



Committee of the Whole Meeting Materials

**Salem Public Schools
School Committee
Committee of the
Whole Meeting**

July 31, 2017

5:00 pm

*Mr. James M. Fleming
Ms. Deborah Amaral
Ms. Mary A. Manning*



*Mr. Patrick Schultz
Dr. Brendan R. Walsh
Ms. Kristine Wilson*

Mayor Kimberley Driscoll, Chair

**Review of SC Policy #5103 – Student Assignment
Committee of the Whole Meeting
July 13, 2017, 5pm**

MEETING GOALS

- To continue looking at data to gauge effectiveness of current policy
- To identify the goal for the future student assignment policy
- To determine a direction for next steps

AGENDA

Brief Recap of 7/13/17 COW Discussion

- History and Intent
- Clarification regarding implementation
- Focus on policy goals

A Look at Some Additional Data

- Evaluating the goals of equity and choice

Looking Ahead – Where should we go from here?

- Identifying the goal(s) for the future student assignment policy
- Determining the direction and guidance for the Policy Subcommittee's work
- Next steps



The Future of the Student Assignment Policy (SC Policy 5103):

**Salem Public Schools
Committee of the Whole Mtg
July 31, 2017**

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Our Charge

- **2016-17 is Year 5 of SC 5103 (final year)**
- **To guide 2018-19 Kindergarten Registration, the policy needs review/ some sort of decision by November 2017**
 - *Can exercise option to extend (or slightly modify) current policy for 1 or more years, if more time needed to consider a larger change*



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Goals for Tonight's Meeting

- To continue looking at data to gauge effectiveness of current policy
- To identify the goal for the future of the student assignment policy
- To determine a direction for next steps

Clarifications

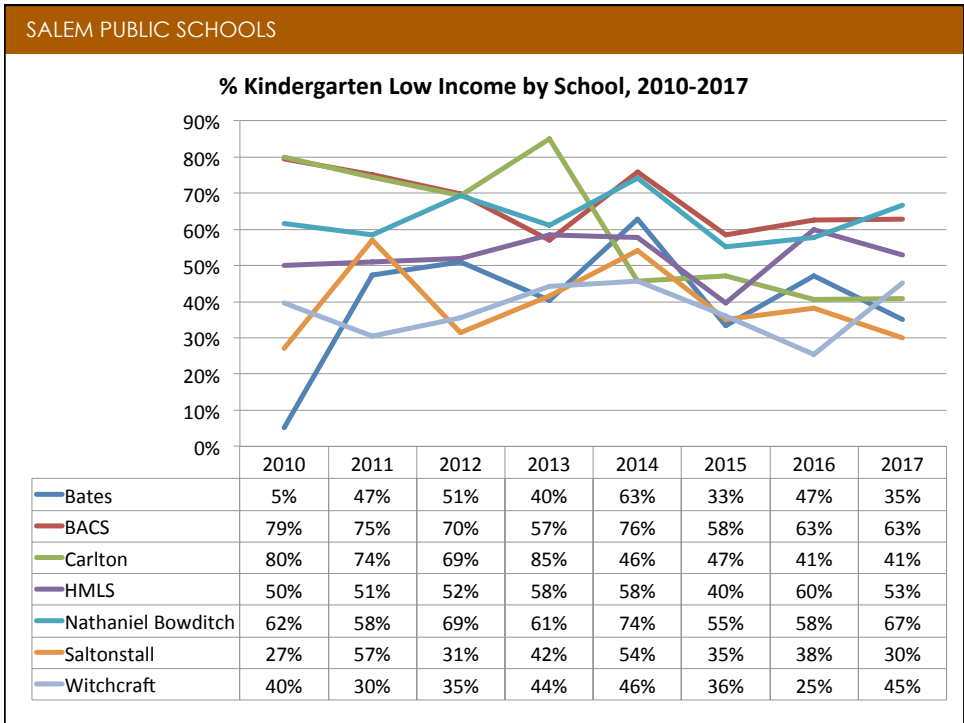
- Clarifying Batch 1 and 2 procedures
- Keeping the focus on policy goal(s)

A look at more data

- See set of data slides from 7/13/17 COW (attachment)

ADDITIONAL QUESTIONS:

