendors present and 850 backpacks distributed to students.

Vice Chair Cornell requested a copy of the transportation contract to ensure that the services provided meet the requirements. In response to Member Hoffman, Assistant Superintendent Pauley said that the transportation companies would have completed their test runs by the end of the week.

2. Back to School Preparation Presentation

Superintendent Welch provided the slide presentation on the Back to School presentation. Deputy Superintendent Carbone, Executive Director of Academics, Sonia Lowe, Executive Director of Special Education, Jennifer Doucette-Ly, Executive Director of Student Support Services, Ellen Wingard, Executive Director of Instructional Technology, Marc LeBlanc, Executive Director of Human Resources, Dr. Jill Conrad, Director of Diversity, Equity, Inclusion & Engagement, Laura Assade, Welcome Center Manager, Kethleen Silva, Director of Buildings & Grounds, Zissis Alepakakis, Food and Nutrition Services Director of Programs, Michaela Short, Assistant Superintendent Pauley and Massachusetts School Building Authority (MSBA) Liaison and Director of Safety, Lisa Golden also provided back to school updates.

Member Stott inquired if there was any additional support needed at the Sarah Parker Remond School for drop-off and pick-up times. Deputy Superintendent Carbone

responded that there have many conversations about this topic during the summer with administration, facilities, police and city officials. Deputy Superintendent Carbone added that an additional crossing guard and police officers have been requested to help with the

traffic but this has not been confirmed yet. Deputy Superintendent Carbone said that Principal Jellison at the Sarah Parker Remond School would highlight any concerns they experience during the first week of school. In response to Member Hoffman, Deputy Superintendent Carbone said that the Police Department hires crossing guards. In response to Member Stott, Director of Buildings & Grounds, Zissis Alepakis said that all the Saltonstall signage from the school has been removed or replaced with the new school name. In response to Member Manning, Assistant Superintendent Pauley said the crossing guard at the former Carlton Innovation School will now be at the Sarah Parker Remond School and that the Police Department is still hiring more crossing guards. In response to Member Hoffman, Deputy Superintendent Carbone said that there were conversations and even a community meeting on suggestions about traffic around the Sarah Parker Remond School. The city was going to try other methods to manage the traffic before considering a one-way street. In response to Member Manning, Assistant Superintendent Pauley said that Salem bus drivers have been handing over Kindergarteners and first grade students to parents even before she started work in Salem. Member Stott expressed interest in learning more about the new IEP software, updated restraint policy and the screen time statistics. Vice Chair Cornell and Member Stott commended the Family Welcome Booklet. Vice Chair Cornell mentioned that having a schedule of topics for the upcoming School Committee meetings would be helpful so that the administration will have time to prepare presentations. Member Miranda mentioned that there was a typographical error on Page 38 where a 0 was probably missing.

3. Massachusetts School Building Authority (MSBA) Update

This matter was addressed in the previous section.

4. Finance and Operations Report

This matter was addressed in the previous section.

Subcommittee Reports

1. Finance Subcommittee

No report at this time.

2. Personnel Subcommittee

No report at this time.

3. Building and Grounds Subcommittee

Member Miranda said that the subcommittee met during the summer where they received updates on the high school building, transportation, potential traffic patterns at

the Sarah Parker Reymond and summer projects. Member Miranda added that the subcommittee discussed the air conditioning and how to ensure that the students and staff are comfortable at the Bentley Academy Innovation School. Member Miranda noted that Assistant Superintendent Pauley informed that every classroom at Bentley and the Early Childhood Center will have air conditioning and that there are plans to do some green upgrades in the fall, ensuring that the district's purchasing decisions moves closer to sustainability goals.

4. Curriculum Subcommittee

Member Miranda said that the Curriculum Subcommittee met briefly and heard from Salem High School Principal Burns and Deputy Superintendent Carbone about the books and instructional materials to be declared as surplus. The subcommittee members voted unanimously to declare books and instructional materials as surplus. Member Miranda added that the subcommittee members were involved in the superintendent search process and therefore some of the topics that they wanted to discuss and updates they wanted to receive were paused. Member Miranda will work with Deputy Superintendent Carbone to plan the topics for discussion for the next few months.

5. Policy Subcommittee

Member Stott said that the Policy Subcommittee met a few times over the summer and that they have completed their review of Section B which is ready for the first reading. Member Stott explained that after the first reading, it would be placed on hold until the subcommittee reviews all the other sections of the policy manual, and then the second as well as the third reading will be done for the entire manual. Member Stott also mentioned that the goal is to complete the process in a year's time. In the meantime, Member Stott said that policies which need to be adopted and implemented before the start of school will be taken up separately.

Motions and Resolutions

1. Donation from Cummings Foundation

Assistant Superintendent Pauley said that the Cummings Foundation invites its Board of Trustees and members of its leadership staff to recommend a number of discretionary charitable gifts every year. The parents of a Bates Elementary School Kindergartener who are also Salem residents were among this group and they recommended this discretionary gift to the Salem Public Schools. Assistant Superintendent Pauley continued that this donation came as a surprise. The parents sent a message to the principal noting that they were especially impressed by the Salem Public Schools and the experience at Bates. They also mentioned the principal's leadership, exceptional classroom enrichment teachers and the dedicated specialists, support staff and student services teams. This is a one-time unrestricted gift of \$20,000 to the Bates Elementary School in recognition of their outstanding work.

Member Hoffman made a motion to accept the donation from the Cummings Foundation. Member Stott seconded and it was so VOTED. Motion passed unanimously.

2. School Physician Contract 2026-2028

Member Hoffman made a motion to approve the school physician contract for 2026-2028. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

3. Declare Salem High School Books/Instructional Materials as Surplus

Member Miranda made a motion to declare the Salem High School books and instructional materials as surplus. Member Byas seconded and it was so VOTED. Motion passed unanimously.

4. Revision to Salem High School, New Liberty Innovation School and Salem Prep High School 2026-2027 Calendars

Deputy Superintendent Carbone said that after the after the calendars were approved in the spring, it was discovered that the May 19th Professional Development (PD) Day which is a half day for students is the second day of the Massachusetts Comprehensive Assessment System (MCAS) test for the high school. Deputy Superintendent Carbone continued that the May 19th half PD day was changed to April 7th for Salem High School and Salem Prep High School. As for the New Liberty Innovation School, since every Wednesday is a half day or early release, they would just cancel the half PD day on May 19th.

Member Stott made a motion to adopt the revised Salem High School, New Liberty Innovation School and Salem Prep High School 2026-2027 calendars. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

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

Member Stott said that the policy needs to be adopted before the start of the school year in line with new state regulations.

Member Miranda made a motion to temporarily suspend three readings of revised or new policies in order for immediate adoption of the revised Physical Restraint Policy 5416. Member Hoffman seconded and it was so VOTED. Motion passed unanimously.

6. Motion for Immediate Adoption of Revised Physical Restraint Policy 5416

Member Miranda made a motion for immediate adoption of the revised Physical Restraint Policy 5416. Member Manning seconded and it was so VOTED. Motion passed unanimously.

7. Motion to Adopt Revised Wellness Policy 5711/ADF for First Reading

Chair Stott said that there were multiple policies for this matter but they have been all combined in this comprehensive policy that includes medication, administration, physical

activity, nutrition, food, allergies and social emotional health.

Member Miranda made a motion to adopt the revised Wellness Policy 5711/ADF for first reading. Member Hoffman seconded and it was so VOTED. Motion passed unanimously.

8. Motion to Adopt Revised Medication Administration Policy 5709 for First Reading

Chair Stott said that there were some new regulations regarding administration of medications such as Naloxone which were included in this policy.

Member Hoffman made a motion to adopt the revised Medication Administration Policy 5709 for first reading. Member Stott seconded and it was so VOTED. Motion passed unanimously.

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

Chair Stott said that a running tally is being kept of the policies that is hoped to be adopted which is slightly different from current policies.

Member Hoffman made a 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. Member Stott seconded and it was so VOTED. Motion passed unanimously.

Newsletter Items

Vice Chair Cornell apologized that the last newsletter for the year was not done due to an unforeseen occurrence. Vice Chair Cornell continued that the next newsletter will touch on the upcoming School Committee retreat, Dr. Welch's first School Committee meeting, data analysis for technology, update on educator pathways and the Cummings Foundation donation.

Announcements

Member Hoffman requested follow-up information to the update provided by Salem High School Principal Burns and College and Career Center Director, Meghan Sousa at the end of last school year about reaching out to all of the seniors including CTE students, ensuring that they finish their courses and apply for financial aid. Member Hoffman also mentioned that a conversation is needed about motorized scooters as well as bikes and regulations for them on school property as they can reach speeds of over 20 miles an hour. Member Hoffman also mentioned the need for helmets as well as setting expectations and accountability. Vice Chair Cornell mentioned that this might be a topic for the Policy Subcommittee. As for the rainbow crosswalks, Member Hoffman is working with a City Councillor and the Department of Public Works with regard to supplies. Member Hoffman asked everyone to have patience getting to and from school as school is set to begin soon. Member Miranda announced the School Committee retreat taking place on September 3rd. Member Miranda also highlighted the air quality monitors installed in the schools by the Salem Alliance for the Environment (SAFE) in partnership with the Salem Public Schools, North Shore Community Development Coalition and the Salem Sustainability and Resiliency Department. Member Miranda said that anyone who is interested in

the air quality in their area, can visit purpleair.com.

Adjournment

Member Hoffman made a motion to adjourn at 8:43 pm. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

DRAFT

**Minutes of the
Salem School Committee Retreat
Thursday, March 3, 2026
Rm. 227, 29 Highland Ave.**

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

Others in Attendance: Superintendent Welch, Deputy Superintendent Carbone and Assistant Superintendent Pauley

Members Absent: None

1. Call the Meeting to Order

Mayor Pangallo called the meeting to order at 5:05 pm.

Superintendent Welch did a team activator activity where members shared stories and learning moments.

2. Review of School Committee Norms

Member Miranda revisited the School Committee norms that were established in spring 2026. Member Hoffman commented that the School Committee is modelling these norms. Members agreed that there are no changes needed for the norms.

3. Listening Campaign and Family Engagement

Superintendent Welch reviewed the schedule for the listening sessions and family engagement activities. Superintendent Welch added that the goal is the introduction of the strategic plan. The strategic plan will be presented at the September 22, 2026 School Committee meeting.

4. Discussion of Vice Chair Term

Vice Chair Cornell requested feedback from the School Committee about decreasing the term of the vice chair which is 4 years. Mayor Pangallo commented that Policy #6301 and #6302 of the School Committee policy manual address this matter.

School Committee members proceeded to discuss if the 4 year term should be decreased to 2 years. Concerns were raised about placing presumptive constraints on future School Committees. A suggestion was made to obtain examples from the Massachusetts Association of School Committees (MASC) about what is being practiced at other districts.

Member Stott commented that one of the more recent policies discussed at the Policy Subcommittee was the organizational meeting which is held annually at the first meeting in January. Members agreed that this matter can be revisited at that meeting.

5. Discussion and Planning of 2026-2027 School Committee Agenda

School Committee members discussed the initial draft plan for the agenda topics.

Clarification was made that the October 19th budget conversation related to a check-in on the current budget where the October 1 enrollment data will be available as well. Members requested a regular update about the Sarah Parker Remond, School, New Liberty Innovation School and Salem Prep High School as they have moved to new locations. Members suggested that this topic and the new high school building update can be done in alternate months.

Discussion topics requested by members included innovation plan; 10 year vision; disparity in terms of achievement gaps, discipline, students with disabilities, etc.; data collected by the Director of Data Analysis and Research; artificial intelligence; technology; and supports received by high school students for post secondary education including first generation students going to college.

Comments provided included that discussion on technology would need to be earlier in the fall as it was also a topic requested by parents; information need to be provided to the School Committee members ahead of time before meetings; information about who to contact and a reasonable time for responses should be provided to families; the need to discuss a topic in more than one meeting; members to provide their questions ahead of time to administration; members to be provided with background or historical information; one-to-one conversations between administration and a member of the School Committee; agenda items to be tied to strategic plan; and regular report on progress.

6. Discussion of Strategic Plan

Superintendent Welch introduced the strategic plan draft and informed the School Committee that this is an opportunity for them to provide feedback.