1. What is the % of low income by school for just the Kindergarten cohorts, 2012-2017? (equity goal)

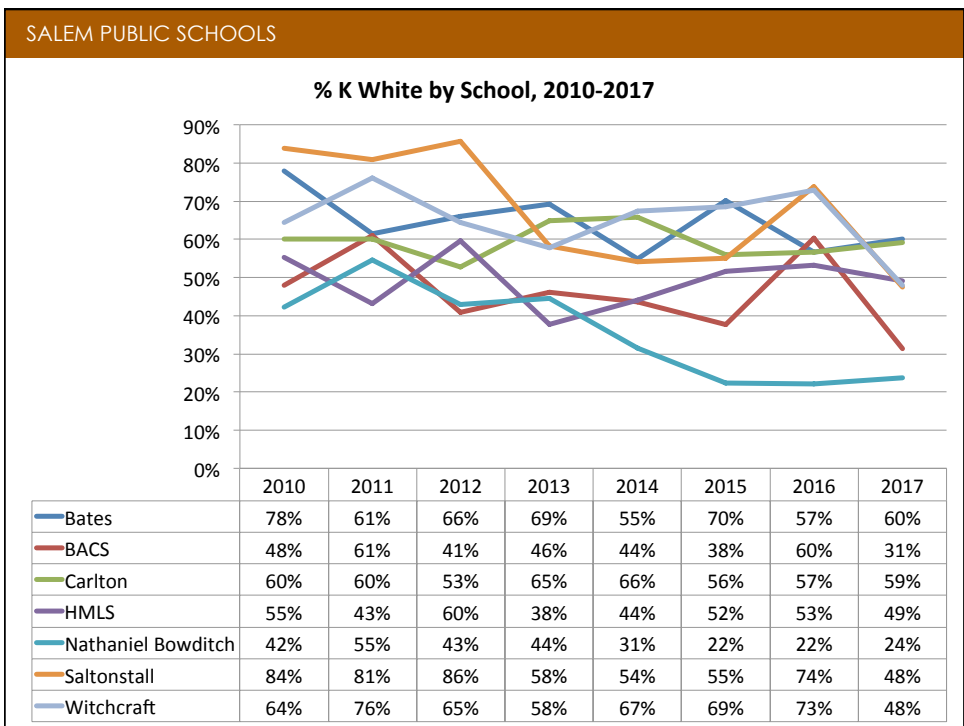
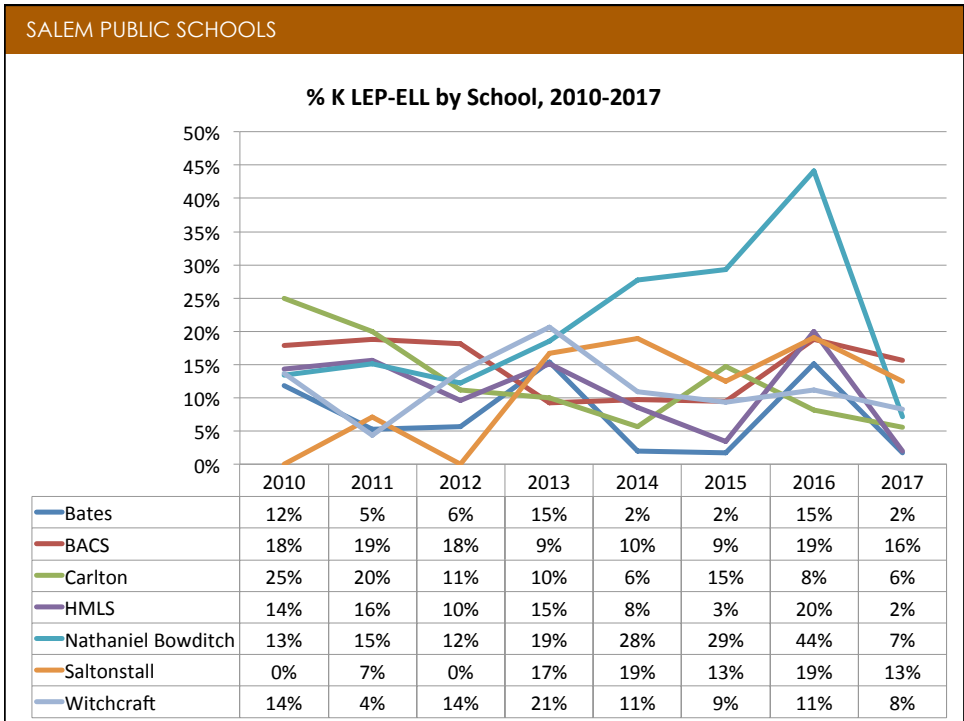