Assistant Superintendent Pauley explained the strategic and innovation plan. Heidi Guarino, EdLab Strategies provided the steps taken over the past year to create the strategic plan draft. The feedback from School Committee members included focusing on inclusive classrooms, preparing students for post-secondary or college trajectory; expansion of career and technical education programs as well as hands-on learning; emphasizing “joy” in learning; adding the 10 year vision; taking note of trends that could affect the vision such as declining birth rates and constraints on funding or resources; diversifying funding sources; revisiting the logo; progress in diversifying the workforce and pathways; incorporating time to collaborate between schools; mental health; skill sets for students and educators; clarity on who needs protecting and why; alternative to restorative justice practices; support for parents; equity; anti-bias and anti-racist training; interrogating own beliefs; guardrails for piloting and innovation; school start times; focus on arts; building maintenance; and students rating educators.

7. Adjournment

Vice Chair Cornell made a motion to adjourn at 8:07 pm. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

Respectfully submitted by,
Shirley Dorai

Executive Assistant to the School Committee & Superintendent

DRAFT



SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

Superintendent's Entry Plan Summer-Fall 2026

Dr. Tommy Welch

*School Committee Meeting
September 8, 2026*

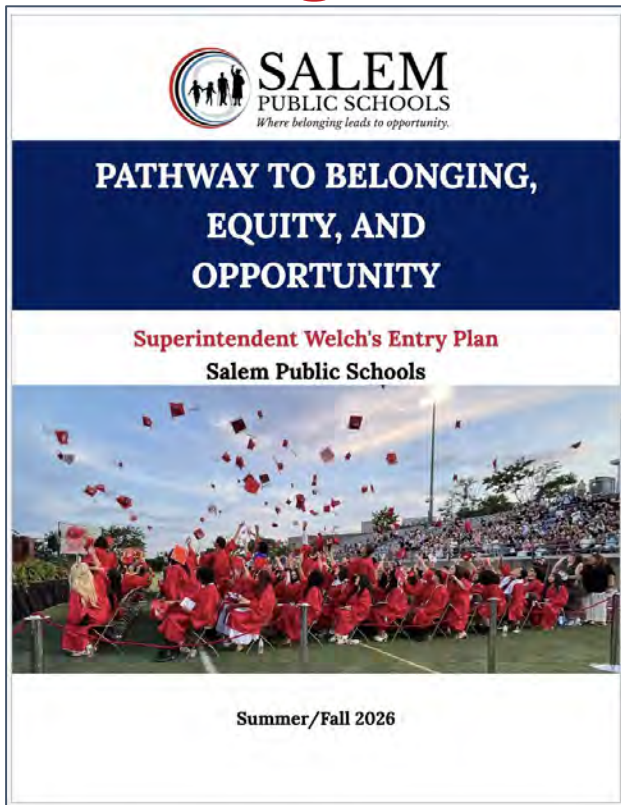


**Pathway to
Belonging, Equity,
and Opportunity**



Salem Public Schools

Building on A Foundation of Excellence



The Superintendent's 100-Day Entry Plan

- Purpose and Approach
- Overall Goals
- Five-Phase Transition
- Stakeholder Engagement
- Community and Stakeholder Questions
- Document and Data Review
- Executive Team Operational Review
- Deliverables



Learning, Not Running

Hitting the Ground Running

Reflexive, premature structural change without context.



Hitting the Ground Learning

Systemic exploration, building relational trust, and gathering data clarity before acting.

Equity in
Action

Collaboration
& Coherence

Transparency

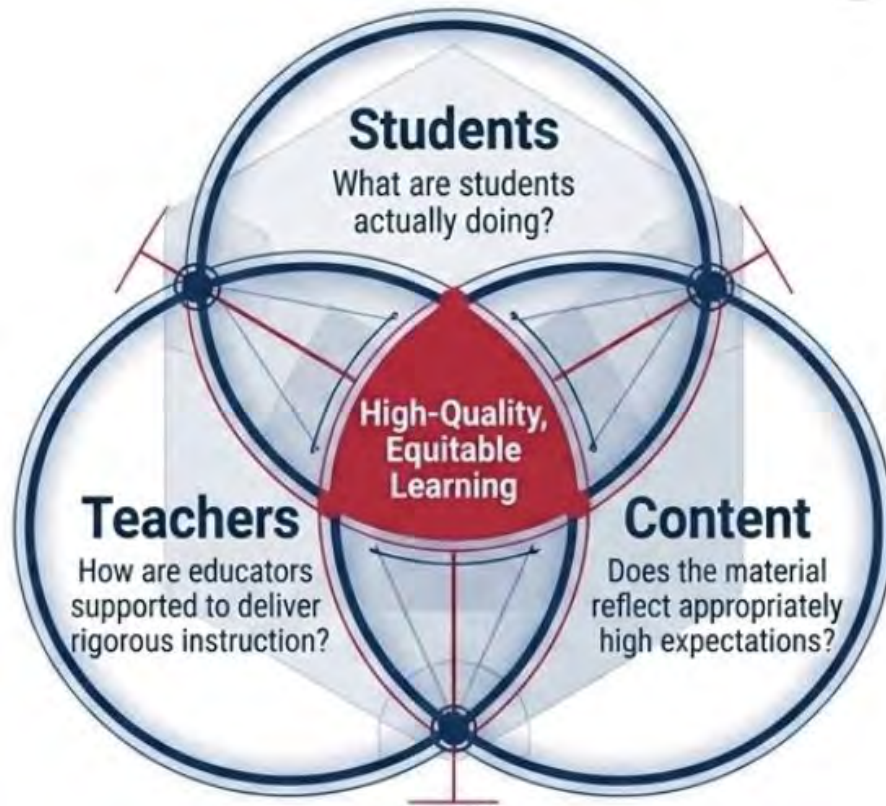
Curiosity

Internal
Accountability



Salem Public Schools

The Centerpiece: The Instructional Core



Key Priority:

Every observation, interview, and data review in this entry plan is designed exclusively to study and improve the system's capacity to drive the Instructional Core toward Equity, Opportunity, and Belonging.



Four Goals of the Entry Plan



Ensure Effective Transition

Maintain positive momentum and minimize disruption for a strong SY27 launch.



Build Collaborative Governance

Establish trusting, productive shared norms and protocols with the School Committee.



Listen Broadly & Deeply

Create extensive, multi-lingual engagement spaces, intentionally seeking historically marginalized voices.

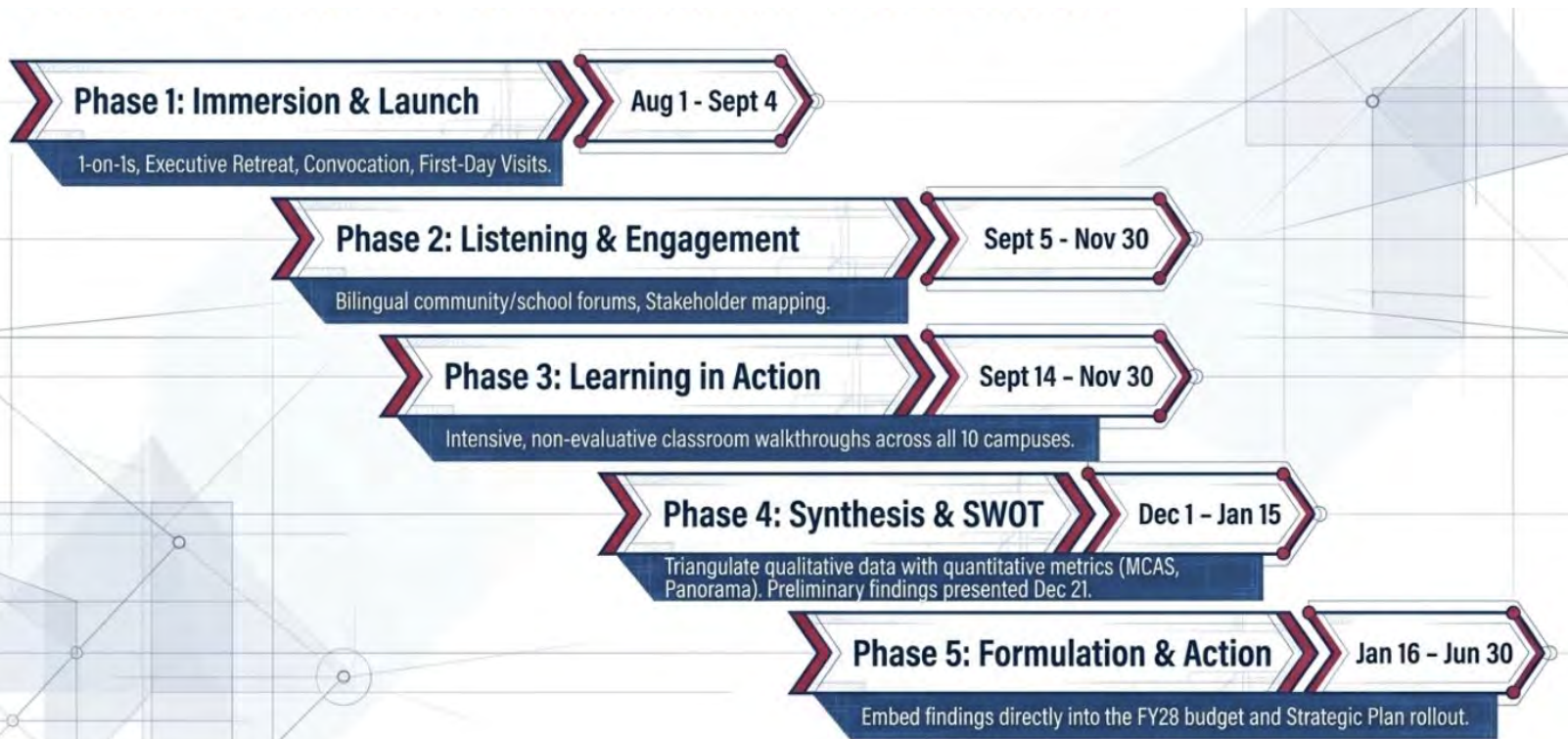


Establish Strategic Pathway

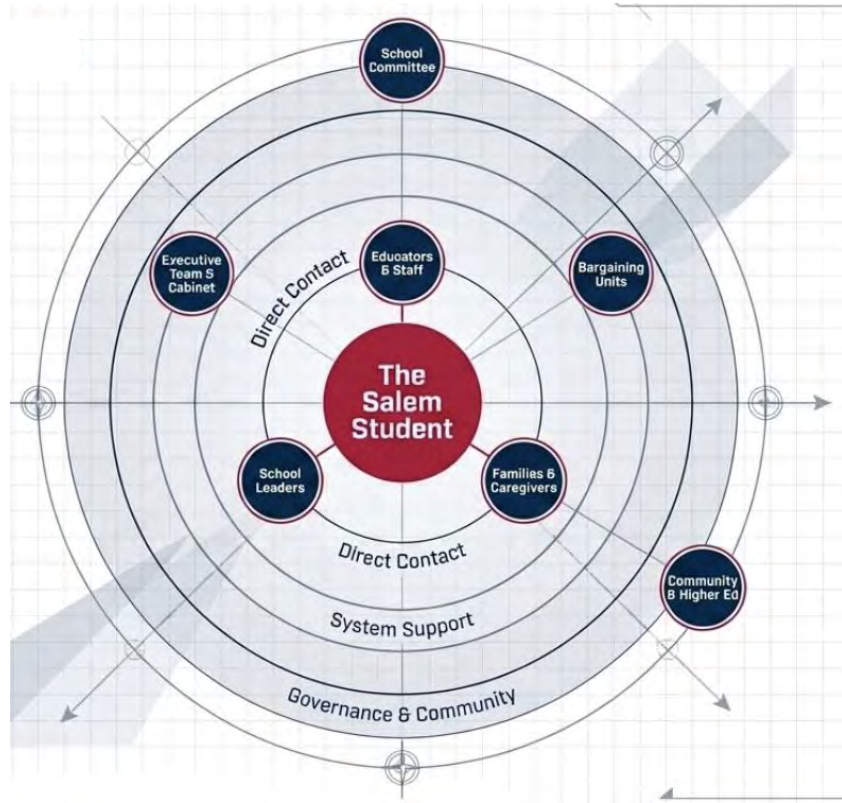
Build the context and relational foundation to roll out the 2026-2029 Strategic Plan and SPS 2035.



The 5-Phase Transition Timeline



Stakeholder Engagement



Key Priority:

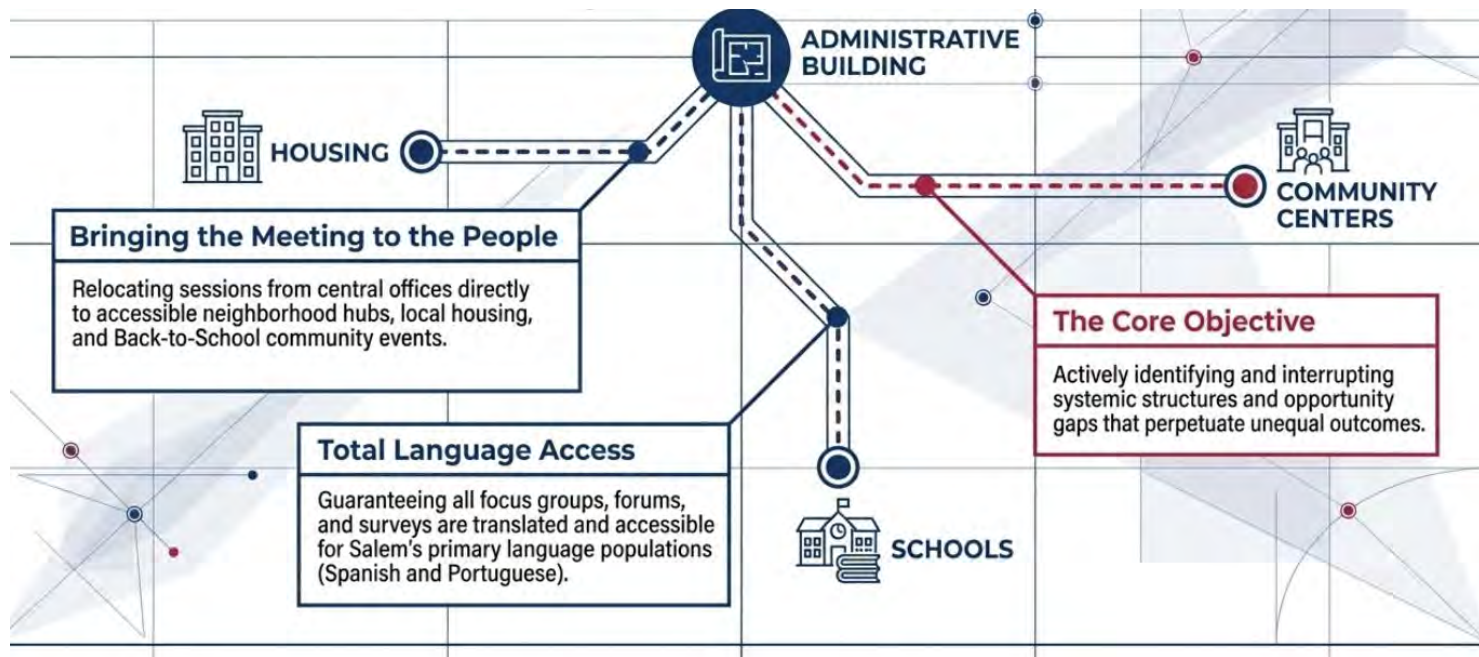
Ensuring voices closest to the classroom are systematically captured. Every constitute group exists to orbit and elevant the student.



Equity-Centered Outreach

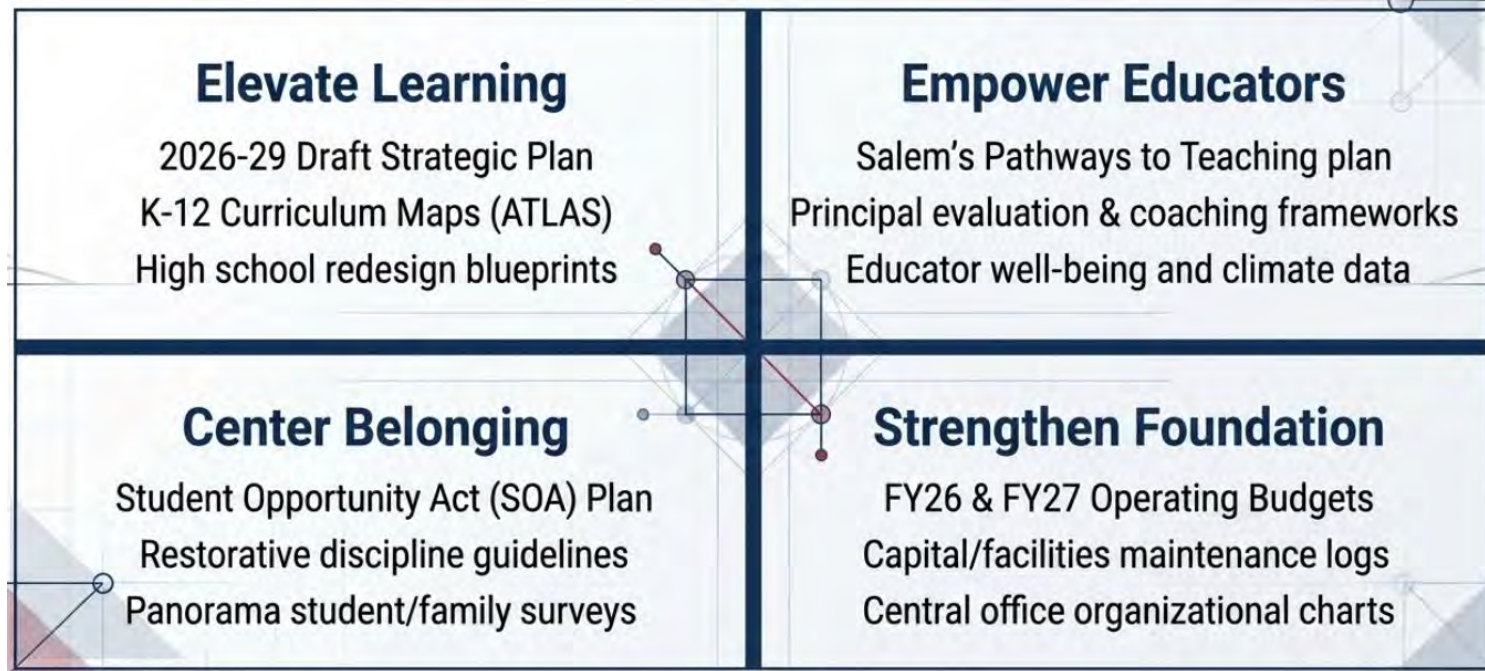
Key Priority:

Creating multiple opportunities for engagement in a variety of community settings, such as in schools, in communities, and where families can access the team



Structural Audit: Data and Document Review

Setting goals and understanding Salem Public Schools through the work of the 2023-2026 Strategic Plan and the aspirations of the 2026-2029 Strategic Plan



Shared Accountability and Deliverables

100

Meetings in 100 Days

(Structured listening with diverse stakeholders)

100%

Classroom Walkthroughs

(50% completed by Nov 2026, 100% across all 10 schools by April 2027)



Sept 8, 2026

Preliminary Transition Update to the School Committee.



Dec 21, 2026

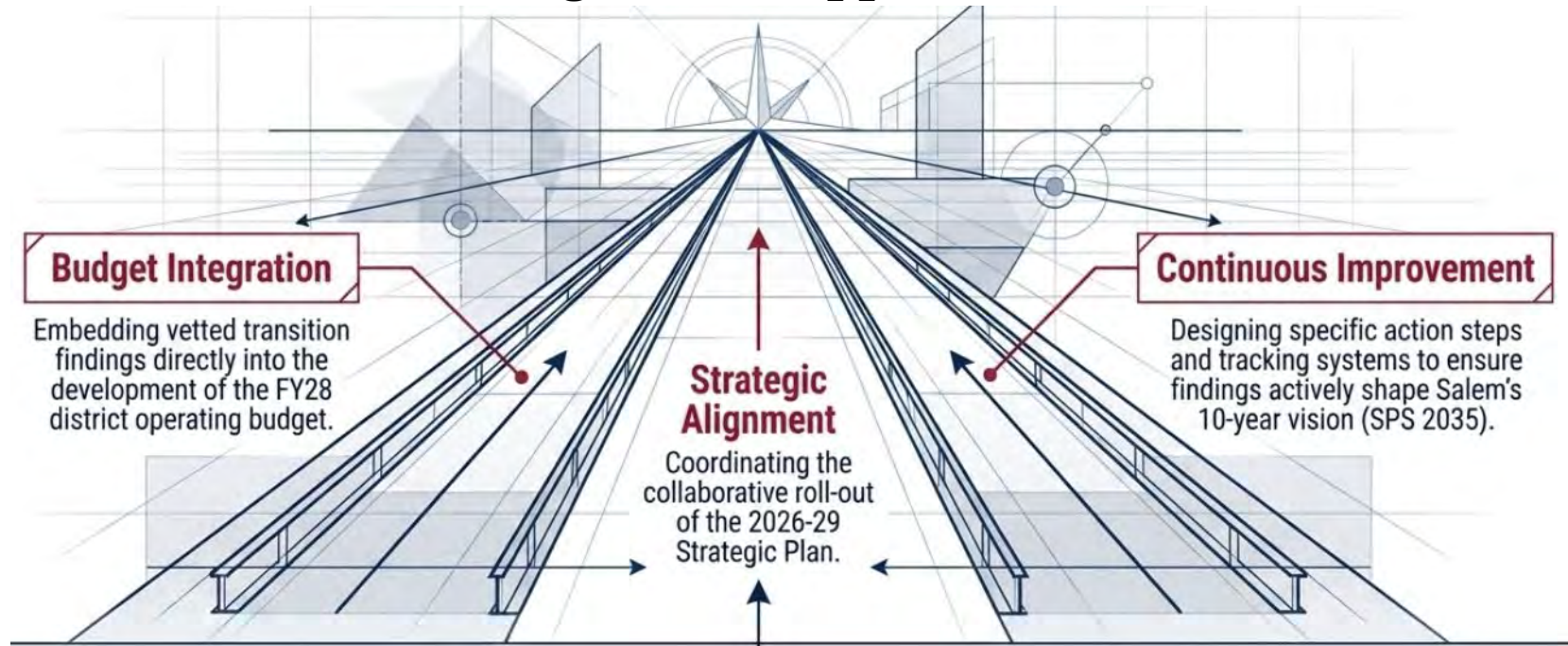
Draft Findings Briefing (Comprehensive written report on district-wide themes published prior to winter recess).



Salem Public Schools

Next Steps: Formulating the Future

True success means creating schools where every student is known, valued, challenged, and supported.



Questions and Discussion





SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

PATHWAY TO BELONGING, EQUITY, AND OPPORTUNITY

Superintendent Welch's Entry Plan
Salem Public Schools



Summer/Fall 2026

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LETTER TO THE SALEM PUBLIC SCHOOLS COMMUNITY

September 8, 2026

Dear Salem Public Schools Community,

I am deeply humbled and honored to have earned the confidence of the Salem School Committee to serve as your next Superintendent of Schools. After more than 27 years as a teacher, principal, and regional superintendent, I am excited to help Salem build upon its strong foundation and move toward an even brighter future. I enter this role with an honest appreciation for the deep history, renewed commitment to inclusion, maritime resilience, and proud immigrant roots of Salem, Massachusetts. It is clear we are a city that continues to reinvent itself to meet the needs of its people.

This transition represents a pivotal moment for Salem. We are fortunate to inherit a positive trajectory established over the past six years under the leadership of Dr. Stephen Zrike, whose recent appointment as State Secretary of Education speaks volumes about the incredible work happening across our schools. Under Dr. Zrike, Salem Public Schools launched transformative initiatives, including the groundbreaking Sarah Parker Remond School, the expansion of high-quality preschool slots, robust Career and Vocational Technical Education pathways, growth of Early College opportunities, increased access to AP classes, and a comprehensive dual language bilingual program. Additionally, under Mayor Pangallo's leadership, the city's commitment to investing in a new state-of-the-art facility, will make Salem High School the center of community activity and the hub of innovative teaching and learning in the North Shore when the project is completed in 2030. We have a solid foundation, being the best-performing public school district among comparable urban districts in Massachusetts, and our future is bright.