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Additional Questions

2. What is the percentage of ELLs by school for the KF cohort, 2012-2017?

3. What is the percentage of White students by school for the KF cohort, 2012-17?

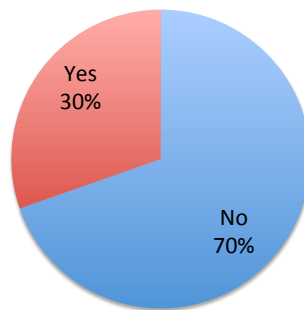


Additional Questions

4. To what extent is proximity a factor in families' 1st choice of schools?
5. How does proximity and choice compare by school?

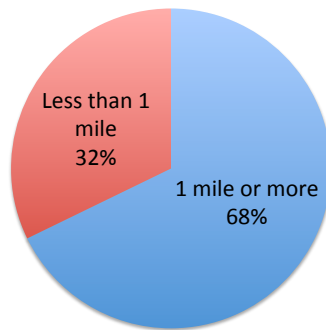
Role of Proximity in 1st Choice Schools

**% of 2017-18 Kindergarten Applicants
Whose 1st Choice = Most Proximal School**



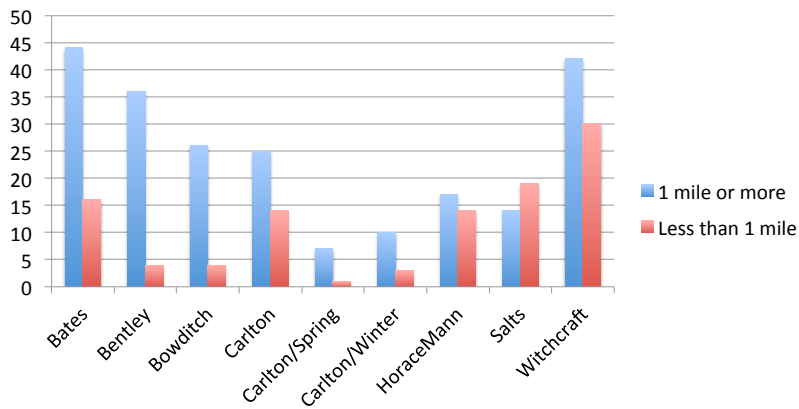
Proximity of 1st Choice Schools

Proximity of 1st Choice Schools as % of 2017-18 KF Applicants



Proximity of 1st Choice by School

Proximity of 1st Choice by School for 2017-18 KF Applicants



Transportation Considerations

- **Approx 2/3 of families choose schools that are not proximal to their homes**
 - This suggests that there are likely increased transportation costs associated with the goal of accommodating choice
- **Approx 41% of last year's Kindergarten students rode a bus to school**

What if we Assigned by Proximity?

	# of KF Ss
Bates	37
Bentley	23
Bowditch	44
Carlton	16
HMLS	66
Saltonstall	73
Witchcraft	63

Table shows the # of students that would (hypothetically) be assigned to each school based on proximity as sole factor. Based on 2017-18 Applicants (to date) using traditional Salem proximity chart

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Enrolling those New to Salem (Spring 2017)

Column	Bate	Carlto	HML	NBS	Salt	WHI	CM	SH	NLI	Pre	ECC	Total
PK											24	24
KF	7	9	3	4	2	2						27
1	2			2		5						9
2	6	1	2		4	2						15
3	3		2	2	3	5						15
4	2	2	1	1		4						10
5	1	2		1		2						6
6				1			5					6
7				1	3		9			1		14
8							8	5		5		18
9							1	16	4	4		25
10								11	8	2		21
11								13	5	2		20
12								5	4	4		13
	21	14	8	12	12	20	23	50	21	18	24	223

of new-to-Salem registrations by grade level (Jan-June 2017)

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Looking Ahead: Superintendent Recommendation on Process