But as Mayor Dominick Pangallo has rightly noted: "There is always more to do." Academic growth remains central to our work, but true success must also mean creating schools where every student is known, valued, challenged, and supported. Doing this work successfully calls for collaborative, courageous, and student-centered leadership.

To lead effectively, I must first listen and learn. This Entry Plan represents a thoughtful, deliberate, and highly structured roadmap for my transition. It is designed to ensure that I gather deep data, foster authentic relational trust, and understand both the obvious strengths and hidden systemic challenges across our schools. This entry process focuses entirely on the process of inquiry; it does not assume answers or pre-judge the work

ahead. Instead, it positions me as an active learner alongside each member of the Salem community.

Our guiding light throughout this journey is Salem's powerful motto: **"Where Belonging Leads to Opportunity."** I am eager to collaborate with our dedicated educators, families, city leaders, community members, and, most importantly, our brilliant students to bring this motto to life in every classroom, every single day.

With heartfelt gratitude and excitement,

A handwritten signature in black ink, appearing to read 'Tommy Welch', written in a cursive style.

Dr. Thomas "Tommy" Welch

Superintendent of Schools, Salem Public Schools

I. PURPOSE & APPROACH

"Hitting the Ground Learning"

In his foundational work on leadership transition, Barry Jentz, prominent leadership author and Harvard Graduate School of Education lecturer, advises new administrators to resist the conventional urge to "hit the ground running." Instead, successful leaders "hit the ground learning." Entry requires a systemic and thoughtful exploration of the school district's culture, strengths, challenges, and hopes before introducing major structural change. By taking charge of the process of learning rather than reflexively jumping into tasks, a new leader builds the relational trust and data clarity necessary to make informed, sustained improvements. This plan outlines how Dr. Welch will ensure the priority of learning and listening, before enacting any organizational shifts.

The Instructional Core

At the absolute center of this Entry Plan is the Instructional Core: the critical interaction of students, teachers, and content in service of high-quality, equitable learning. To improve student achievement, we must focus on what students are actually doing, how teachers are supported to deliver rigorous instruction, and how the content itself reflects high expectations. Every observation, interview, and data review in this plan is designed to study the system's capacity to drive improvement within this instructional core in order to reach Salem Public Schools' core values of Equity, Opportunity, and Belonging for every child in Salem.

Salem's Core Values in Action

Throughout this entry process, Dr. Welch's leadership will be guided by five core values, heavily informed by successful urban school leadership frameworks in Massachusetts:

- **Equity in Action:** Intentionally identifying and interrupting systemic structures and opportunity gaps that perpetuate unequal outcomes among subgroups.
- **Collaboration & Coherence:** Building deep alignment across central office departments and school sites, ensuring that central office operates in direct support of classrooms.
- **Transparency:** Actively sharing findings, data, and processes with the broader Salem community to foster trust and shared ownership.
- **Curiosity:** Asking open-ended questions, observing classrooms, and learning from students, staff, and families as an active, humble researcher.
- **Internal Accountability:** Holding ourselves collectively responsible for executing the process of this transition and achieving Salem's Portrait of a Graduate as students move from our early education classrooms to their high school graduation and beyond.

II. OVERALL GOALS OF THE TRANSITION PLAN

The primary objectives of this transition plan are to ensure stability, build collaborative alliances, and lay the groundwork for long-term strategic action:

- **Goal 1: Ensure an Effective Transition of Leadership:** Build upon the strong foundation in Salem Public Schools, maintain positive momentum on key district priorities, and minimize disruption to daily district operations to ensure a strong launch to the 2026-27 school year while setting the foundation for long-term leadership.
- **Goal 2: Build Collaborative Governance & Leadership:** Establish a trusting, productive, and highly collaborative relationship with the Salem School Committee and Salem Public Schools leadership team members, defining shared norms, communication channels, and governance protocols.
- **Goal 3: Listen Broadly and Deeply:** Create extensive, inclusive, and multi-lingual opportunities for students, families, educators, staff, and community members to share their perspectives, with intentional outreach to historically marginalized voices.
- **Goal 4: Establish the Pathway for Strategic Growth:** Build the understanding, context, relationships, and relational foundation necessary to roll out the 2026-2029 Strategic Plan and collaborative planning for Salem's 10-year Vision (SPS 2035) to ensure short and long-term success for Salem Public Schools.

III. FIVE-PHASE TRANSITION TIMELINE

To ensure a seamless launch and systemic rhythm, Dr. Welch's transition is structured into five overlapping phases. This approach aligns the realities of all markers of the onboarding roadmap with operational markers for the 2026-27 school year:

Phase	Timeline & Onboarding	Operational Focus & Process Activities
Phase 1: Immersion & Launch	August 1 – September 4, 2026	• 1-on-1 Interviews: Conduct structured individual interviews with School Committee members, city leaders, SPS central office team members, and union leadership. • Formal Community Meeting: Establish collaboration with community leaders at the initial Meet & Greet with Mayor Pangallo (Aug 17). • Executive Team Retreat: Launch cabinet alignment at the Executive Team (Executive Team) Retreat (Aug 18). • Convocation: Deliver the Convocation Address to all staff (Aug 31). • First-Day Visits: Observe first-day operations at Sarah Parker Remond School and Salem High 9th grade (Sept 2), followed by all remaining campuses (Sept 3-4). • Committee Retreat: Facilitate the School Committee Retreat to establish working norms and initially plan the sequence of SY27 meeting topics (Sept 3).
Phase 2: Listening & Engagement	September 5 – November 30, 2026	• 1-on-1 Interviews: Continue to conduct structured individual interviews with community stakeholders, city leaders, and school leadership team members. • School-Based Forums: Launch bilingual 'Listening to Learn' opportunities for families across the 10 SPS school communities. • Community Forums: Launch bilingual 'Listening to Learn' forums and focus groups across the community. • Stakeholder Mapping: Implement stakeholder mapping to identify and connect with unrepresented and marginalized caregiver groups. • Document Review: Review foundational policy, fiscal, and instructional materials.
Phase 3: Learning in Action	September 14 – November 30, 2026	• Classroom Walks: Perform intensive, non-evaluative classroom walkthroughs across all 10 SPS schools to learn more about the Instructional Core. • Target Walks: Conduct visits to at least 50% of Salem classrooms by the end of November, and 100% by year-end.

		• Routines Audit: Participate in faculty meetings, professional development academies, and school-site leadership sessions.
Phase 4: Synthesis & SWOT	December 1, 2026 – January 15, 2027	• Triangulation: Triangulate qualitative interview and classroom observation data with quantitative performance metrics (MCAS, Panorama, STAR, Attendance). • SWOT Analysis: Conduct a cross-functional SWOT analysis in partnership with the Executive Team and school leaders. • Findings Vetting: Vet emerging findings with key stakeholders • Formal Reporting: Present a preliminary findings update as part of the Entry Plan Report to School Committee (Dec 21)
Phase 5: Formulation & Action	January 16 – June 30, 2027	• Budget Integration: Embed transition findings directly into the development of the FY28 district budget. • Strategic Rollout: Deploy findings to guide collaborative work around the 2026-29 Strategic Plan. • Metrics Design: Define action steps and co-design systems for continuous tracking and improvement.



IV. STAKEHOLDER ENGAGEMENT MATRIX & OUTREACH STRATEGY

To ensure that Dr. Welch hears from a rich array of voices, the entry process is built around a rigorous stakeholder mapping protocol. This matrix ensures that the perspectives of those closest to the classrooms are systematically captured:

Stakeholder Group	Key Representatives	Outreach Process & Focus Areas
School Committee	All School Committee Members	Individual 1-on-1 interviews; weekly updates; committee meetings; establish collaborative governance models and mutual accountability.
Municipal Leaders	Mayor, City Council, Chief of Police & Fire, City Finance Director, local legislators	Initial meet-and-greets; regular city-school coordination sessions and team meetings; align safety, facilities, and municipal processes.
Bargaining Units	STU, SAA, AFSCME, union executive boards, non-instructional representatives	Informal meet-and-greet sessions; establish recurring meetings focused on students and professional support.
Executive Team & Cabinet	Deputy Supt., Asst. Supt., & Executive Directors	Executive Team retreat (Aug 18); weekly individual coaching and check ins; and review central-to-school support models.
School Leaders	All principals, APs, & Special Education Team Chairs	Monthly Principal Cabinet meetings; individual school walkthroughs; and establish collaborative coaching relationships.
Educators & Staff	Teachers, bilingual paraprofessionals, specialists, counselors, support staff, & operations teams	School-site listening forums; focus groups; attendance at faculty meetings and professional development sessions.
Families & Caregivers	ELPAC, SEPAC, & Salem PTOs	Neighborhood-based listening forums; focus groups with interpreters; survey dissemination; and parent-welcome center sessions.
Students	Student Advisory Groups, multilingual learners, & student councils	Student-led focus groups; informal interviews during school lunches and site-walks; and classroom conversations.
Community & Higher Ed	Non-profit organizations,	Meetings with community leaders; collaborative sessions on after-school and

	community-based organizations, and higher education	out-of-school programmatic alignment; and pipeline partnerships. For example, LEAP for Education, North Shore CDC, Salem State University, North Shore Community College, NAGLY, Northshore Education Consortium (NEC), Pathways for Children, YMCA, Boys and Girls Club, PEM, Rotary Club, and others
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Equity-Centered Outreach

In alignment with Salem Public Schools' commitment to equity and inclusion, Dr. Welch's transition outreach will actively recognize and work to disrupt educational inequities by ensuring that marginalized voices are central to the inquiry process. To provide genuine language access, all focus groups, forums, and surveys will be translated into Salem's primary language populations, including Spanish and Portuguese. Rather than relying on traditional central office meetings, these listening sessions will be relocated directly to accessible neighborhood hubs, Back-to-School community events, local housing communities to meet families where they are. By centering the transition's inquiry process around SPS's values, the entry plan moves beyond standard administrative tasks to build an anti-racist, culturally responsive, and student-centered district culture from day one.



V. KEY DOCUMENT & PERFORMANCE DATA REVIEW PLAN

To ground qualitative listening in rigorous quantitative data, Dr. Welch will conduct a thorough document audit. This review focuses on analyzing trends and will disaggregate data to identify systems and policies that maintain disparities among student subgroups:

Strategic Pillar	Key Documents to Audit
Elevate Learning	• 2023-26 Strategic Plan & 2026-29 Draft Strategic Plan. • School & District Improvement Plans (2025-26 and 2026-27). • K-12 Curriculum Maps (ATLAS) & assessment calendars. • High school redesign / secondary pathway blueprints.
Empower Educators	• Salem's Pathways to Teaching strategic plan. • Onboarding, mentoring, and induction guidelines. • Principal evaluation frameworks and coaching plans. • Educator well-being surveys and climate data.
Center Belonging	• Student Opportunity Act (SOA) Plan. • District restorative discipline code and guidelines. • Salem Children's Cabinet data. • Panorama student and family survey reports.
Strengthen Foundation	• FY26 & FY27 District Operating Budgets. • Capital and facilities maintenance backlog records. • Central office organizational charts & job descriptions. • Translation, interpretation, and website accessibility reviews.



VI. CENTRAL OFFICE & EXECUTIVE TEAM OPERATIONAL REVIEW

As the Central Office exists strictly in service of school leaders, Dr. Welch's transition includes a focused operational review of the district's Executive Team (Executive Team). In partnership with the Executive Team, Dr. Welch will elevate a customer service orientation to streamline operations to eliminate bureaucratic friction and support principals directly:

- **Executive Team Composition:** Deputy Superintendent, Assistant Superintendent of Finance & Operations, and Directors/Executive Directors of Academics, Special Education, Human Resources, Facilities, Budget, Information Technology, DEI & Engagement, Student Supports, and Communications.
- **Shared Norms:** Grounding meetings in what best supports student learning, showing up prepared, owning work together, assuming positive intent, and speaking as if school leaders were in the room.
- **Reducing the Bottleneck:** Centralizing administrative processes to preserve principal time for classroom coaching.



VII. STRUCTURED INTERVIEW PROTOCOL & KEY INQUIRY QUESTIONS

To gather rich, comparable data across all stakeholder categories, Dr. Welch will utilize a structured interview protocol. Where time permits, he will also utilize facilitated conversation strategies to follow-up and dive deeper into the opportunities for learning. These questions are designed to be open-ended, assets-based, and focused on identifying both strengths and systemic roots of opportunity gaps:

Question 1 (Strengths & Assets): What are the proudest successes and core assets of the Salem Public Schools system and community that we must protect, preserve, and celebrate at all costs?

Question 2 (Systemic Challenges): What do you see as the biggest systemic, operational, or academic challenges currently facing our schools, and what are their likely roots in our current structures?

Question 3 (Innovation & Future Vision): As you envision Salem Public Schools in the next 10 years (SPS 2036), what are your primary hopes, and what promising pilots should we test to realize our Portrait of a Graduate?

Question 4 (Immediate Guidance): What is the 'one thing' you believe I should immediately focus on in my first 100 days as Superintendent, or what advice would you give me if you were in my shoes?

Additional Deep-Dive (Equity & Gaps): How has our district addressed issues of equity, racism, and opportunity gaps in the past, and where do you see our most urgent unaddressed gaps in student access or achievement?

Additional Deep-Dive (Instructional Core & Support): How do our central office systems currently support or hinder the work of our educators and school principals, and how can we better empower leaders as coaches?

VIII. ENTRY PROCESS DELIVERABLES & SHARED ACCOUNTABILITY

To ensure transparency and hold himself accountable to the process outlined in this transition plan, Dr. Welch commits to the following key deliverables, to be completed and published over the course of the school year:

- **100 Meetings in 100 Days:** Documenting and scheduling structured listening sessions with at least 100 diverse internal and external stakeholders within the first 100 days of Dr. Welch's tenure.
- **100% Classroom Walkthroughs:** Complete initial walks through at least 50% of the district's K-12 classrooms by late November 2026, and 100% of classrooms across all 10 schools by April 2027.
- **SPS Preliminary Transition Update (Sept 8):** Present a brief status update on initial transition work through the summer immersion months at the first September School Committee meeting.
- **Draft Findings Briefing (Dec 21, 2026):** Present and publish a comprehensive written report outlining identified district-wide themes, strengths, and priority action areas to the School Committee and the Salem community prior to winter recess.
- **Transition to Strategic Action:** Leverage the vetted findings of the entry report to outline budget-aligned strategic priorities for FY28 and coordinate the collaborative roll-out of the 2026-29 Strategic Plan.

PROTECT Act Policy

Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement

In Salem Public Schools, we recognize the importance of all students being known and valued, and promote a safe, inclusive, and welcoming learning environment for all students. All of our students have a right to a free public education regardless of race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability, or sexual orientation.

On August 5, 2026, Governor Maura Healey signed into law the [PROTECT Act](#). It is now the law in Massachusetts that, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds during school hours, student drop off and pick up windows, before- and after-school programming and school-sponsored events without a Judicial Warrant or Judicial Order.

The Superintendent shall immediately implement PROTECT Act procedures consistent with the Model Procedures and the Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement issued by the Governor's Office, the Executive Office of Education and the Department of Elementary and Secondary Education on August 21, 2026. The procedures will promote schools that are safe and accessible for students, staff and residents.

The procedures shall be implemented, wherever applicable, in alignment with District Emergency Operations Plans, Medical and Behavioral Health Emergency Response Plans, and the School Resource Officer Memorandum of Understanding.

The procedures shall include:

- (i) Procedures for identifying and designating a senior administrator at the District central office to serve as the individual responsible for having primary contact with law enforcement agents engaged in civil law enforcement for the school system and the central point of contact for schools on interactions with civil law enforcement;
- (ii) Procedures for identifying and designating a senior administrator at each school to serve as the individuals responsible for having primary contact with

law enforcement agents engaged in civil law enforcement who arrive on site at the school or request information about students, employees, or other persons affiliated with the school;

(iii) Procedures for contacting the school district's attorney;

(iv) Procedures for contacting the senior administrator at the school and the District central office in the event law enforcement agents engaged in civil law enforcement arrive on school grounds or request information about students, employees, or other persons affiliated with the school;

(v) Procedures for documenting all interactions with law enforcement agents engaged in civil law enforcement while on school grounds;

(vi) Procedures for notifying a student's parent(s) or guardian(s) or the student directly if the student is 18 years or older or emancipated, if a law enforcement agent engaged in civil law enforcement requests access to a student or student's information for any civil law enforcement purpose; (vii) Procedures following the confirmation of law enforcement agents engaged in civil law enforcement on school grounds, including notifying parents and guardians, teachers, administrators, and school personnel;

(viii) Procedures to confirm and update students' emergency contacts, with allowance for more than one person to be listed, and alternative caregiver plans; and

(ix) A plan to share these procedures with students and families on the school district's website.

This policy and the accompanying procedures shall constitute the written emergency response plan required by the PROTECT Act.



PROTECT *Act*

On August 5, 2026, Governor Healey signed the PROTECT Act, **the strongest protection against ICE in the nation.**

✓ Protecting Sensitive Locations

The Protect Act prohibits immigration arrests without a judicial warrant or court order at:

- **Courthouses** (Beginning November 3, 2026)
- **Public schools**, charter schools, voc-tech and agricultural schools
- **Child care centers**, family day cares or group care facilities that are licensed or funded by the MA Department of Early Education & Care.
- **Health care facilities** (including hospitals, Community Health Centers, substance use disorder programs, and nursing homes)
- **State property**, including buildings, land and other areas controlled by the state, including the State House

✓ Supporting Families, Workers & Survivors

The Protect Act gives residents new tools to plan for and safeguard their futures.

- **Standby-Guardianship:** Parents can now pre-arrange guardianship for their children in case they are detained or deported by ICE.
- **Notice of I-9 Audits:** Employers are now required to tell their employees within 48 hours of receiving notice of an I-9 audit (a paper review of an employer's proof of an employee's right to work).
- **U and T visa certifications:** Starting November 3, 2026, survivors will have a faster, more consistent process for securing U and T visa certifications, with agencies required to respond within 45 days, or 14 business days in urgent cases.

✓ The PROTECT Act also:

- Allows people to **sue government officials – including ICE agents** – in state court for violating their federal constitutional rights.
- Authorizes the **Attorney General to sue** if federal troops interfere with voting or ICE arrests anyone in protected locations, including courthouses.
- Establishes new **legal-access, transfer notice, language access and contact requirements** for people detained in Massachusetts and their families. (Beginning November 3, 2026)
- **Prohibits new 287(g) agreements**, except in narrow circumstances, and prohibits state and local officials from detaining or holding someone for an ICE pickup without a judicial order.
- Creates a **commission to investigate and make recommendations on immigration matters.**



Governor Maura T. Healey
Lt. Governor Kim Driscoll

Mass.gov/ProtectAct

MAURA T. HEALEY

GOVERNOR



STEPHEN ZRIKE JR., Ed. D

SECRETARY

KIMBERLEY DRISCOLL

LT. GOVERNOR

EXECUTIVE OFFICE OF
EDUCATION

Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement

August 21, 2026

The Governor's Office, the Executive Office of Education (EOE), and the Department of Elementary and Secondary Education (DESE) issue this guidance pursuant to *An Act promoting rule of law, oversight, trust and equal constitutional treatment* ("PROTECT Act" or "Act"). [Stat. 2026, c. 163](#), §§ 1–24. Please review this guidance together with DESE's Model Policy, for adoption by school committees and boards of trustees, and DESE's Model Procedures, for implementation by superintendents and executive directors, also released today.

In preparing this guidance, as well as the Model Policy and Model Procedures, DESE consulted with the Attorney General's Office, the Massachusetts Association of School Committees, the Massachusetts Association of 766 Approved Private Schools and numerous other stakeholders, consistent with the Act. As to the recommendations and obligations for K-12 schools, this guidance supersedes the *Recommendations For Entities Providing Education and Child Care Services Related to Interacting with Federal Immigration Officers* issued in May 2026 pursuant to the Governor's Executive Order 650: Protecting Access to Essential Services and Keeping Massachusetts Communities Safe.

I. Introduction

On August 5, 2026, Governor Maura Healey signed the PROTECT Act. It is now the law in Massachusetts that, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests, including for federal immigration enforcement, **are not allowed** in the following nonpublic areas: school grounds during operating hours (defined below), without a Judicial Warrant or Judicial Order.¹

¹ This guidance addresses the protections against civil arrests adopted in the PROTECT Act. Other constitutional protections limit civil law enforcement access to nonpublic places, regardless of whether the purpose is an arrest, without a Judicial Warrant or Judicial Order.

The Act requires that school committees, collaborative schools, and charter school boards of trustees ensure that every school under their jurisdiction has a written policy (described in the Act as an “emergency response plan”) that addresses student and staff safety relating to interactions with law enforcement agents engaged in civil law enforcement.² Under the Act, that plan must reflect the seven required elements of the DESE Model Policy: (1) identification and designation of a person(s) at each school and the district/administrative office as the individual(s) responsible for having primary contact with law enforcement agents; (2) procedures for contacting the designated authorized person(s), who will contact the school’s attorney; (3) procedures for documenting interactions with law enforcement agents on school grounds; (4) procedures for notifying a parent or guardian (or the student if 18 years or older or emancipated) if a law enforcement agent requests access to a student or to a student’s information for any civil law enforcement purpose; (5) procedures following the confirmation of law enforcement agents engaged in civil law enforcement on school grounds, including procedures to notify parents and guardians, teachers, administrators, and school personnel in a manner that ensures the confidentiality and privacy of any potentially identifying information; (6) a plan to confirm and update students’ emergency contacts and allow for more than one person to be listed; and (7) a plan to share these procedures and policies with students and families, including on the school website. Policies and procedures should apply equally to all forms of law enforcement and should be focused on maintaining student safety.

II. Definitions

This guidance uses the following words and phrases consistent with the PROTECT Act:

“Civil arrest” means an arrest that is not for the purpose of preparing the person subject to such arrest for criminal prosecution for an alleged violation of a state or federal criminal law. Civil arrests may be authorized by, among other things: (1) a parole warrant issued under G.L. c. 127, § 149A, or a probation warrant issued under G.L. c. 279, § 3; (2) state law permitting protective custody for incapacitated and intoxicated persons, G.L. c. 111B § 8, or (3) an administrative warrant issued by a federal agency like the United States Immigration and Customs Enforcement (ICE) agency for violations of the federal Immigration and Nationality Act, or related civil immigration enforcement efforts.

“Civil law enforcement” means efforts to investigate, enforce or assist in the investigation or enforcement of state or federal civil law, including, but not limited to, any federal civil immigration law. For added context, civil law enforcement often relates to preventative detention for an individual’s safety or security, enforcement of civil actions in court,

² While the PROTECT Act does not require private K-12 schools to adopt such policies, we encourage them to do so, consistent with this guidance and the *Recommendations For Entities Providing Education and Child Care Services Related to Interacting with Federal Immigration Officers*, which remain in effect for K-12 private schools and private (independent) colleges and universities.

or immigration law enforcement. In contrast, criminal law enforcement involves the investigation and enforcement of state or federal criminal laws (like those outlawing theft and assault). Note that law enforcement officers (defined below) can engage in civil law enforcement and/or criminal law enforcement.

“Judicial Warrant” or **“Judicial Order”** refers to an arrest warrant or other judicial order, signed by a judge or magistrate sitting in the judicial branch of a local or state government or of the federal government, authorizing an arrest. *See* Appendix A for examples.

“Law enforcement officer” or **“officer”** means any agent or officer of a federal, state, county, municipal, or district law enforcement agency, including but not limited to local police departments, sheriffs, constables, the Massachusetts State Police, the United States Immigration and Customs Enforcement (ICE) agency, the United States Customs and Border Protection (CBP) agency, and the United States Department of Homeland Security (DHS).

“Operating hours” means regular school hours, student drop off and pick up windows, before-school and after-school programming, and school-sponsored events.

“School” means a school administered by the school department of a city, town or regional school district; a county agricultural school; an independent vocational school or a vocational school operated by a county; a Commonwealth charter school or a Horace Mann charter school established under G.L. c. 71, § 89 (“charter school”); a special day school or other day facility or a short or long term residential school providing educational programs for children with disabilities established pursuant to chapter 71B and in accordance with chapter 766 of the acts of 1972; or a school operated by an education collaborative established under G.L. c. 40, § 4E (“collaborative school”).