- Process**
 - Thoughtful, deliberative, data-driven
- Transparency**
 - Open meetings, information sharing, and decisions
- Timeline**
 - Take time, especially if major changes considered
- Engagement**
 - Continue new norms of community engagement & outreach

Looking Ahead: Identifying the Goal(s) for the Future Policy

- **THINK**
 - Take 5 minutes to review the goals of the current policy – do these still apply? What to add or change?
 - Write what you think should be the goal(s)
- **PAIR**
 - Pair up with a neighbor to share and discuss your goals. Identify areas of agreement, where possible
- **SHARE**
 - Report your areas of agreement to the whole group

Determining the Direction

Given these policy goals, what type of assignment policy do you think would best meet these goals?

Option 1

- Keep the same policy – vote to extend it as is – but task Superintendent to continue working to improve implementation

Option 2

- Keep some form of controlled choice policy, but work to revise and improve it

Option 3

- Explore other options such as a different type of policy (e.g., neighborhood schools or other type)

Guidance to Policy Subcommittee

- *If options 1 or 2, what are the areas of the current policy that are problematic (or need clarity) or that you would like to see improved, addressed, or changed?*
- *If option 3, what scope or guidance would you give to the policy subcommittee?*

Next Steps

- **Refer matter to Policy Subcommittee**
 - Subcommittee will work with Superintendent staff to go deeper and develop a recommendation for fall
- **Guidance and Recommendations**
 - In pursuing this direction and charge, what should the subcommittee and administration keep in mind?

Questions & Discussion?



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Rationale: When a school’s student composition becomes socioeconomically imbalanced in contrast to other schools in the District, that school’s environment and educational opportunities also become imbalanced, contributing to educational inequality. It is well-documented that students learn from each other as well as from teachers and other adults. Interaction with students from different backgrounds and abilities is a powerful tool for advancing student learning and performance as well as preparation to live in the larger world.

Objective: The Salem School Committee is committed to providing a high quality, equitable education for every student enrolled in all schools in the Salem School District. Equity is providing equal access to similar resources and the educational opportunity to learn for all children throughout the District. To that end each school’s enrollment shall reflect, to the extent possible, a deviation of no more than five (5) percentage points from the average socioeconomic composition of the city’s school age population, as measured by free and reduced lunch (FRL) students, while simultaneously providing students a school choice option. The desired equitable student distribution shall be achieved in all grades in all the city’s elementary schools within five years of the policy’s inception in the Fall of 2012.

School Choice: All students residing in Salem are eligible to attend the Salem Public Schools. Student assignment policies to Salem K-5 or K-8 schools are designed to implement the objective described above and shall be administered according to the guidelines explained below. Students and families may apply for enrollment in any kindergarten, listing three schools in order of preference.

Lottery: In accordance with state law, the enrollment of students in the district’s Horace Mann Charter school will be determined by a lottery process. All interested parents wishing to have their child/ren attend that school will be given the opportunity to opt in to the lottery no later than March 1st (or the date determined by the Horace Mann Charter School). This information will be collected via the district’s student registration process or by the school’s own process. Opting into the lottery will not preclude students from being considered for their three school choices through the district.

Implementation and Procedures:

Programmatic Placements (District-wide programs) : Students enrolled in District-wide specialized programs (*e.g.*, a special education program, a Sheltered English Instruction (SEI)

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program or Kindergarten “Newcomer” Program) will be assigned to schools according to their programmatic needs, regardless of the other provisions of this policy. Students who no longer require a substantially separate special needs program shall be considered established students with priority status in their current school. They shall, thus, be mainstreamed in the school that houses their specialized program unless their parents request a transfer under the assignment process.

Siblings: Younger siblings of a student already enrolled in a specific elementary school will be given the opportunity to attend that same school as his or her older sibling. Such siblings must submit their registration materials/applications *February 20th* to receive this preferred status. Siblings will be counted as part of the school’s free and reduced lunch (FRL) or non-FRL cohort.