“School district” means the school department of a city or town, a regional school district, an independent vocational school or a vocational school or agricultural school operated by a county.

“School grounds” means the main school building(s) and any other building or property owned or controlled by a school or school district and used by the school in direct support of or in a manner related to the school’s educational or athletic purpose. This includes playgrounds, fields, parking lots, recreation areas, athletic fields, courts, competition areas and other locations owned or controlled and used for school-related purposes, whether or not physically connected to the main school building(s). During operating hours, as defined above, school grounds are nonpublic.³

³ Although bus stops are generally not considered “school grounds,” please see Section III(C) (Escalation Protocol) for recommendations on how to handle law enforcement activity at bus stops.

III. Guidance Regarding Interactions with Law Enforcement Officers Engaged in Civil Law Enforcement

This guidance includes the topics required by the PROTECT Act, marked with an asterisk (*), and other information that the Governor’s Office, Attorney General’s Office, EOE, and DESE deem relevant to schools.

A. General Guidance for Interacting with Law Enforcement Officers

A written procedure should provide general advice for employees/staff and administrators about how to interact with law enforcement officers engaged in civil law enforcement, including:

1. Employees, staff, and administrators are encouraged to remain calm when engaging with law enforcement officers.
2. Employees, staff, and administrators should never attempt to physically interfere with law enforcement activities, nor should they feel compelled to approach a law enforcement officer or engage with them first.
3. If employees and staff feel unsafe engaging with law enforcement officers, they can decline to interact with the officers and instead rely on administrators, as described below.

Civil arrests are not allowed on school grounds during operating hours, unless law enforcement officers have a Judicial Warrant or Judicial Order.⁴ If law enforcement officers proceed to conduct a civil arrest in these areas in violation of the PROTECT Act, no one should attempt to physically interfere with them; rather, on-site staff should follow the guidance for bystanders to document an interaction, included in Section III(G) (Documentation of Interactions) and Section IV(B) (Rights of Bystanders) below. After law enforcement has left the school grounds, the school should report the incident to the Attorney General’s Office Civil Rights Division.

B. Designated Contact Person(s)*

Under the PROTECT Act, schools must designate a contact person in the principal’s office (“school-level contact person”) and an authorized contact at the Superintendent’s or Executive Director’s office (“district-level contact person”) to be notified if law enforcement officers arrive on site or request information.⁵ Different people may serve as the designated

⁴ As noted in Section III(M) (Existing Obligations), nothing in this guidance prohibits appropriate cooperation with authorities, including police, fire departments, emergency medical services, child protective authorities, or other public safety officials, responding to an emergency, protecting a child from abuse or neglect, or otherwise exercising lawful authority unrelated to civil law enforcement.

⁵ If the school does not have a district office or administrative office that is distinct from the school itself, it may be appropriate to have the same contact person serve as the school-level contact person and district-level contact person.

contact person at different times throughout the day, and you should strongly consider naming at least one “back up” contact person at the school- and district-levels. We recommend that (1) the highest-ranking administrator or manager at the school serve as the primary designated school-level contact person, and (2) the Superintendent, Executive Director, or their designee, or an attorney serve as the district-level contact person.

The written procedures required by the PROTECT Act must include the name(s) and contact information for the designated contact person(s). If multiple people will share this role, you may consider giving them a shared cell phone or telephone number, to make it easier for front-line staff to reach them in case of an emergency.

C. Escalation Protocol*

The written procedures required by the PROTECT Act must address how employees, staff, and administrators should respond if law enforcement officers arrive on site and whom to notify (the “escalation protocol”). Schools must make sure that staff and employees are aware of the protocol, and how to contact the relevant individuals. This protocol should be simple, easy to remember, and consistent with procedures used in other circumstances. An escalation protocol should include the following instructions:

1. If law enforcement officers engaged in civil law enforcement arrive on site and there are no apparent exigent (emergency) circumstances, employees and staff should inform the officers that the employees/staff will contact an administrator to assist them and that they should wait where they are (ideally outside, away from students/children and their families).
2. The employee or staff member should immediately contact the school-level contact person.
3. Once notified, the school-level contact person should immediately call the district-level contact person and go to the location where the law enforcement officers are waiting. If the school has access to an attorney, the written procedures should provide for either the school-level contact person or the district-level contact person to call the attorney and keep them on the phone for advice.
4. The school-level contact person should speak to the law enforcement officers. The school-level contact person should ask the law enforcement officers for identification and record their names, agencies, and badge numbers.
5. The school-level contact person should ask to view any warrant or other documentation. The school-level contact person—with assistance from an attorney, if able, and/or the district-level contact person—should review the documents to determine whether the law enforcement officers have a valid Judicial Warrant or Judicial Order. See Section III(F) (Review of Warrant) for tips on reviewing a warrant.

- a. If the law enforcement officers have a valid Judicial Warrant or Judicial Order authorizing an arrest or entry to search or both, the school-level contact person should inform the law enforcement officers that they may enter the school grounds; however, the school-level contact person should request that, where feasible, law enforcement officers avoid any areas where students/children are present.
- b. If the law enforcement officers do not have a valid Judicial Warrant or Judicial Order, or they have only an administrative warrant (see Appendix A for an example), the school-level contact person must inform them that they are not authorized to conduct the arrest on school grounds and ask them to leave.⁶
- c. If the law enforcement officers proceed to conduct a civil arrest on school grounds in violation of the PROTECT Act, no one should attempt to physically interfere with them; rather, staff should follow the guidance for bystanders to document an interaction, included in Section III(G) (Documentation of Interactions) and Section IV(B) (Rights of Bystanders) below. If there is an imminent threat to the safety of a child, staff member, family member, or other person, program staff should not hesitate to call 9-1-1 for assistance.
- d. After law enforcement has left the school grounds, the school should report the incident to the Attorney General's Office Civil Rights Division.

In addition to the procedures described above, schools are encouraged to consider the various scenarios in which interactions with law enforcement officers engaged in civil law enforcement may occur in their programs and on their grounds, so that they may prepare escalation protocols for these particular scenarios. Schools should also consider including guidance tailored to certain staff positions, such as front-office staff, that may be more likely to interact with law enforcement officers engaged in civil law enforcement. Schools should also consider updating existing Emergency Operations Plans and Medical and Behavioral Health Emergency Response Plans to ensure student safety in the event of any type of law enforcement activity on or near school grounds.

Additionally, schools should review school transportation contracts and communicate with school transportation companies regarding policies and protocols for bus drivers in the event of active law enforcement activity near a school bus stop. This includes considerations for special education transportation. Transportation-related procedures should focus on maintaining

⁶ In rare circumstances, law enforcement officers may identify a clear and immediate health or safety threat that qualifies as an exception to the warrant requirement.

student safety and avoiding dangers associated with dropping a student near an active crime scene or any law enforcement arrest or operation.

Schools should review and consider updating policies and protocols for ensuring student safety when law enforcement activities are being carried out on school grounds. Policies should apply equally to all forms of law enforcement and should be focused on maintaining student safety.

D. Checklists and Approved Language

We encourage schools to develop checklists and draft approved language for employees, staff, administrators, and the designated contact person(s) to use when interacting with law enforcement officers engaged in civil law enforcement. These checklists can include the escalation protocol with clear instructions about whom employees/staff should contact if law enforcement officers are on site or making requests.

Examples of “Approved Language” may include:

1. “I am not authorized to allow you to enter the school. Please wait here while I contact an administrator.”
2. “I am not authorized to discuss specific individuals or to speak with you about this student/child/employee. I am going to contact an administrator who will discuss this further with you.”
3. “I am not permitted to discuss/disclose private information to you.”

E. Proactive Discussions with School Attorney(s)

Where applicable, the school and/or school district should confer with its attorney(s) about the best and most expedient way to reach them in an emergency, including the arrival of law enforcement officers to school grounds. The school/school district should make sure that the school-level and district-level contact persons have means to reach the attorney immediately if necessary. The school/school district may also want to consult its attorney as part of establishing the procedures outlined in this guidance.

F. Review of Warrant

Written procedures should include information about how to identify a valid Judicial Warrant or Judicial Order. See Appendix A (Sample Judicial Warrants and Administrative Warrants), below for sample warrants.

Judicial Warrants and Judicial Orders are documents issued by a judge or magistrate sitting in the judicial branch of state or federal government. These documents authorize a search of a specific place or an arrest of a specific person based on sufficient information to support that a crime has been committed (“probable cause”). Note that other judicial orders can include subpoenas or summons, but they do not allow physical access into nonpublic places.

A Judicial Warrant is: (1) signed by a judge, magistrate, or assistant clerk magistrate and dated; (2) issued by a court; and (3) includes the location to be searched or the persons or items to be seized/arrested.

A Judicial Order may take many forms but should include: (1) the caption of a court case; (2) the name of the court; and (3) a judge, clerk magistrate, or assistant clerk magistrate's signature, with a date.

As stated above in Section III(C) (Escalation Protocol), if law enforcement officers engaged in civil law enforcement arrive on-site, employees/staff should contact the school-level contact person who will contact the district-level contact person and proceed to the location where the law enforcement officers are waiting. (School procedures should direct either the school-level contact person or the district-level contact person to call the school attorney at this time, as well.) Once the school-level contact person meets the officer and asks to view any warrants or orders, they should describe those documents over the phone to the school's attorney, who will evaluate the documents and advise the school-level contact person on their validity. If the school-level contact person feels safe doing so, they may ask the law enforcement officer if they may send a photo of the warrant or order to the school's attorney or show the warrant or order to the attorney via a video call. If the school does not have access to an attorney, or cannot reach the attorney, the school-level contact person, in consultation with the district-level contact person, if there is one, should use this guidance and Appendix A to determine whether the law enforcement officers have a valid Judicial Warrant or Judicial Order. See Appendix A (Sample Judicial Warrants and Administrative Warrants).

G. Documentation of Interactions*

Under the PROTECT Act, schools must include in their written procedures instructions for documenting interactions with law enforcement officers engaged in civil law enforcement. Employees, staff, administrators, and the designated contact person(s) are encouraged to wait until they feel safe to write down what happened. This may be after the officers leave the school grounds. Schools should use an existing form or create a new one to record interactions with law enforcement officers and keep those records as they would any other school records, in the normal course.

Under the escalation protocol recommended above, employees, staff, administrators, and the designated contact person(s) may interact with law enforcement officers in different ways and at different times. Everyone should be advised to write down what they remember of the incident, including but not limited to the following information:

- Date and time when law enforcement officers arrived on school grounds or made the information request;
- The names and badge numbers of the officers, and the agency they represented;
- The number of vehicles and license plate numbers, if visible;

- The names of witnesses, students, or other staff involved;
- Steps taken to notify the school-level contact person, the district-level contact person, or the school's attorney, as the case may be;
- The actions of the law enforcement officers, including whether the officers complied with school instructions;
- Whether the law enforcement officers had a valid Judicial Warrant or Judicial Order, or some other documentation;
- Whether a civil arrest was made on school grounds; and
- Impact on any students/children/employees/staff (after any immediate issues have been addressed) and any follow up actions needed to support them.

See DESE Model Procedures for a template form for recording interactions with law enforcement officers engaged in civil law enforcement.

Bystanders, including employees and staff, can openly (not secretly) videorecord the interaction, but they must not interfere.

H. School Resource Officers

School districts with School Resource Officers (SROs) should ensure that they have an SRO Memorandum of Understanding (MOU) that complies with the mandatory [statewide model](#), and districts are encouraged to distribute this MOU to school administrators and school safety personnel. Under state law, the SRO shall not (i) serve as school disciplinarian, enforcer of school regulations, or in place of licensed school psychologists, psychiatrists, or counselors; or (ii) use police powers to address traditional school discipline issues, including non-violent disruptive behavior. According to the model MOU, "it may be appropriate for school administrators rather than the SRO [to] deal with low-level offenses including but not limited to misdemeanor allegations of threats, assault and battery, larceny, receiving stolen property, and willful, malicious, or wanton destruction or injury to personal property." For circumstances that require juvenile court intervention, a summons is the preferred method for bringing juveniles to court, rather than making an arrest on school grounds, unless there is reason to believe the juvenile will not appear upon a summons.

Per the model SRO MOU, school district personnel and SROs shall not disclose to a law enforcement officer or agency, including local, municipal, regional, county, state and federal law enforcement, any information relating to a student or a student's family member from its databases and other recordkeeping systems including: (i) immigration status; (ii) citizenship; (iii) neighborhood of residence; (iv) religion; (v) national origin; (vi) ethnicity; or (vii) suspected, alleged, or confirmed gang affiliation, unless it is germane to a specific unlawful incident or to a specific prospect of unlawful activity the school is otherwise required to report. Schools are encouraged to share any new or updated policies or procedures they adopt in accordance with the PROTECT Act, and policies pertaining to student privacy, with their on-site SROs.

I. Parental Notice

1. Notice to School Community of the Presence of Law Enforcement Officers*

When a school confirms the presence of law enforcement agents engaged in civil law enforcement on school grounds, the school should notify students' parents and guardians, teachers, administrators, and school personnel. The school should provide this notice in a manner that ensures the confidentiality and privacy of any potentially identifying information. See DESE Model Procedures for a template notice.

2. Individualized Notice to Parents When Law Enforcement Officers Are Seeking a Particular Student or Information about that Student

If the law enforcement officers are trying to reach a minor child/student or seeking information about a minor child/student, employees/staff should contact the school-level contact person(s) and then immediately inform the minor child/student's parent or legal guardian. If the student is 18 years or older, or emancipated, employees/staff should notify the student directly, in addition to notifying the school-level contact person. Schools are encouraged to designate an employee or staff member who will notify families or students as part of their escalation protocol. See DESE Model Procedures for a template notice.

J. Protection of Personally Identifiable Information

Schools cannot disclose personally identifiable information about a student or child in their care to third parties, including law enforcement officers and the media, either orally or in writing unless: the school has specific informed consent from the student/child's parent or guardian (or students themselves if at least 18 years old or emancipated); it is pursuant to a Judicial Warrant, Judicial Order, or subpoena; or there is a health or safety emergency, as the case may be. Generally, schools should also respect the privacy preferences and concerns of a student's parent or guardian (or the student himself if over 18 years old or emancipated) in response to media inquiries and, to the extent consistent with the law, interactions of law enforcement officers that may implicate students.

Schools should allow parents/guardians (or students themselves if at least 18 years old or emancipated) to opt out of being included in directory information. They may also limit what information is included in the directory (e.g., by excluding the child's/student's address and place of birth), and limit disclosure to the school community. Under federal law, schools are required to notify students and their families at least once per year of what information is included in the directory, and to permit parents/guardians to opt out of including information in the directory at any time. Schools must communicate this information using translation or interpretation services to parents/guardians with limited English proficiency.

In the event law enforcement officers seek confidential information about school personnel, the school should refer the officers to their human resources department, which should follow standard protocols.

K. Caregiver Plans and Contact Information

Schools are encouraged to establish clear protocols for their response in the event a child/student or their parent/guardian is detained by law enforcement officers. Under the PROTECT Act, schools are expected to develop a plan to make sure that emergency contact information, alternative caregiver contacts, and authorized pick-up contacts are up to date for all students/children. As part of this review, schools must allow parents/guardians to list more than one person as an emergency contact. Schools are also encouraged to keep any associated documentation on file, such as an authorization of another caregiver, temporary agent, or guardian.

L. Visitor Policies

Schools should adopt written visitor policies (or procedures) that specify restrictions for visitors and that apply equally to all visitors—that is, the visitor policy (or procedure) does not differentiate between law enforcement officers visiting to conduct civil law enforcement and other types of visitors.

M. Existing Obligations

Nothing in this guidance alters the school’s obligations to comply with state and federal laws or existing policies or procedures.

Nothing in this guidance prohibits appropriate cooperation with authorities, including police, fire departments, emergency medical services, child protective authorities, or other public safety officials responding to an emergency, protecting a child from abuse or neglect, or otherwise exercising lawful authority unrelated to civil immigration enforcement. If there is an imminent threat to the safety of a child, staff member, family member, or other person, the school should not hesitate to call 9-1-1 for assistance.

IV. **Rights of a Person Being Arrested/Detained and Rights of a Bystander**

A. Rights of the Person Being Arrested or Detained

Right to Remain Silent: A person being arrested or detained by civil law enforcement officers, including federal immigration officers, does not have to answer questions about their immigration status, citizenship, where they were born, or how they entered the United States. The person can say, “I am exercising my right to remain silent,” and refuse to speak with the law enforcement officer until they have spoken with an attorney. Beginning on September 4, 2026, the PROTECT Act prohibits law enforcement officers from asking about immigration status or citizenship, except as required by state or federal law, or materially related to a specific criminal offense.

Right to Hire/Consult Attorney: A person being arrested or detained has the right to hire and speak with an attorney, but the government is not generally required to provide one in immigration proceedings.

Right to Refuse to Sign Documents: A person being arrested or detained has the right to refuse to sign documents (e.g., waiver of rights, voluntary departure forms). The person has a right to read and understand any document before signing it.

B. *Rights of Bystanders*

Right to Observe: Bystanders to civil law enforcement actions, including federal immigration enforcement, have the right to observe officers and to video the encounter from a reasonable distance, as long as they do not interfere with the officers. Massachusetts law permits openly (not secretly) videorecording.

Right to Remain Silent: Though law enforcement officers may ask questions, bystanders have the right to remain silent. Bystanders are not required to answer questions about their own immigration status or the status of anyone else. As noted above, beginning on September 4, 2026, the PROTECT Act prohibits law enforcement officers from asking about immigration status or citizenship, except as required by other laws or specifically related to a potential criminal violation.

V. **Support for Students and Children**

We encourage schools to offer counseling and social work support to students and children experiencing increased anxiety, especially those who are personally affected, and those whose families are directly affected by civil law enforcement activity, including federal immigration enforcement.

Moreover, it is important for schools to maintain awareness and sensitivity regarding student absences and behavioral challenges in school. Staff and educators should proactively engage and build trusting relationships with parents and students, offer support, and partner with families to address any attendance or behavioral concerns that may emerge.

Pursuant to the PROTECT Act, schools must develop a plan to share the required policies and procedures with students and families affiliated with your school. We recommend posting that material on the school's and/or school district's website(s).

It is essential that all communications with parents and guardians relating to student needs, transportation, updating alternative contacts and directory information, emergency protocols, law enforcement activity, or other matters be communicated in the parent/guardian's primary language, utilizing interpreters. Parental notices and written communications should use plain language to the extent practicable and be translated into the languages primarily used by your school's community.

VI. Human Resources/Labor/Union Issues

Employees/staff are encouraged to raise any employment or labor concerns about interacting with law enforcement officers engaged in civil law enforcement, including federal immigration enforcement, with their human resources team or union representatives, respectively. These issues may include questions about this guidance and related policies or procedures, or general questions about personal situations involving civil law enforcement. Employees/staff are encouraged to review the resources listed in Section VIII (Additional Resources for Schools) for more information, as well.

VII. Trainings Regarding Interactions with Civil Law Enforcement

Schools are encouraged to conduct trainings on the requirements of the PROTECT Act, the recommendations included in this guidance, and any related policies or procedures adopted by the school or district to support safety on school grounds for all students and staff, regardless of national origin or immigration status. Reminders to employees and staff on escalation protocol are often best practice here. DESE, in consultation with EOE, the Massachusetts Office for Refugees and Immigrants, and the Massachusetts Attorney General's Office, will develop a model training incorporating the components of this guidance, along with its Model Policy and Model Procedures, that school committees, collaborative schools, and charter school boards of trustees may provide to their staff.

VIII. Additional Resources for Schools

The Massachusetts Attorney General's Office, Massachusetts Office for Refugees and Immigrants, and DESE have created the following resources for the public to learn more about their rights. We encourage members of the school community to review these resources, and we suggest that schools consider posting or disseminating these resources to students/children, families, and employees/staff.

- [Massachusetts Attorney General: Resources for Immigrants in Massachusetts](#)
- [Massachusetts Office for Refugees and Immigrants: Community Resource Toolkit](#)
- [Massachusetts Attorney General Guidance: KNOW YOUR RIGHTS: ICE Enforcement An Updated Guide for Immigrants, Families, and Communities \(available in *Spanish*, *Portuguese*, *Haitian Creole*, *Chinese*, *Vietnamese*\)](#)
- [Massachusetts Attorney General Guidance: General Information for Massachusetts Service Providers Regarding Immigration Enforcement \(available in *Spanish*, *Portuguese*, *Haitian Creole*, *Chinese*, *Vietnamese*\)](#)
- [Massachusetts Attorney General Guidance: K-12 Schools' Obligations to Protect Students and Their Information](#)
- [Massachusetts Attorney General Flyer: Immigrant Students' Right to Attend School: A Guide for Families \(available in *Spanish*, *Portuguese*, *Haitian Creole*, *Vietnamese*, *Chinese*\)](#)

- [Massachusetts Attorney General Flyer: K-12 Schools on Protections for Students and their Information](#)
- [Emergency Planning Guide for Parents with Uncertain Immigration Status](#) (*available in [Spanish](#), [Portuguese](#), [Haitian Creole](#), [Simplified Chinese](#)*)
- [Emergency Planning Fact Sheet for Parents with Uncertain Immigration Status](#) (*available in [Spanish](#), [Portuguese](#), [Haitian Creole](#), [Simplified Chinese](#)*)
- [Attorney General’s Advisory Regarding Equal Access to Public Education for All Students Irrespective of Immigration Status](#) (*available in [Spanish](#), [Portuguese](#), [Arabic](#)*)
- [Upholding the Rights of Immigrant Students to Enroll in School: Guidance for School Committees and Districts](#)
- [Upholding the Rights of Immigrant Students to Enroll in School: Guidance for Families and Students](#) (*available in [Chinese](#), [Haitian Creole](#), [Portuguese](#), [Spanish](#), [Vietnamese](#)*)

APPENDIX A

Sample Judicial Warrants and Administrative Warrants

Figure 1: State Court Judicial Warrant

APPLICATION FOR SEARCH WARRANT G.L. c. 276, §§ 1-7	TRIAL COURT OF MASSACHUSETTS	
NAME OF APPLICANT [REDACTED]	SUPERIOR ESSEX	COURT DEPT. DIVISION
POSITION OF APPLICANT Trooper, Massachusetts State Police	SEARCH WARRANT DOCKET NUMBER	

I, the undersigned APPLICANT, being duly sworn, depose and say that:

1. I have the following information based upon the attached affidavit(s), consisting of a total of 77 pages, which is (are) incorporated herein by reference.
2. Based upon this information, there is PROBABLE CAUSE to believe that the property described below:

☐	<i>has been stolen, embezzled, or obtained by false pretenses.</i>
☒	<i>is intended for use or has been used as the means of committing a crime.</i>
☐	<i>has been concealed to prevent a crime from being discovered.</i>
☒	<i>is unlawfully possessed or concealed for an unlawful purpose.</i>
☒	<i>is evidence of a crime or is evidence of criminal activity.</i>
☐	<i>other (specify):</i>
3. I am seeking the issuance of a warrant to search for the following property (*describe the property to be searched for as particularly as possible*):
See Addendum A, which is incorporated herein by reference.
4. Based upon this information, there is also probable cause to believe that the property may be found (*check as many as apply*):

☒	<i>at (identify the exact location or description of the place(s) to be searched):</i>
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APPENDIX A

Sample Judicial Warrants and Administrative Warrants

Figure 2: Federal Court Judicial “search warrant” (left) & Administrative “ICE Warrant” (right)

UNITED STATES DISTRICT COURT
Southern District of California

To the Master of the Search of
2843 Maryland Avenue
San Diego, California

14 MJ 0396

SEARCH AND SEIZURE WARRANT

To: Any authorized law enforcement officer

An application by a federal law enforcement officer or an attorney for the government requests the search of the following person or property located in the Southern District of California

The person or property to be searched, described above, is believed to contain evidence to prove or disprove the property to be seized

I find that the affidavit(s), or any recorded testimony, establishes probable cause to search and seize the person or property

YOU ARE COMMANDED to provide this warrant prior to

in the daytime 6:00 a.m. to 10 p.m.