Choice and Socioeconomic Status: This policy shall be utilized during the 2015-16 school transition year. It shall be applied to entering Kindergarten students, within district transfers and any students new to the District. At the time of the assignments, each school will have a given number of spaces available for entering students. This shall be based upon the District’s socioeconomic average e.g. 61% F/R meals, 39 % non F/R meals, as set on the date of the assignments. These spaces shall, to the greatest extent possible, be filled with percentages of students of low socioeconomic status reflective of the district average. Kindergartners eligible for FRL shall first be assigned to fill the available FRL spaces at the school listed as their first choice. If choices of a given school exceed space available, students will be considered for their second choice if space is available or, alternately, their third choice. A similar procedure will apply to kindergartners who do not have FRL status, so that kindergarten spaces at each elementary school are assigned from two different pools of students.

A child’s name may be placed on the waiting lists of no more than two schools. Movement from the waiting list shall be in accordance with the assignment policy described above. Waiting lists shall be maintained for six months.

Choice Procedures: If sufficient students with FRL status do not apply to fill the allotted or designated seats, those seats shall be filled by non-FRL students who have selected the given school as their first choice. Similarly, if insufficient students with non-FRL status apply at a given school, those seats shall be filled by FRL students who have selected that school as their first choice. If more students have applied than there are spaces available, seats shall be assigned first to students living within walking distance of the school. The remainder shall be assigned by

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lottery. A waiting list shall be maintained for an “oversubscribed” school for no more than six months of the assignment school year.

As each new cohort of Kindergarteners is assigned in ensuing academic years, the equitable socioeconomic objective of this policy, as defined by the percentages of FRL and non-FRL at each school, shall be achieved in all grades of the city’s elementary schools in the 2017-18 school year.

Timelines: Applications for Kindergarten enrollment for the following school year shall be submitted no later than March 1st for assignments to be made on or about May 1st. Any application received after March 1st will be assigned on or about July 1st. Applications received after July 1st shall be processed as they arrive.

In-District Transfers: When a student seeks an in-district transfer from one elementary school to another, the guidelines of this policy regarding space availability and a positive effect on the school’s socioeconomic percentages shall be primary in placing said students. District transportation policies shall apply.

Middle School Assignments (Grades 6-8)

Middle School assignments shall follow the same socioeconomic guidelines (mirroring the entire Salem school age population within five (5) percentage points) based on Free and Reduced Lunch percentages, as those outlined in the policy objective above. For those grade 5 students already enrolled in Salem Public Schools, middle school assignment shall be based on the school in which the student is currently enrolled. Parents and/or guardians of all grade 5 students must notify the School Department by April 15th, if they want their child to change to another school and of their middle school choice. If demand for any middle school assignment is greater than seats available, the socioeconomic assignment policies described in objective section above shall apply.

Involuntary Transfers: It is not the intent of this policy to force the involuntary transfer of a student already enrolled in a specific school or to force an incoming student to attend a particular school. However, when a student withdraws or is absent from school for 12 consecutive scheduled school days without medical or other acceptable documentation supporting such leave, the student may not be eligible to return to the school he or she previously attended. Absence without acceptable documentation constitutes voluntary withdrawal from the District and the student may be considered under the same guidelines as a student newly entering the District.

Review of Effects of This Policy: The Superintendent shall report to the Committee each school’s socioeconomic composition, relative to the baseline 2011-2012 academic year, during October of each subsequent year that this revised policy is in effect. If it is determined

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that the choice program outlined above is not having the intended results, this policy shall be revisited and revised accordingly to better achieve its stated objective. Until such time as the goal of this policy is achieved, the Superintendent shall distribute funds not restricted by Special Education requirements for additional support/tutorial services among those schools that are at or above the median poverty level of the city's school population as determined by the District's Free & Reduced Lunch data.

Role of the Parent Information Center in Assignment Coordination: The Salem Public Schools' Parent Information Center (PIC) shall coordinate the student assignment process for entering students, both kindergartners and students in higher grades who are new to the District. The Center shall be designed and staffed as an accessible, welcoming place and resource center for all Salem families with children in the schools, including those with children new to the

Salem Public Schools. The Center shall provide and maintain translation services; carry out verification of residency and coordination of student transfer in and out of the District; and keep an up-to-date resource directory of school and city services. The PIC is also where referrals for Special Education, Medical Information, and other support services shall be accessed. The location and hours of the PIC shall be well publicized in all schools of the District, at City Hall and on appropriate websites. Appropriate signage and other directions, to make the Center easy to find, shall be developed and maintained.

Revised and Approved: 4 February 2013.

Approved February 27, 2015