Unless delayed notice is authorized below, you must give a copy of the warrant and a receipt for the property taken to the person from whom, or from whose premises, the property was taken, or leave the copy and receipt at the place where the property was taken

The officer executing this warrant, or an officer present during the execution of the warrant, must prepare an inventory as required by law and promptly return this warrant and inventory to United States Magistrate Judge

I find that immediate notification may have an adverse result based on 18 U.S.C. § 2703 (except for delay of trial), and authorize the officer executing this warrant to delay notice to the person who, or whose property, will be searched or seized until the expiration of this

Grant, the facts justifying the delay specify date of

Date and time issued: 10/10/14

City and state: San Diego, California

For: David H. Burton, U.S. Magistrate Judge

U.S. DEPARTMENT OF HOMELAND SECURITY Warrant for Arrest of Alien

File No. _____
Date: _____

To: Any immigration officer authorized pursuant to sections 236 and 237 of the Immigration and Nationality Act and part 237 of title 8, Code of Federal Regulations, to serve warrants of arrest for immigration violations

I have determined that there is probable cause to believe that _____ is removable from the United States. This determination is based upon:

☐ the execution of a charging document to initiate removal proceedings against the subject;

☐ the pendency of ongoing removal proceedings against the subject;

☐ the failure to establish admissibility subsequent to deferred inspection;

☐ biometric confirmation of the subject's identity and a search of federal databases that affirmatively indicate, by themselves or in addition to other reliable information, that the subject either lacks immigration status or is removable under U.S. immigration law; and/or

☐ statements made voluntarily by the subject to an immigration officer and/or other reliable evidence that affirmatively indicate the subject either lacks immigration status or is removable under U.S. immigration law.

YOU ARE COMMANDED to serve this warrant into custody for removal proceedings under the Immigration and Nationality Act, the above named alien.

(Signature of Authorized Immigration Officer)

(Printed Name and Title of Authorized Immigration Officer)

Certificate of Service

I hereby certify that the Warrant for Arrest of Alien was served by me at _____ (Location)

on _____ (Date of Alien) and _____ (Date of Service) and the contents of this notice were read to him or her in the _____ (Language) language.

Name and Signature of Officer _____ Name or Title of Interpreter (if applicable) _____

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

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.

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);

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;

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);

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:-

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

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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 C

GENERAL SCHOOL ADMINISTRATION

<u>CA</u>	ADMINISTRATION GOALS
<u>CB</u>	SCHOOL SUPERINTENDENT
<u>CBD</u>	SUPERINTENDENT'S CONTRACT
<u>CBI</u>	EVALUATION OF THE SUPERINTENDENT
<u>CC</u>	ORGANIZATION
<u>CCB</u>	CHAIN OF COMMAND
<u>CCB</u>	STAFF RELATIONS
<u>CE</u>	ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES
<u>CH</u>	POLICY IMPLEMENTATION
<u>CHA/CHC</u>	DEVELOPMENT AND DISSEMINATION OF PROCEDURES
<u>CHCA</u>	APPROVAL OF HANDBOOKS AND DIRECTIVES
<u>CHD</u>	ADMINISTRATION IN POLICY ABSENCE
<u>CL</u>	ADMINISTRATIVE REPORTS
<u>CM</u>	SCHOOL DISTRICT ANNUAL REPORT

File: CA

ADMINISTRATION GOALS

The School Committee intends to employ qualified personnel to administer the school district efficiently and to require the Superintendent to organize the administration in a manner that will make clear the functions of each position and the relationships among them.

The Superintendent will establish clear lines of communication, both vertically and horizontally, and will form any staff councils or committees needed to provide for efficient conduct of school business. In order to engage in this process in an orderly and effective fashion, each individual and group will be given particular, clear-cut responsibilities. The Superintendent will establish channels so that the recommendations and decisions of each group can be heard and reviewed by the chief administrative officer concerned, and, where appropriate, by the Superintendent and School Committee.

The organization and administration of the schools will balance responsibility with commensurate authority, subject to the reserved legal powers of the School Committee. This means that a staff member, when assigned a responsibility or a position, will be given the authority to make the decisions necessary to perform the assigned tasks.

For the schools to operate effectively, each administrative officer will be responsible and accountable for making a plan of development for all staff assigned to their area of operation.

LEGAL REFS.: M.G.L. 71:41, 71:42

File: CB

SCHOOL SUPERINTENDENT

The Committee shall employ a Superintendent of Schools and fix their compensation. The Superintendent shall act in accordance with Mass. General Laws and shall perform such other duties consistent with this section as the Committee may determine. They shall also prepare such reports as may be required by the Department of Elementary and Secondary Education and shall submit materials for the Committee's annual report to the City Council in sufficient time for printing in the annual report.

LEGAL REFS: M.G.L. [71:59](#), [72:3](#)

File: CBD

SUPERINTENDENT'S CONTRACT

The Committee, upon the appointment of a candidate to be Superintendent, will enter into a written contract with the Superintendent which will meet the requirements of law and protect the rights of both the Committee and the Superintendent. In accordance with said contract or, in the absence of specific contract language, by vote of the members, the Committee may choose to negotiate a successor contract with an incumbent Superintendent.

LEGAL REFS.: M.G.L. [71:41](#); [71:42](#)

File: CBI

EVALUATION OF THE SUPERINTENDENT

Evaluation can serve the purpose of helping educators and educational leaders continually improve their practice.

Through evaluation of the Superintendent, the School Committee will strive to accomplish the following:

1. Ensure the efforts of the Superintendent are focused on district goals and the standards of professional practice established by state regulation are met by the Superintendent.
2. Ensure all Committee members and the Superintendent are in agreement and clear on the role of the Superintendent and the immediate priorities among their responsibilities.
3. Provide excellence in administrative leadership of the school district.
4. Develop a respectful and productive working relationship between the School Committee and Superintendent.

The School Committee and Superintendent will periodically develop a set of goals based on the needs of the school district and in keeping with state regulations for evaluation of the Superintendent. The Superintendent's performance will be reviewed in accordance with specified goals and standards according to the evaluation cycle agreed upon with the Superintendent.

All School Committee discussion and deliberation related to the Superintendent's performance evaluation shall be conducted in open session in accordance with the Open Meeting Law.

LEGAL REF: M.G.L. 30A:18-25
 603CMR35:00

File: CC

ORGANIZATION

The organization of school staff shall be unified and directed by the superintendent.

The School Committee recognizes the following services or functions within the school system.:

Legislation and policy making - functions of the School Committee carried on with the aid of the superintendent;

Administration - a function of the superintendent and their administrative staff on all levels of the school department, unified, coordinated, and directed through the office of the superintendent;

Instruction - a service performed by teachers, supervisors, counselors, librarians, and other special area personnel, aided by their principals;

Fact-finding, interpretation, and planning - services conducted by all members of the staff, as an aspect of their regular assignments in the school department and consultant services as required;

Facilities operation and maintenance - functions of the custodial staff and consultants, as needed, under the direction of the director of buildings and grounds;

Accounting, secretarial, and clerical - services performed by secretaries, clerks, and accountants and others under the direction of their immediate supervisors

File: CCB

CHAIN OF COMMAND

Each employee in the district shall be responsible to the School Committee through the superintendent.

All classroom teachers, other school instructional personnel, and non-instructional personnel in each school will be primarily responsible to the principal of the school. Personnel who work in more than one school will be responsible to the principal of the school in which they are working at a particular time. Appropriate central office personnel will be available to discuss any problems that may arise with persons who work in more than one school.

Principals will be primarily responsible to the superintendent in the overall administration of the schools. Principals will also work with the superintendent or their designee in selecting and evaluating professional personnel and in administering personnel policies.

Matters requiring administrative action are to be referred to the person immediately in charge of that area or function in which a problem arises.

File: CCB

STAFF RELATIONS

The School Committee expects the Superintendent to establish clear understandings on the part of all personnel of the working relationships in the school district. School Committee members shall refer all personnel concerns to the Superintendent.

Personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator will refer such matters to the next higher administrative authority when necessary.

It is expected that the established lines of authority will serve most purposes, but all personnel will have the right to appeal any decision made by an administrative officer through established grievance procedures.

Additionally, lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility; when the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the school district.

File: CE

ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

The Superintendent may establish such permanent or temporary councils, cabinets, and committees as they deem necessary for assuring staff participation in decision making, for implementing policies and procedures, and for the improvement of the educational program.

Functioning in an advisory capacity, all councils, cabinets, and committees created by the Superintendent may make recommendations for submission to the School Committee through the Superintendent. Such groups will exercise no inherent authority. Authority for establishing policy remains with the Committee and authority for implementing policy remains with the Superintendent.

The membership, composition, and responsibilities of administrative councils, cabinets, and committees will be defined by the Superintendent and may be changed at their discretion. However, the School Committee wishes to be kept informed of the establishment and dissolution of these groups as well as their membership and their purpose as well as any recommendations the groups may make that would impact policies, budget, and other changes that would impact student achievement and wellbeing.

Expenses incurred by such groups for consultative services, materials, and any investigative travel will be paid by the school district, but only within budgetary allotments and when approved in advance by the Superintendent.

File: CH

POLICY IMPLEMENTATION

The Superintendent has responsibility for carrying out, through procedures, the policies established by the School Committee.

The policies developed by the Committee and the procedures developed to implement policy are designed to increase the effectiveness and efficiency of the school district. Consequently, it is expected that all School Committee employees and students will carry them out.

Administrators and supervisors are responsible for informing staff members in their schools, departments, or divisions of existing policies and procedures, and for seeing that they are implemented in the spirit intended.

File: CHA/CHC

DEVELOPMENT AND DISSEMINATION OF PROCEDURES

The Superintendent will be responsible for specifying required actions and designing the detailed arrangements under which the school district will be operated in accordance with School Committee policy. These detailed arrangements will be designed to implement policies, goals, and objectives of the Committee and will be one of the means by which the school district will be governed.

In the development of procedures, the Superintendent may involve at the planning stage those who would be affected by the procedures, including staff members, students, parents/guardians, and the public. They must weigh with care the counsel given by representatives of staff, student, and community organizations. They will inform the Committee of such counsel in presenting pertinent reports of procedures and in presenting procedures for Committee approval.

As long as the Superintendent operates within the guidelines of policy adopted by the Committee, they may issue procedures without prior Committee approval unless Committee action is required by law; or the Committee has specifically asked that certain types of procedures be given Committee approval; or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.

A procedure concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the procedure.

CROSS REF.: BDG, School Attorney

File: CHCA

APPROVAL OF HANDBOOKS AND DIRECTIVES

The Principal, in consultation with the school council, shall prepare and distribute to each student a handbook setting forth the rules pertaining to conduct of students. The school council shall review the handbook each spring to provide feedback regarding the disciplinary policy to take effect at the beginning of the next school year.

It is essential that the contents of all handbooks conform to School Committee policies. It is also important that all handbooks bearing the name of the school district or one of its schools be of a quality that reflects credit on the school department. Therefore, the Committee expects handbooks requiring approval to be approved prior to publication by the Committee and/or the Superintendent.

Committee approval will be necessary for any handbooks that pertain to required standards of conduct for employees or students so that their contents may be accorded the status of Committee-approved policy or regulation. The Superintendent will use their judgment as to whether other specific handbooks need Committee approval; however, all handbooks published will be made available to the Committee for informational purposes.

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

CROSS REF.: BGD, School Committee Review of Procedures

File: CHD

ADMINISTRATION IN POLICY ABSENCE

In cases when action must be taken within the school system district where the committee has provided no lines for administrative action, the superintendent shall have the power to act.

Their decisions, however, shall be subject to review by the committee at its next regular meeting. It shall be the duty of the superintendent to inform the committee promptly of such action, in those decisions that require a vote of the committee and of the need for policy.

File: CL

ADMINISTRATIVE REPORTS

The School Committee will occasionally require reports from the superintendent in alignment with the Strategic Plan.

School building administrators and management teams will make timely and responsive reports as the superintendent may direct or require.

File: CM**SCHOOL DISTRICT ANNUAL REPORT**

An annual report covering the diversified activities of the school district and the administration's recommendations for their improvement will be prepared by the Superintendent and presented to the School Committee. Upon Committee approval, the report will be made available to the public and used as one means for informing the parents/guardians, citizens, Commissioner of Education, and others of the programs and conditions of the town's public schools.

LEGAL REFS.: M.G.L. 72:4